An Investigation of the Academic English Language Needs and Materials Evaluation of Psychology Students at Bahauddin Zakariya University and its Affiliated Colleges in Multan

PhD Thesis

By

Faiza Masood

Supervisor

Professor Dr Naveed Ahmad

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The Department of English
BAHAUDDIN ZAKARIYA UNIVERSITY
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DEDICATION

To my beloved parents
Sardar Ali Masood Raza, Shahina,
My life, my sweetest Khala MAA Almas,
and my dear, sweet brother,
Mohammad Aon Ali

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APPROVAL CERTIFICATE

It is certified that the PhD thesis ***"An Investigation of the Academic English Language Needs and Materials Evaluation of Psychology Students at Bahauddin Zakariya University and its Affiliated Colleges in Multan"*** submitted by **Ms. Faiza Masood** has been found satisfactory and is approved for submission to the Bahauddin Zakariya University Multan, Pakistan in partial fulfillment of the requirements of the degree of PhD in English.

Dr. Naveed Ahmad
Chairperson/Supervisor
Department of English
Bahauddin Zakariya University Multan

CANDIDATE DECLARATION FORM

I, Faiza Masood
Daughter of Sardar Ali Masood Raza
Registration: 2001-im-823
Discipline: English

Candidate of Doctor of Philosophy at the Bahauddin Zakariya University does hereby declare that the thesis "**An Investigation of Academic English Language Needs and Materials Evaluation of Psychology Students at Bahauddin Zakariya University and its Affiliated Colleges in Multan"** submitted by me in partial fulfillment of PhD degree in Linguistics is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not be submitted by me for obtaining any other degree from this or any other university or institution.

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

Faiza Masood
PhD Scholar
Date:

ABSTRACT

The existing research is a thorough investigation in order to measure the existing linguistic proficiency of the Psychology students at BZU and its affiliated colleges in Multan and also to evaluate English materials designed for the Psychology students in order to judge its validity for them in the academic context. All this is investigated and evaluated in accordance with the particular roles Psychology students are required to perform in the academic context so that their problem areas could be well-identified and then reported with suggestions. Empirical research is conducted through a survey in order to investigate Psychology students' linguistic needs in an academic context as well as materials evaluation in the discipline of Psychology. A method of random sampling is used by the researcher. Four questionnaires are formulated for four population groups that are, teachers of Psychology, BS Honors Students, Masters Students, and teachers of English language Centre (ELC). Regarding close- ended items of the questionnaires, data is quantitatively analyzed by using Statistical Package for Social Sciences (SPSS) while open-ended items are qualitatively analyzed by identifying common themes, reviewing responses, and writing down keywords. The findings presented a clear picture of the students' level of inadequacy in the skills and sub-skills required in the academic context. The level of inadequacy differs, the more complex the academic text, the higher the level of inadequacy. Secondly, the findings of materials evaluation also clearly show that the existing material of English in the Psychology department does not cater to the needs of the Psychology students. The results also show that English plays a significant role in the academic context and a particular course regarding English is required to address the problem.

The needs-oriented course is suggested for implementation at educational institutions on the basis of the findings of this study. As the findings exhibit the levels of inadequacy in multiple areas related to academic situations, therefore the investigation contributes to the selection of proposed course contents and subsequently sequencing and prioritizing them.

The study has a wide scope as the suggested course can be implemented in the Psychology department of different academic institutes in Pakistan.

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LIST OF ABBREVIATION

ESP	English for Specific Purposes
EAP	English for Academic Purposes
NA	Needs Analysis
PSA	Present Situation Analysis
TSA	Target Situation Analysis
NNS	Non-Native Speakers
EOP	English for Occupational Purposes
EFL	English as a Foreign Language
ESL	English as a Second Language
EGAP	English for General Academic Purposes
ESAP	English for Specific Academic Purposes
CNP	Communicative Needs Processor
APA	American Psychological Association
SPSS	Statistical Packages for Social Sciences

CHAPTER 1

INTRODUCTION

The first chapter discusses the status of the English language around the world, the language situation in Pakistan regarding the language of Psychology in an academic context, objectives of the research, statement of the problem, research site, and current research plan. Then it discusses the syllabus of English and the medium of instruction in the teaching Psychology at BZU and its affiliated colleges in Multan. Further, it explains the rationale of the study, significance, and research questions. Subsequently, a vivid description of the research methodology employed in this research is discussed. The chapter concludes with an outline of the dissertation.

1.1 Status of English Language around the World

The English language belongs to the Indo-European family as most of the languages are spoken in northern India, and Europe as well as in Pakistan, Iran, and Afghanistan. Within that Indo-European family, the English language belongs to the "Germanic Language Group" along with Danish, Icelandic, Dutch, Swedish and German, etc. Specifically, the English language belongs to the "Western Germanic Language" subgroup and has a close similarity with the Frisian language spoken in the Netherlands.

English is the mother language of approximately 341 million people whereas it is the second language of 508 million people in more than sixty countries and states where the English language enjoys the status of official as well as a co-official language. These countries and states are Australia, Canada, Mauritius, American Samoa, Fiji, New Zealand, Nauru, the Marshall Islands, Guam, Pakistan, Singapore, Zambia, the United States, Nigeria, the United Kingdom, Tonga, Zimbabwe, St. Lucia, Malta, Grenada, Belize, India, Liberia, Kenya, Tanzania, South Africa, and the US Virgin Islands, etc.

The following map indicates English-speaking countries in the world. Particularly the dark color in the map highlights those countries:

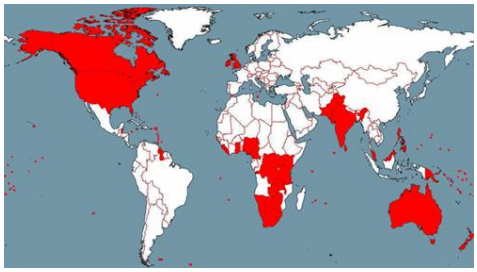

Figure 1.1: Map

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1.2 The Status of English Language in Pakistan

Language is considered an important instrument of state power. Therefore, regarding language policy states have two dimensions: first to spread their languages to maximum people and groups and second to learn foreign languages in order to secure their national interests through the production of ideas, intelligence- gathering, diplomacy, and even war. Both these aspects regarding policy preserve, sustain, and enhance state power. The same thing was done by the states of Europe in their colonial territories although the emphasis varied, and different other policies like educational, judicial, military, and administrative policies changed with beliefs and circumstances. Concerning a few cases, languages were not imposed on conquered people rather they were rationed out. In this context, market conditions were created in such a way that they developed an urge in the colonial subjects to acquire the language of their rulers. In this regard for the exercise of power modern domains were created that included education, higher judiciary, higher commerce, elitist media, etc. and entry into these domains was dependent upon the knowledge of the European language of the rulers. This language is known as 'language of power' and it is the English language.

English is an international language. It is an undeniable fact that all over the world English is known as a lingua franca. It means that for the majority of the people it is a source of communication. It is also the source of the repository at large scale regarding the latest knowledge in the world. In Pakistan, the status of the English language is undeniably high. Pakistan is a multilingual country where English occupies the position of official language

while Urdu is the national language. Serious modifications are required considering the official status of the English language in Pakistan. According to Sarfaraz (2013), Section 251 of the Constitution of Pakistan made it clear that Urdu is the national language of Pakistan whereas for official purposes English language may be used until the arrangements are made for the replacement of English with the Urdu language. Moreover, it is also mentioned in that Section of the Constitution that provincial assembly may by law prescribe measures regarding promotion, teaching, and use of a provincial language in addition to the national language. Hitherto neither Urdu is the 'official' language nor has it completely replaced the English language despite the fact that the English language is being constitutionally trivialized. This fact has crippled the country's education system while polarizing the students according to English language capability. A severe backlash for government-run schools is created by private educators through their non-adherence towards constitutional rules. According to Dr. Tariq Rehman (1996) the armed forces as well as the civil bureaucracy heavily invested in developing and maintaining an English medium of instruction specifically for the elite class in contrary to the declared policies of the state of Pakistan. The emphasis on the English language by the elite and private schools enhances the proficiency level of their students regarding the language. Resultantly when it comes to pursuing higher education these students have the edge as compared to the other students. Generally, this specific English-Urdu clause of the constitution serves as a discriminatory rule as it divides the population into 'un-educated' and 'educated' masses. Therefore, in our society, the competency in the English language is considered as the outstanding status symbol.

In Pakistan, the Higher Education Commission (HEC) of Pakistan is doing its job regarding formulating policies for the English language at a satisfactory level but then things start to go awry as it comes to implementation. Regarding the status of the English language in Pakistan, there is a missed connection between the HEC definition and the constitutionally defined status. Concerning the English at the BS/BA and MS/MPhil levels while including listening, writing, speaking, and reading skills the HEC policies include that first, it aims to develop the ability in order to communicate in an effective manner second to comprehend and use the English language in order to state opinions and ideas inside and outside the classroom and finally students should be competent to write organized academic texts. Thus, the total proportion of the population that can communicate and speak English is approximately three to four percent so none of these goals of HEC is being met.

In 1947 with the independence of India and Pakistan colonialism and the British rule over India ended. In the nineteenth century, the British colonial power introduced the English language in the areas now comprising Pakistan. English remained the language of the

domains of power that included judiciary, government, military, commerce, education, media, bureaucracy, etc. So in this way the English language became a source of empowerment as well as the preserve of the elite class. At the same time, it also became a social asset and a status marker hence functioning as a class differentiator. The English language is mostly used in government affairs, education, business field, and at the official level. Baumgardner (1987) states "in Pakistan, Sri Lanka and India hitherto the English language is being used at a general level in government, jurisprudence, commerce, and education" (p. 242).

On the other hand, the status of the English language in Pakistan is quite sound and secure. People in society take pride in speaking and knowing the English language. Familiarization with the English language is also considered a token of advancement, culture, and above all a hallmark of an educated person. Fluency in English language paves the way for securing good jobs in different sectors. According to Sabiha Mansoor (1993) regarding English language students have a linguistic hierarchy in mind as they consider the English language at the top and it is followed by the Urdu language and with the mother tongue in this regard Punjabi language coming to the bottom. In Pakistan, the English language plays a pivotal role in the field of education as in the education sector the English language is solidly entrenched, and most of the academic tasks, syllabuses, and communication take place in this language.

All the latest books, materials, and researches are available in the English language. As in order to keep pace with the modern world, the English language is necessary. Pakistanis use a moderate amount of English language for academic and occupational purposes. In an academic context, all science subjects are taught in the English language. Most syllabuses are designed in the English language. Over the past years, the significance of the English language in an academic context (Pakistani Higher Educational Institutions) has increased due to various reasons. According to Zubair (1990), Pakistani children should have a command of the English language regarding higher education. Sabiha Mansoor's (2002) study found that the teachers, Pakistanis students, their parents, and the administrators of universities have a positive attitude regarding the English language.

In an occupational context, the English language is essential for high profile jobs in various sectors. According to Azam (1994), two interest groups and clashing classes are generated as well as two streams of consciousness are created in the same society thus the powerful and dominant culture alienates and the masses are marginalized. The consequence is the socio-cultural in- communicate.

To sum up, the English language plays a significant role in all fields. Ghani (1999) mentioned that in Pakistan the English language serves as a gateway to white-collar jobs, success and higher education.

1.3 Psychology Students' Academic Background

The students in the Psychology Department come from diversified academic backgrounds and in an academic institutes the following two main media of instructions are used:

1. English
2. Urdu

In this context, private schools and colleges have English medium of instruction. The difference is that in the private academic institutes' latest technology is employed more learning facilities and opportunities are provided and *Communicative Language Teaching* method is used as compared to the public academic institutes. On the other hand, government/ public schools and colleges have an Urdu medium of instruction and they use the *Grammar Translation Method (GTM)*. As Rubab and Khan (2019) mentioned that the majority of the students at BZU in both the disciplines, social sciences and sciences had studied in the past through the grammar translation method (GTM). Keeping in view this context, it is clear that most of the BS Honors students in the Psychology Department have an Urdu medium background. Therefore, the ratio of students from English medium backgrounds is less in the Psychology Department as compared to Urdu medium background.

Likewise, the majority of the Master's students in the Psychology Department come from Urdu medium schools and colleges. This is due to the fact that at intermediate and graduation level they study maximum courses in the Urdu language as at these levels courses are offered in both English and Urdu languages. Hence, most of the Master's students in the Psychology Department have an Urdu medium background as they preferred to study Psychology in the Urdu language at graduation level. The study by Rubab (2012) shows that the majority of the students of the Southern part of the Punjab have an Urdu medium background. Resultantly, the percentage of Psychology students from English medium background is less as compared to the students from Urdu medium background.

As far a teaching methodology is concerned it is solely dependent on the teachers. Ayeni (2011) stated that teaching is a regular process that focuses on bringing a desirable change in students by the use of appropriate methods. The majority of the teachers are bilingual so during lectures they switch over from English to Urdu language and vice versa. Although the use of L1 may not be recommended in standard English language teaching (ELT) methods, a a number of studies have shown that teachers, in fact, use L1 in the classroom (Cook, 2001; Hall & Cook, 2013). On the other hand, due to the lack of exposure and complexities of the syllabus outdated teaching methodology is used by the teachers. Most of the teachers use the Grammar Translation Method (GTM) in the classroom. In this method, students hardly get an opportunity for dialogue in the class in order to increase their proficiency in the use of the

English language. The impact of GTM and first language in the classroom are that the learners could become indolent and don't do an endeavor to acquire the L2, they'll not be in the environment where the L2 is spoken by the teacher, thus they'll not be capable to improve their linguistic abilities (Norman, cited in Eleanor, 2012: 42).

Generally, for students from smaller cities, there are limited opportunities for exposure to situations in which the English language is used for social and academic purposes. Thus, Psychology students' command over the English language is not up to the mark as they studied through the Grammar Translation Method (GTM). Even when they secure admission in Psychology Department their proficiency and performance in the English language are not good. Concerning the syllabus of English in the Psychology Department the existing English materials are comprehension and composition activities. These are related to General English (GE). To some extent, general listening and speaking activities are also included in their syllabus. Thus, all these are not related to the materials required exactly by the Psychology students in their specific academic context.

1.4 Future Aspirations of the Psychology Students

The students of Psychology have diversified openings in Pakistan related to their field. There are some major branches and specialty areas of Psychology that have a significant position in today's world. Generally, the students of Psychology aspire for one of the following areas:

1. Clinical Psychologists
2. Educational Psychologists
3. Experimental Psychologists
4. Developmental Psychologists
5. Industrial Psychologists
6. Social Psychologists
7. Counseling Psychologists
8. Physiological Psychologists

Most students of the Psychology (Psychologists) concentrate on the above-mentioned fields either for further study or future profession.

1.1 Statement of the Problem

As mentioned earlier, this study investigates the needs of the Psychology students for English language skills, specifically, the needs of the Psychology students at Bahauddin Zakariya University and its affiliated colleges in Multan. The students of the Psychology Department must have the specific English language skills (reading, writing, listening and speaking) particularly required in the field of Psychology in the academic setting. Additionally, the

students of the Psychology Department must have good competency in supplementary skills specifically related to the materials (English component) such as vocabulary, giving presentations, making effective contributions to a seminar, expressing confidence/tentativeness, using information sources in a text, illustrative material etc., According to Hutchinson & Waters (1987); Robinson (1991); Hyland (2006), in order to determine what students have to accomplish through the medium of English precisely; it is imperative to carry out a needs analysis (NA). Kennedy and Bolitho (1991) mentioned that it is noteworthy not to consider ESP as an area of development different from the rest of General English (GE). This is a latest trend in English language teaching towards a more communicative basis for learning and teaching. Further, the Psychology students do not only require GE to interact with the rest of the members of the society who are linked to different disciplines, but academic and professional context also impose the need for English language proficiency.

Thus, the English course in use in the discipline of Psychology at BZU and its affiliated colleges in Multan does not meet the essential and entire needs of the Psychology students as it does not enable the learners to function appropriately in the academic context. Thus, the situation prepares a valid case for ESP (English for Specific Purposes) in the context of EAP (English for Academic Purposes) and materials evaluation specifically in the field of Psychology. Hence, the present study aims to investigate the needs of the Psychology students for specific English language skills, with a view to propose an English course that meets the adequate needs of the Psychology students in the academic context.

It is worthwhile to mention that the present research is a threefold research. On the one hand, it reveals the exact level of the Psychology students' linguistic competence in skills: reading, writing, speaking and listening. Second, it helps the course designers to design a specific course by considering the specific discourse and the Psychology students' requirements. Third, the research explores the academic language needs of the Psychology students and teachers and also highlights that maintaining the English materials (component) in complete accordance with the academic needs of the Psychology students definitely prove beneficial for them to flourish in the academic context.

1.6 Research Site

The research site was Bahauddin Zakariya University (BZU), and its affiliated colleges in Multan. Affiliated colleges included Government Degree College for Women, Katchery (now its women university), and The Emerson College, Bosan road (now its university). This study is confined to the discipline of Psychology at BZU and its affiliated colleges in Multan

regarding BS Honors and Masters' program. The students come from diversified academic backgrounds. So they are not proficient in comprehending Psychology courses in the English language. Moreover, the Psychology students' academic English language needs have never been investigated scientifically.

1.7 Objectives of the Research

The objective of this research is to propose an English language course for the Psychology students at BZU and its affiliated colleges in Multan considering their language needs in an academic context. Moreover, this study also aims to evaluate the existing English materials (component) used in the department of Psychology. In order to enhance the criterion of Psychology education in the Psychology Department at BZU and its affiliated colleges in the Multan suggested course can be implemented by incorporating it in their syllabi.

1.8 Present Research

The present research has twofold purposes. Firstly, the existing linguistic proficiency of the Psychology students at BZU and its affiliated colleges in Multan is thoroughly investigated regarding the specific roles they have to perform in an academic context. Through this the Psychology students' problem areas could be easily identified and subsequently needs-oriented English for Academic Purposes (EAP) course can be suggested. The research evolves from the theory of English for Specific Purposes (ESP) in the context of English for Academic Purposes (EAP).

Secondly, the present research aims to evaluate existing English materials used in the Psychology Department in order to check its effectiveness for the Psychology students in their required academic context.

1.9 Rationale of the Study

The following are a few reasons which prove the rationale of this study:

a. The existing linguistic competence of the Psychology students' needs to be investigated to empower the students to succeed in the academic context.
b. An English for Academic Purposes (EAP) course in the Psychology Department is needed. This EAP course should be different from General English (GE) as GE cannot bridge the gulf between the required and existing academic context.
c. Materials Evaluation specifically in the discipline of Psychology is required in order to match the course content of the existing materials (English syllabus) with the academic needs of the Psychology students.

1.10 Significance of the Study

The following are some significant points of this study:

First, it will help evaluate the existing linguistic proficiency of the Psychology students.

Second, it will help in evaluating the existing materials that are English syllabus being taught in the discipline of Psychology.

Third, the findings of this research will help the English language teachers in adapting, designing, and selecting required teaching materials as they will come to know about the problem areas in the required field.

Fourth, the findings of this research will provide insights into the course designers in order to design a specific course while considering Psychology students' academic requirements.

Fifth, the recommendations will prove beneficial for the students of Psychology at BZU and its affiliated colleges in Multan. Through these recommendations, the Psychology Department can introduce specific English courses.

The findings of this study will prove beneficial in initiating further research in areas such as classroom methodologies, teacher training, new teaching methods, materials design, materials development, etc.

1.11 Research Questions

The aim of this research was to recommend a specific academic course for Psychology students in the context of EAP in response to their language needs. Thus, the major research questions were:

1. What is the existing level of linguistic proficiency of the students of Psychology in the academic context?
2. What are the Psychology students' perceptions towards the usefulness of the ESP teaching material in use?

The subsidiary research questions were:

i. What is the existing level of linguistic proficiency of the students of Psychology concerning reading skills in an academic setting?
ii. What is the existing level of linguistic proficiency of the students of Psychology pertaining writing skills in an academic setting?
iii. What is the existing level of linguistic proficiency of the students of Psychology regarding speaking skills in an academic setting?
iv. What is the existing level of linguistic proficiency of the students of Psychology related to listening skills in an academic setting?

1.12 Research Methodology

In order to find answers to the research questions, empirical research was conducted through a survey. The method of simple random sampling was followed. A pilot study was conducted before the actual administration of questionnaires, tests, and interviews. Three different research tools were used: questionnaires, tests, and interviews. Four questionnaires were formulated for three population groups: teachers of Psychology, BS Honors students and Masters' students. Three questionnaires of EAP and one questionnaire of Materials Evaluation. Close-ended items of the questionnaires were quantitatively analyzed by using Statistical Package for Social Sciences (SPSS). On the other hand, open-ended items were analyzed qualitatively by identifying common themes. Regarding English language skills (reading, writing, listening, and speaking) a test was conducted with the students of BS Honors and Masters' level. The test had four sections: reading, writing, listening and speaking. Through this test existing linguistic proficiency of the Psychology students were investigated. The third research tool was an interview. A structured interview was conducted with the teachers of Psychology and teachers of the English language Center. The responses of all the teachers were noted down in the form of key points and complete verbal expression.

1.13 Outline of the Dissertation

Chapter 1 consists of an introduction. This chapter briefly discusses the status of the English language around the world, the status of the English language in Pakistan regarding the academic purpose in the discipline of Psychology, statement of the problem, research site, highlights the objectives of the research, and the present research. Further, the syllabus of English for the Psychology students and teaching methodology is presented. Then it explains the rationale of the study, the significance of the study and poses the research questions. Next, the research methodology is briefly discussed. The chapter concludes with an outline of the dissertation.

Chapter 2 presents the relevant literature review.

Chapter 3 consists of a detailed description of the research methodology followed in this research.

Chapter 4 provides qualitative and quantitative findings regarding the reading skills of the students of the Psychology Department.

Chapter 5 reports the findings of writing skills both qualitatively and quantitatively. Various traits of the writing skills are analyzed such as cohesion, grammar, organization, punctuation, spelling and vocabulary.

Chapter 6 presents the qualitative and quantitative analysis of listening skills in an academic context.

Chapter 7 reflects the findings of the speaking skills both qualitatively and quantitatively. Various elements of speaking skills like hesitation, fluency, accent, tone, speed, clarity, distinctness in speech and pronunciation are considered for analysis.

Chapter 8 provides a quantitative analysis of the Materials Evaluation questionnaires.

Chapter 9 reports the qualitative analysis of the interviews taken from the teachers of the English language Center in the Materials Evaluation context.

Chapter 10 presents the qualitative analysis of the interviews taken from the teachers of the Psychology Department. The Psychology teachers were asked questions about the existing proficiency and required proficiency of the students of the Psychology Department.

Chapter 11 is a conclusion. This chapter recommends a course for Psychology students at BZU and its affiliated colleges in Multan while considering the findings of needs analysis as presented in the previous chapters. The chapter is divided into three sections. Section A explains the overall findings of the research project. Section B takes into consideration the rationale for course designing while Section C gives recommendations through specifying the course outline. The chapter ends with concluding remarks regarding the proposed course and also recommends further research in the field of English for Academic Purposes (EAP).

CHAPTER 2
LITERATURE REVIEW

The present chapter reveals the literature concerning the field of English for Specific Purposes (ESP). The chapter has three sections. Section 1 firstly, presents ESP with its definitions, classifications, and features of the ESP courses. Secondly, it presents EAP with its definitions, classifications, and development of EAP. Thirdly, Materials Evaluation with its definitions and explanation is presented. Section 2 first reviews the literature related to language description in the context of ESP. A special focus has been given to the literature related to the description of the language of Psychology. Section 3 reviews in detail the literature related to needs analysis considering that the primary focus of this inquiry is to investigate learners' needs concerning primary academic skills. At the end of the chapter, a conclusion is presented and it discusses what has already been done and what is further required to be done.

Section 1: Introduction

In this section, I will present the definitions and classification of ESP. This will be followed by a discussion on developments in ESP.

1.1 Definitions of ESP

According to Ramirez (2015), "ESP is marked as to meet the particular needs of the learners" (p. 2). English for Specific Purposes (ESP) is a sphere of teaching the English language including Business English, Technical English, Scientific English, and English for Art Purposes, etc. ESP can also be considered as an avatar of language for specific purposes. In the literature, most definitions of ESP are presented by Hutchinson and Waters (1987), Strevens (1988), Robinson (1991), and Dudley-Evans and St John (1998). English, the most widely used language, has turned out in non-English speaking nations as English for Specific Purposes (ESP) Ghanbari (2010).

Hutchinson and Waters (1987) considered ESP an approach instead of a product. According to them in ESP any specific teaching material, language, and methodology are not included. The supremacy of need in ESP is established by them. They consider that 'the foundation of ESP is the simple question: Why does this learner need to learn a foreign language?' The answer to this question is related to the learners, learning context and the language required. This has been done through a process of needs analysis. Through this process, the information is collected and the language to be taught is determined.

Regarding definition, the following extract is worth mentioning. Streven's (1988) definition of ESP distinguished between the following four absolute characteristics and two-variable characteristics:

- **Absolute Characteristics:**

ESP comprised of English language teaching which is:

-designed to meet the specified needs of the learner

-related in content (i.e., in themes & topics) to specific disciplines, occupations, and activities

-centered on language appropriate to those activities in syntax, lexis, discourse, semantics, etc. and analysis of the discourse

-in contrast with 'General English'

- **Variable Characteristics:**

ESP may be but is not necessarily:

-restricted as to the learning skills to be learned (e.g., reading only)

-not taught according to any pre-ordained methodology.

(Strevens, 1988, p: 1-2)

Apart from this, the following claims by Strevens (1988) for ESP have been presented:

-being focused on the learners' need and wastes no time

-is relevant to the learner

-is successful in imparting learning

-is more cost-effective than 'General English'

(Strevens, 1988, p: 2)

Like Hutchinson and Waters (1987) and Strevens (1988), Robinson (1991) also emphasizes the importance of needs analysis in defining ESP. Her definition relied on two defining criteria and several characteristics that are generally considered to be true of ESP. Her key criteria are two:

> ESP is 'generally goal-directed'
>
> Courses emerged from needs analysis which 'aims to mention clearly what precisely is that which learners have to do through the medium of English'.
>
> (Robinson, 1991, p: 3)

Apart from these fundamental criteria, Robinson focuses on certain characteristics of ESP e.g., ESP courses have a short time further regarding work and specialist studies learners are adults in homogenous classes. The definitions of Strevens (1988) and Robinson (1991) are evaluated by Dudley-Evans & St John (1998) in the following perspective:

"Each definition has both validity and weaknesses; it may be either in the definition or in the features described. Streven's definition is the most comprehensive of the three quoted but it can lead to some confusion. By referring to content in the second absolute characteristic it may confirm the false impression held by many teachers that ESP is always and related directly to subject content." (p. 3)

According to Anthony (1998) definition of ESP is:

-ESP may be related to or designed for particular disciplines.

-ESP may use a different methodology as compared to that of general English.

-ESP is likely to be designed for adult learners either at a tertiary level, in a professional work situation, or for learners at the secondary school level.

-ESP is generally designed for intermediate or advanced learners.

-Most ESP courses assume some basic knowledge of the language system but it can also be used with beginners.

(Anthony, 1998, p: 4-5)

Another definition of English for Specific Purposes (ESP) by Dudley-Evans & St John (1998) that is comprised of absolute and variable characteristics is presented in the following way:

- **Absolute Characteristics**

-ESP is designed to meet the particular needs of the learners

-ESP makes use of underlying methodology and activities of the discipline it serves

-ESP uses language appropriate to the activities in terms of grammar, study skills, register, discourse, lexis, and genre

- **Variable Characteristics**

-ESP may be designed for a specific discipline

-ESP may use a different methodology from that of General English in specific teaching situations

-ESP is likely to be designed for secondary level, adult learners in a university setting, or a professional work situation.

-ESP is generally designed for intermediate or advanced learners

-Most ESP courses assume some basic knowledge of the language systems but it can be used with beginners.

(Dudley- Evans & St John, 1998, p: 4-5)

It is clear from the above-mentioned definitions that English for Specific Purposes (ESP) takes into account the particular needs of the students, identifies particular discourse and

linguistic features, and also presents remedial courses to help learners to perform adequately in specific academic settings. Moreover, the ESP is classified into two major categories to enhance the significance of the English language in different contexts. Further, the classification of ESP is discussed.

1.2 Classification of ESP

Traditionally ESP has been divided into two main types: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). But according to Carver (1983), English as a restricted language is also associated with types of ESP. English as a restricted language reveals the fact that knowing a restricted language would halt the speaker in performing and communicating effectively in a novel situation to which the speaker may not be accustomed. Its examples include waiter, air traffic controller, etc. English for Academic Purposes (EAP) depicts that EAP serves an educational purpose effectively. Its example includes studying science, literature, math, etc. English for Occupational Purposes (EOP) indicates that EOP serves as a professional or vocational purpose effectively. Its examples include engineer, business executive, etc. The education of English for specific purposes, in its initial days, was to a great extent inspired by the need to impart across dialects in zones, for example, trade and innovation. This has now extended to incorporate different zones, for example, English for academic purposes (EAP), English for occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for lawful purposes (ELP), and English for sociocultural purposes (ESCP), Belcher (2009).

Thus, two main types of ESP are EAP and EOP. Further EAP and EOP are divided into different areas. Regarding this division Robinson (1991) divides English for Academic Purposes (EAP) into two sections: 'Considering study in a particular field' and 'so long as a subject in a school.' (p. 3-4) Likewise, Robinson (1991) divides English for Occupational Purposes (EOP) into three sections: Pre-experience, In-service, and Post- experience. (p. 3-4). In figure 2.1 two sections of EAP are further divided into the following sub-categories:

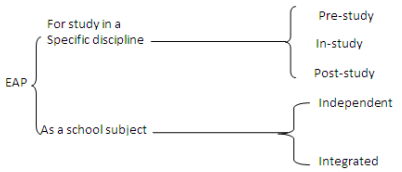

Figure 2.1: ESP classification by experience (Dudley- Evans & St John, 1998, p: 6)

On the other hand, a detailed classification of ESP is shown by following tree diagram 2.2:

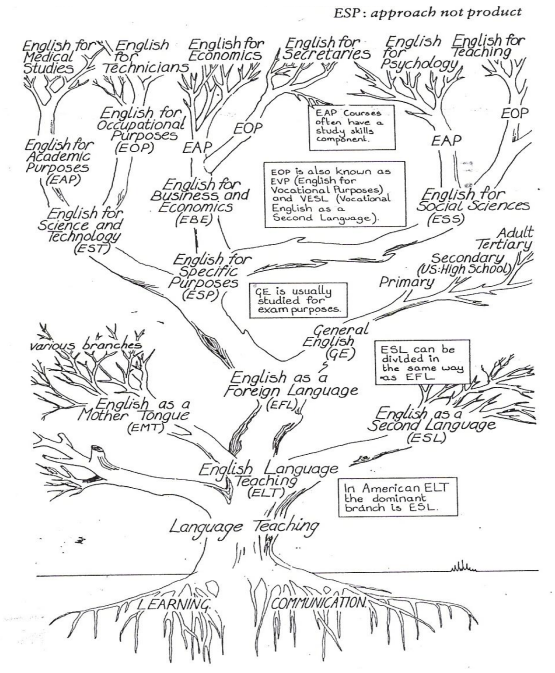

Figure 2.2: Classification of ESP (Hutchinson & Waters, 1987, p: 17)

1.3 Features of ESP Courses

A developing mass of exploration has announced that a number of educational institutes that are offering ESP courses are on the ascent these days to meet the regularly expanding explicit necessities of students who have a place with various fields (Bracaj, 2014). Carver (1983) and Gatehouse (2001) identified that following are some characteristics of English for Specific Purposes (ESP) courses:

a. Authentic Material

ESP courses make use of actual text from the occupation or discipline in modified or unmodified form. Its example includes charts, books, graphs, etc.

b. Purpose- Related Orientation

Purpose-related Orientation includes a simulation of the real tasks that are necessary for the target setting. For instance, a sample activity associated with Purpose related orientation might include simulation of a conference. In it, students would read papers written by other people, prepare papers, practice note-taking, etc.

c. Self- Direction

Self-Direction means learners must have the freedom to decide what to study and also they should have the freedom to approach the topic for study. To facilitate this freedom, teaching specific learning strategies related to the occupation or discipline might be included. Further, the EAP has been discussed to enhance the significance of the English language specifically in the academic context.

Paltridge and Starfield (2013) expressed that English for specific purposes (ESP) alludes to the educating and learning of English as a second or unknown dialect where the objective of the students is to utilize English in a specific space.

1.4 **Definitions of EAP**

The field of English for Academic Purposes has developed rapidly over the past 25 years in order to have a greater impact on the teaching and research of the English language. Recognizing its power on a broad theoretical basis and a commitment to research-based language teaching, the EAP has begun to address some of the social contexts in language use and to develop ways for learners to manage themselves (Hyland & Lyons, 2002). EAP is often defined as teaching English in order to facilitate the study or research of students in that language (Flowerdew & Peacock, 2001). In this sense it is a broad term that encompasses all areas of academic communication practices such as undergraduate, graduate and postgraduate studies, classroom interactions, academic publications, and curriculum issues, as well as research, student types and disciplines (Hyland, 2009a).

In the 1970s English for Academic Purposes (EAP) emerged as a movement in the frame of English for Specific Purposes (ESP). According to Jordan (1997) "first time in 1947, the term 'English for Academic Purposes' was used" (p. 1). In 1989 the old group of British Association of Lecturers in English for Academic Purposes (BALEAP) enhanced the teaching of EAP at the university level in Britain. In multiple settings English for Academic Purposes (EAP) takes place. In different countries the use of the term depends on the academic context, English as a foreign language (EFL) can also be used as a term like in Finland and Germany or may use the term English as a second language (ESL) e.g., language as used in offices or source of direction and instruction in the educational institutes like colleges as well as in schools. EAP courses can be demanded in the higher and advanced studies in some specific countries where English is considered and taken as a first language e.g., all required expertise can be needed in the academic context (Jordan, 1997). According to Jordan (1997), EAP is "the communication skills in English which are required in the educational context for studies" (p. 1). Another definition regarding English for Academic Purposes (EAP) by Flowerdew & Peacock (2001) is "English for Academic Purposes (EAP) is teaching English intending to facilitate learners' study or research in that specific language" (p. 8)

While defining EAP it is highlighted by Dudley- Evans & St John (1998) that it "refers to any English teaching that is related to study purpose" (p. 34). ETIC (1975) study found that "EAP is associated with those communication skills in English which are needed for study purposes in the formal education system" (as cited in Jordan, 1997, p: 1). According to Laurillard (2002: 81) "besides academic discipline, the primary technique regarding teaching and learning at university level includes acquisition (reading as well as lectures), practice (problems as well as exercises), discussion (seminars as well as tutorials) and discovery (practical as well as field trips)" (as quoted in Alexander et al, 2008, p: 7). Alexander et al (2008) stated

> "The main concern of EAP is to groom learners so that they can get subject knowledge through lectures, discussions, reading materials, and seminars. The goal is achieved by teaching learners an academic language, by promoting in them approaches, strategies and attitudes regarding learning as well as teaching in institutes" (p. 7)

According to Hyland (2006) EAP takes into account all areas of academic communicative practice comprising the following:

-undergraduate as well as postgraduate teaching (from design materials to lectures)

-students writing (from essays to exam papers)

-classrooms interactions (from teacher feedback to seminar discussions and tutorials)

-administrative application (course documents to doctoral oral defense)

-research genres (journal articles to grant proposals)

(Hyland, 2006, p: 1).

To clarify the status of English for Academic Purposes (EAP) I will quote the following by K. Johnson & H. Johnson (1998) "the use of English in study settings (specifically but not exclusively in higher education) where the main goal of language learning is the ability to cope with the learners' chosen academic specialism" (p. 105). In the field of study and work on the development of the English language as lingua franca, most non-English speakers find it important to get a certain level of proficiency in the English language to do job well and study well (Cobb & Horst, 2001, p. 315). Further the classification of EAP highlights its role specifically in the academic context.

1.5 Classifications of EAP

The relationship between EAP, study skills, ESP, and General English is very significant and it is required for particular disciplines. Dudley- Evans, and St John (1998) mentioned that English for Academic Purposes (EAP) includes the study of a specific discipline and school subject. This is because EAP particularly deals with the academic context so learners' main goal is to learn the language to deal appropriately with the academic tasks. On the other hand, Cottrell (1999) maintained that study skills are academic skills that are to be well performed as a learned activity. Study skills are also referred to as key skills (writing, reading, speaking, and listening) regarding all levels of education whether it is the primary level or advanced study. Moreover, Robinson (1991) considered English for Specific Purposes (ESP) as goal-directed and due to this ESP and General English have different methodologies in specific academic situations. The relationship of English for Academic Purposes (EAP), English for Specific Purposes (ESP), Study Skills, and General English is exhibited in the following figure 2.3:

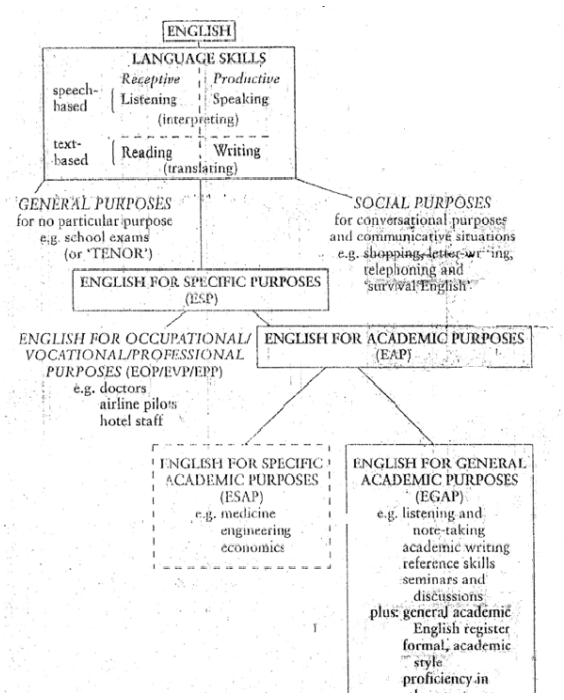

Figure 2.3: English: purposes (R.R. Jordan, 1997, p: 3)

The above figure makes it clear that in all purposes of languages, language skills are equally common. In some circumstances, English for General purposes is termed 'TENOR'- 'the teaching of English for No Obvious Reason'. Abbot (1981) explained this acronym in the following words:

> Most of the worlds' learners of English are school children….. {who} are too young or too distant from any real communication in English to have any identifiable 'needs'. (as cited in Jordan, 1997, p: 4)

English for Academic Purposes (EAP) is divided into two sections: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) examples of it are in Dudley- Evans and St John (1998:41-42), Jordan (1997:4-5) and Hyland (2006: 9). According to Jordan (1997:4), Coffey (1984) introduced the difference between 'subject-specific' and 'common core' EAP whereas Blue (1988) propounded the division of EAP into EGAP and ESAP.

According to Coffey (1984), EAP has two divisions: it can either be common core or subject-specific. Blue (1988a) described these two divisions as English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). Most elements of the 'common core' material are known as 'study skills'. Examples of study skills include listening and note-taking. According to Jordan (1997) "Subject-specific English is the language required for a particular academic subject. Its examples include economics etc. It also includes the language structure, vocabulary, etc." (p. 5).

Robinson (1980, 1991) considered EAP and study skills as being synonymous. The characteristics of EGAP and ESAP mentioned below are presented by Dudley-Evans and St John (1998: 41):

- **English for General Academic Purposes:**

EGAP set apart skills concerned with academic activities like listening to lectures in class; participating in discussions; seminars; carrying out practical (specifically related to the field of science); reading articles, textbooks, and various reading material; writing essays, reports, and dissertations. In many aspects, EAP differs from General English like learners' interests, available time, language content, language skills balance, study skills.

- **English for Specific Academic Purposes:**

ESAP combines the various skills of EGAP to facilitate learners to perform effectively in the real subject tasks. It begins to perform a developmental role through revealing different ways in which learners can use different skills they acquired in EGAP classes to the real understanding of their lectures, reading tasks, and writing tasks, or in different skills required of them by the specific department.

Widdowson (1983) relates the specificity of an ESP class to a dichotomy he sets up between training and education. As mentioned by Dudley-Evans & St John (1998):

> "Training encompasses the development of some skills and familiarity with particular schemata while education aims to develop a general capacity to cope with a range of needs. Widdowson sees ESAP courses concerned with training and EGAP courses with education." (p. 42).

Dudley- Evans and St John (1998) asserted that ESAP and EGAP are interlinked because the language learned and the skills in EGAP courses can be applied to specific work. Johns and Price- Machado (2001) mentioned that English for Academic Purposes (EAP) rose as a movement in the 1970s in the sphere of English for Specific Purposes (ESP). Regarding English for Specific Purposes (ESP) Johns and Price- Machado (2001) classified ESP in two significant areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (p. 44).

The detailed taxonomy of English for Specific Purposes (ESP) by Johns and Price- Machado (2001) is given below in figure 2.4:

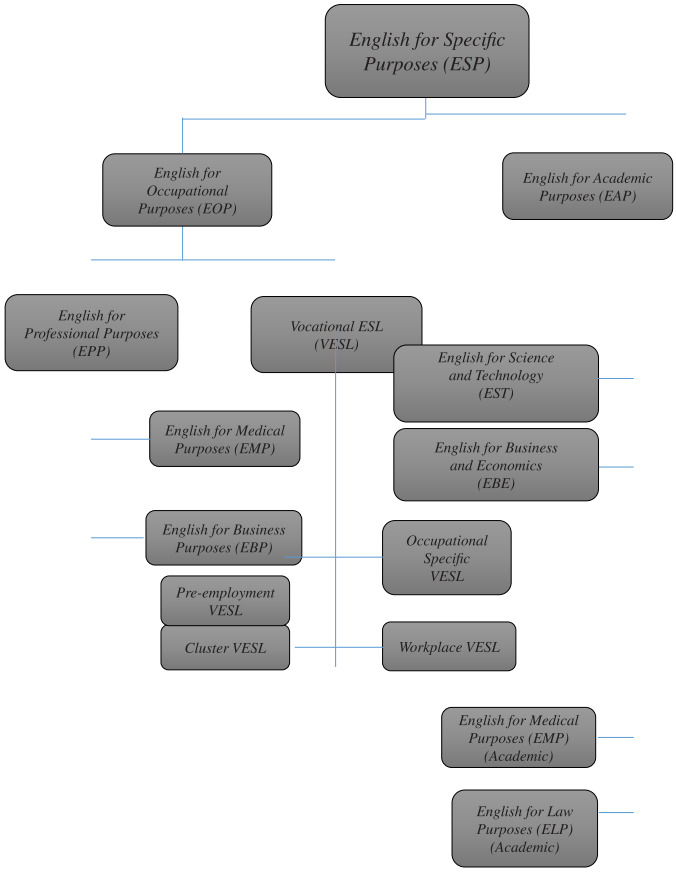

Figure 2.4: Classification of ESP categories (after Price- Machado and Johns, 2001, p: 44)

1.6 Development of EAP

In the early 1960s English for Academic Purposes (EAP) was regarded as a multidisciplinary approach and not just a monolithic universal phenomenon. In different situations, it went through different variations. Generally, following trends were observed in the development of English for Academic Purposes (EAP).

- **Register Analysis**

In language analysis, the word 'Register' is used to describe the types of language in context. As explained in the dictionary of sociolinguistics (2004) "The register is used to refer to diversity in the context in which the language is used" (Swann et al., 2004, p. 261). For example, most people speak differently in formal situations, like academic discourse or job interviews, as opposed to informal situations, arguments with friends and family. The task of navigating a variety of situations may seem simple, but if the spoken language is not your first language, or if you have language uncertainty, the task becomes more difficult. This can be the case with students when they enter university. The language used and taught at university level must reflect awareness of the different registers used by different peoples so that students can communicate effectively in many places where different language registers are used. As stated by Biber, (2006)

> "Most universities do very little to prepare students for these types of registers. In fact, many universities do not even bring students into the language demands of reading academic prose" (Biber, 2006, p. 1).

The main focus on register analysis was in the 1960s. Halliday, McIntosh, and Strevens (1964) presented the concept of a register in ESP. On the other hand, in 1936 Michael West was considered the pioneer of register analysis due to his count of the frequency of occurrence of meanings and using words in a study of five million running words. It was reprinted as (Longman 1953) A General Service List of English Words. The first ESP book which takes into consideration the register analysis approach was by Herbert (1965). The other best book on register analysis of scientific texts of the same decade was by Ewer and Lattore (1969). Swales (1985) presented a useful overview of different types of linguistic analysis regarding ESP.

According to Barber (1962) Ewer and Hughes- Davies (1971, 1972 both reprinted in Swales, 1988) register analysis focused on grammar and vocabulary. In the words of Swales (1988) "it refers to as an approach based on lexicostatistics" (p. 1)

In this, the main assumption was that although there was no difference between General English and the grammar of scientific and technical writing, certain grammatical and lexical forms are used more frequently than others. In this context, the first significant textbook by

Herbert was published in 1965. This book is specifically designed for students who studied some English but yet need training. According to Dudley- Evans & St John (1998) "in the linguistic conventions and specific structures of the English employed in scientific and technical writing so that they might be able to follow the current literature in English in their specific subject" (p. 21).

The aim of Strevens (1964), Ewer (1969), and Swales (1988) work was to make difference between grammatical as well as lexical features of English. Later on, these linguistic features were considered to be a significant part of their syllabus (Hutchinson and Waters, 1987). Eventually regarding the training of learners in the use of precise vocabulary as well as structures concerning scientific and technical areas, a specific syllabus was designed for convenience in the following literature of English. Mostly the material designed at this level was limited regarding the shortlist of vocabulary as well as grammatical structures whereas the appropriate use of language and communication skills were highly neglected. Therefore, these shortcomings of the register analysis approach led to rectification in the form of rhetorical or discourse analysis (Dudley- Evans and St John, 1998).

- **Rhetorical and Discourse Analysis**

The rapid development of EAP overtook the major flaws that occurred in the register-based syllabus. Lackstrom, Selinker, and Trimble (1973) have done pioneering work in this area. Trimble (1985) defines rhetoric as "the process a writer uses to produce a desired piece of text…. associated only with the presentation of facts, hypotheses and similar types of information" (p. 10). According to Trimble (1985), a writer needs to organize a text at the following four rhetorical levels:

Level A-objectives of the total discourse

Level B- General rhetorical functions

Level C- Specific rhetorical functions

Level D- rhetorical techniques

(as cited in Dudley- Evans & St John, 1998, p: 22)

In the 1970s Widdowsons with Allen made this approach the major movement in English for Specific Purposes (ESP). Widdowsons and Allen (1974) stated:

> "The problems faced by the learners are due to the unfamiliarity with English use and not because of the insufficient knowledge of the system. Consequently, learners' needs cannot be fulfilled through a course which demands and recommends further practice regarding the arrangement of sentences and giving information about using the sentences while communicative acts."

(As cited in Hutchinson & Waters 1987, p.35)

Allen and Widdowson's ideas were effectively put into practice in a series of textbooks, *The focus Series;* in this "the emphasis was on key functions in academic and scientific writing: definition, classification, description, hypothesizing and cohesion." (as cited in Dudley-Evans & St John, 1998, p: 23)

Hyland, K. (2012) maintained that discourse analysis is a set of methods for learning language in practice, looking at texts in relation to the social contexts in which they are used. Because language is an irrefutable part of public life, connected to almost everything we do, this broad definition has been interpreted in various ways in social science. In the EAP it tends to be more focused on practical texts than institutional social practices, and has focused more on specific subject areas such as research essays, conference presentations, and student explanations. Genre analysis can be seen as the most straightforward method of speech analysis focused on any element of repetitive language use, including grammar and lexicon, appropriate to the interests of the commentator. As a result, genre analysis recognizes that texts represent broader speech patterns and has the potential to provide meanings and interpretations for both texts and the communities that use them. Perhaps the most productive use in discourse analysis in the EAP has been to explore lexico- system patterns and inconsistent language of certain types to determine their apparent structural identity. Analysis of this type of sequence has provided useful information on the structure of texts and contexts in the use of such patterns, as well as providing important inputs to genre-based teaching.

Academic discourse analysis research has led to cultural interpretations of speech preferences (e.g. Connor, 2002). Although it is a controversial term, one powerful form of culture is seen as a network of historical and systematic dialogue that allows us to understand, develop and communicate our knowledge and beliefs about the world. Research on academic discourse has never fully focused on a printed page, however. As Fairclough (2003: 3), among other things, states: 'textual analysis is an important part of speech analysis, but speech analysis is not just a linguistic analysis of the text'. Many studies have sought to show how subject discourses are firmly attached to the cultures and activities in which their users participate. Another example is Prior's (1998) study of enrollment procedures for US university graduates. This draws on meeting transcripts, student documents, institutional perceptions, faculty feedback and interviews with students and faculty to provide in detail the ways in which students interact with their writing activities and therefore develop relationships with their disciplinary communities. Swales (1998), on the other hand, provides a 'solid' definition of educated culture that is self-taught. Combining textual analysis with in-depth reflection and dialogue, it provides a richly detailed picture of professional life, commitment and

projects of people from three cultural backgrounds: computer center, Herbarium and English Language Center.

Finally, critical thinking studies focus on how social relationships, identity, knowledge and power are constructed through written and spoken texts in schools, schools and classrooms. Divided by a radical political agenda from other forms of rhetoric, Critical Discourse Analysis (CDA) has sought to show that academic discourses are not explicit or implicit in describing the world but work to build, control and manage information, social relationships and institutions. Special literacy styles are authoritative because they represent the most important ways of presenting relationships with facts and these authoritative ways of seeing the world govern scholars and students alike. Research by Ivanic (1998) and Lillis (2001) shows how this can create tension among students in addressing university study needs, and Flowerdew's (1999) study shows similar concern among non-native English scholars.

Kamalu and Osisanwo (2015) mentioned that discourse analysis is a vast field of study and it has taken some methods and theories of analysis from other disciplines like Psychology, Sociology, Linguistics and Philosophy. Discourse analysis introduced how sentences were combined to convey meanings whereas register analysis aimed to focus on grammar and vocabulary. Its purpose was to bring into the limelight the structures in the text and also give meanings to it which prove useful in formulating a new syllabus of the English for Academic Purposes (EAP) course. The major drawback of the course was its sole concern with language teaching and the development of study-skills was not properly focused. Therefore, in the late 1970s the primary focus in EAP work was on study-skills.

- **Analysis of Study Skills**

Researchers seem to agree that learning skills refer to appropriate behaviors in order to achieve a learning function that works as a process and becomes a critical learning tool (Gall, Jacobsen & Bullock 1990; Rafoth & DeFabo 1990; Yu, 2011). Crede and Kuncel (2008) state that reading skills refer to students' knowledge of appropriate techniques and methods and time management skills as well other resources to meet the needs of learning activities and therefore, effective study focuses on learning skills, learning habits and attitude towards learning. It is important to note that Gettinger and Seibert (2002) maintain that reading skills are important for reading ability because appropriate reading skills are associated with positive outcomes in many areas of diverse student content. First, study skills highlight the students' knowledge of appropriate learning equipment and the ability to manage time and other resources to meet the needs of learning activities. A key concept known as meta-cognition. It is generally accepted that re-transmission acts as a meta-level and is related

to the physical world (e.g. cognition) through monitoring and control functions (Nelson, 1996).

Second, study habits describe the level at which students control themselves, as well as their ability to focus and practice common learning activities with appropriate learning habits (e.g., review, self-assessment, practice, etc.) in a learning environment (Crede and Kuncel, 2008) Third, learning attitudes refers to learners' specific situations in relation to specific study activities and a sense of responsibility for the value of one's learning by showing interest in learning when making a continuous and determined effort (ibid). In other words, study habits and study conditions have different origins, because deliberate effort (motivation to learn), self-control, concentration skills, self-awareness (learning habits) and a sense of responsibility for personal learning (learning attitudes) are needed to succeed academically.

The functional- notional materials and communicative language teaching played a significant role in the development of study skills. Needs analysis corresponds with the elaboration and progress of study skills and it proved useful in distinguishing amongst the primary skills according to a given situation. The specific skills-based courses aimed not only to guide the learners but also make them capable to carry out the required task in the particular situation and also in their specific academic studies (Dudley-Evans and St John, 1998).

The purpose of EAP courses is to teach both general academic language and subject-specific language. The language-related study skills and language of the learners' academic subject both became the main component of the English for academic purposes (EAP) skills classes.

Language study skills are taught as an essential component of the EAP course. According to Richards, J. Platt and H. Platt (1992) study skills are "strategies, abilities, and techniques which are generally used when writing, reading, or listening for study purposes. For example, study skills required by university students studying from English- language textbooks comprised of: using the dictionary, note-taking……." (as cited in Jordan, 1997, p: 6)

According to Beard and Hartley (1984), study skills are conscious efforts and not merely instinctively acquired. According to Zahorick et al., (2003) successful teachers view students as the main reason for educational institutions for whom learning exists, and that successful teachers are the ones who focus on providing students with basic academic reading skills and critical thinking skills. The study by Katsara (2018) discussed the use of study skills in the context of an English for Specific Academic Purposes (ESAP) Course concerning the Greek students. In this study, the use of study skills through the categorization of effective studying has been discussed.

❖ **Writing Skills**

Writing skills aim to prepare learners for academic writing tasks. A large proportion of students' study time is occupied by academic writing. Academic writing includes a range of approaches and types of practice. In the USA numerous approaches of academic writing are put into context by Silva (1990). Writing can be characterized by the arrangement of differentiation. As per Tan and Miller (2008), writing is a deliberate, social correspondence that includes education also. If there should be an occurrence of composing, it requests a clear and thorough message as there is no immediate collaboration among the author and per users. Through writing, we express our considerations and thoughts in a coordinated manner, and to make a fruitful composition, we experience a psychological cycle. At the point when we write we first consolidate our thoughts furthermore, contemplations, and afterward mastermind them as sentences and sort out the sentences into strong content. This psychological cycle of writing emerges from some sub-abilities like-drafting, arranging, altering, reexamining, and so on (Afrin, 2014, p. 42).

According to Dudley- Evans, and St John (1998) product approach is involved in teaching writing; the product approach is one which first analyzes and then assigns students a parallel task for writing. An alternative to the product approach identified the academic genre. According to Silva (1990) writing in EAP should be acceptable to the host academic institution. Jordan's (1997) study found that "academic discourse genres, level, and nature regarding academic writing tasks aimed at helping the learners into the academic context (p. 166). The various kinds of genre which learners are required to produce and to become familiar with consist of the following: reports, essays, dissertations, exam answers, projects, articles, etc. Davies (1988) takes into consideration the combination of process and product approach regarding the development of genre-based syllabus concerning academic writing. While defining genre Davies (1988) follows Swales "a genre is a recognized communicative event concerning the shared public purpose and also having aims mutually comprehended by the participants in that event" (as cited in Jordan, 1997, p: 166).

According to Jordan (1997) process approach is also involved in teaching writing. The Process approach is one that includes planning, organizing, composing, drafting, feedback, and revising. The Process approach makes individuals responsible for their learning. Summary writing played a significant role in academic writing and is also inter-connected with academic reading. Edge (1983) also identified the important position of summary writing (Jordan, 1997).

Abdulkareem describes academic writing as being "The development and advancement of procedures instructed in the educational institutes, for example, coordinating and producing students' thoughts and basic reasoning, and creating jargon and linguistic punctuation" (2013, p.1553). Additionally, methods that include rewording and summing up can't be ignored in academic writing (Abdulkareem, 2013).

Beard and Hartley (1984) provided useful comments on editing and redrafting of text. In this they considered three main types of writers' blocks; physical, psychological, and procedural (Jordan, 1997). According to Jordan (1997) in all kinds of academic writing, learners required feedback from teachers and tutors regarding its authenticity and acceptability. Writing could be a complex skill to be learned or instructed because of the way that it's anything but a straightforward intellectual action; rather it is accepted that writing is a complex mental creation that requires "cautious idea, order, and focus" (Grami, 2010, p. 9). Also, writing can be seen distinctly from the point of view of the general public as opposed to a solitary individual (Burke, 2010, p. 40-41). At the point when a youngster writes, considerations and information are mixed making extraordinary importance (Jones, Reutzel and Fargo, 2010).

❖ **Listening Skills**

Nunan (2003) emphasized that "Listening is an effective and purposeful process to make sense of what we are hearing" (p: 24). According to Lynch (1983), academic listening involves a need to get aware of the way lectures are organized, the specific language used in lectures, and comprehending the language of the lecture particularly pronunciation of familiar words of the relevant subject. Dudley- Evans & St John (1998) considered that lecture listening includes several features: phonological signals, accent, unit boundaries, and intonation patterns. To comprehend the core of the lecture and to note down the key points, learners have to cope with the speed and process of delivery of the lecture.

According to Dudley- Evans and St John (1998) above mentioned features may cause problems in comprehending the lectures. Therefore, to help the students, they should become familiar with different styles and structures of lectures. Later on, various micro-skills may develop like the topic of the lecture, identifying the purpose and recognition of key lexical items. Further awareness of formal and informal language is also essential. Regarding listening skills in lectures, James (1977) summarizes main problems within three broad areas:

a. decoding i.e., recognizing
b. comprehending i.e., understanding
c. taking notes i.e., writing down quickly important points

(As cited in Jordan, 1997: 179)

According to Flowerdew (1994) "the act of decoding not only involves recognition of what has been said but also the recognition of irregular pausing, hesitation, intonation patterns, and stress" (as cited in Jordan, 1997, p: 179).

According to Flowerdew (1994) especially problematic areas in lecture genre is "the requirement to be able to concentrate on and comprehend long stretches of talk without the opportunity of indulging in the facilitating functions of interactive discourse like asking for repetition and negotiating to mean" (as cited in Jordan, 1997, p: 179). According to the survey conducted by Powers (1986) following nine skills were considered significant regarding information from lectures in listening skills:

- recognizing main ideas or themes
- recognizing co-relation among main ideas
- recognizing the topic of a lecture
- retaining information through note-taking
- retrieving information from notes
- understanding key vocabulary
- inferring relationships between information
- following the spoken mode of lectures
- recognizing supporting ideas and examples

John Flowerdew (1994: 12- 13)

Listening skills in lectures are associated with note-taking. Rost (1990) enumerated types of note-taking. Following are some aspects practiced in EAP courses regarding listening and note- taking:

- Topic- relation notes
- Concept- ordering notes
- Focusing notes
- Revising notes
- Erasing

(as cited in Jordan, 1997, p: 187-188)

According to Jordan (1997) note-taking is comprised of several processes, following are some of these:

- Ability to differentiate between important and less important information
- Deciding when to record the points
- Ability to write clearly and concisely
- Ability to decipher personal notes later
- Ability to recall the gist of the lecture (p. 179-180)

According to the investigation done by Dunkel and Davy (1989) regarding note-taking in lectures following are some points of importance:

- As a mnemonic device
- To prepare for exams
- To maintain concentration during the lecture
- To make a comparison between information in the textbook and lectures

(as cited in Jordan, 1997, p: 188)

The link between learning and note-taking is analyzed in several ways by Beard and Hartley (1984). They concluded that "there is evidence to recommend that note-taking can aid the learning process in some situations. Moreover note-taking is related to recall as well as reviewing notes is also a useful procedure" (p. 10). Consequently, by understanding the link between learning and note-taking students would be able to note-taking in an effective way.

Tarigan (1997) pointed out that there are two types of listening situations, interactive and non-participatory listening situations. Conversational listening occurs directly in face-to-face communication and chatting on the phone. In this type of listening, we ask someone else to repeat or speak slowly for understanding. On the other hand, unconventional listening includes listening to TV, radio, ceremonial events and preaching situations. In these cases of listening, we cannot ask the speaker to explain or speak slowly. In this regard, Rahimirad & Moini (2015) highlighted the problems of listening skills and the results of metacognition on student understanding of EAP study arrangements at university level. On the other hand, Nhue, Van, & Long (2018) have suggested listening techniques to improve the students' participation in a wide range of the activities specifically for the students.

❖ **Speaking Skills**

Surveys reveal the fact that learners face problems in expressing themselves in speech. According to Jordan (1997) speaking for academic purposes is a term that is used regarding spoken language in different academic settings. It also recommends that the language used is formal and it follows the conventions of the specific activity or genre. Regarding asking questions, that is placed in multiple academic settings such as lectures, participating in discussions and seminars, giving presentations, and verbalizing data in workshops and seminars.

In the above mentioned academic settings as far as lectures are concerned it is related that students face difficulty in asking questions in lectures. Whereas in seminars it is related that due to their presentation and participation role, learners face difficulty in speaking skills.

Oral presentation required learners to give a short talk on their related topic or field of study. Nesi and Skelton (1987) emphasized the need for the appropriate organization of material regarding oral presentations. Verbalizing data is a problematic area for many learners.

Jordan (1982) provided practice in verbalizing data, he emphasized on plans, maps, shapes, and different types of data presentation. The technique of 'describe and draw' as a pair work activity was used by Jordan. He used this technique to provide practice in the vivid, concise descriptions along with precise questioning and instructions. Individual speech difficulties can be caused by shyness or different personality factors apart from language being used. Various other important factors causing a problem in speech are stress, pronunciation, and intonation. According to Jordan (1997), the main concern within word stress is "primary stress placement, a common source of difficulty is in technical and semi-technical vocabulary. Focused is on shifts of stress in words when used in the context" (p. 205).

Ramadhani (2017) focused on teaching speaking skills in the form of ESP for Computer Engineering students of STMIK Budidarma Medan and also introduced the barriers for improving the speaking skills encountered by the students and teachers in academic contexts. Januleviciene & Kavaliauskiene (2002) highlighted the concrete features of students' ability to use language skills that also strengthened inequality among the various types of oral contrasts with written performance concerning language creation in classroom room settings. They suggest various procedures to support vocabulary preservation and restoration; and useful clues that trigger ESP speaking skills.

- **Reading Skills**

Academic reading is a multifaceted area. Students always read for a purpose such as to obtain information, to comprehend ideas, to discover authors' views, and to seek evidence. The reading process is concerned with subject- content and the expressed language. Both of these aspects involve different kinds of comprehension. Different reading strategies and skills are also involved in academic reading. According to Jordan (1997) following are some strategies, skills, and sub-skills employed in reading:

a. Prediction
b. Skimming (reading quickly to get the main idea)
c. Scanning (reading quickly to obtain a specific piece of information)
d. Distinguishing between the following:
- Important and less important items
- Factual and non- factual information
- Relevant and irrelevant information
- Ideas, opinions, and examples

- Explicit and implicit information

e. Drawing conclusions
f. Deducing unfamiliar words
g. Comprehending graphic presentation (diagrams, charts, etc.)
h. Comprehending linguistic aspects and text organization e.g.,
- Cohesion
- Recognizing discourse markers and their function

(p. 143-144)

All of the above-mentioned skills are related to comprehension and are frequently integrated within units in the form of activities in different books and these reading activities are mostly topic or content-based.

According to Davies and Johns (1983) regarding English for academic purposes (EAP) courses, reading skills played a pivotal role by shifting the text from 'a linguistic object' to 'a vehicle of information'. According to Dudley- Evans and St John (1998) to emphasize on macrostructure of a text is the aim of the EAP course to obtain information from it despite just maintaining students' focus on linguistic analysis. Bloor (1985) distinguished the following four approaches for reading materials:

a. Psychological
b. Linguistic
c. Content- orientated
d. Pedagogically- orientated

(as cited in Jordan, 1997, p: 144)

Psychological emphasis is on the process which takes place in the mind of the reader. It includes two levels: simple word recognition and interpretation. Linguistics takes into consideration the words and sentences of the text. Content- Oriented approach is based on the view that if readers are provided a particular purpose for their reading then their efficiency will generally be improved. Concerning Pedagogically-Oriented, Bloor (1985) maintained that this particular approach takes into consideration those specific courses in which learning theories are the main motivation and interest for the design of the total course despite the design of individual exercises.

In reading skill reading speed also plays a significant role. Reading speed is associated with extensive and intensive reading. According to Jordan (1997) regarding reading speed generally, there are two opposed opinions: first is that learners have difficulties with reading comprehension due to their limited vocabulary. The second is that by improving reading

speed students can easily contextualize unfamiliar vocabulary, can see longer stretches of language, and eventually obtain general understanding.

According to Jordan (1997) learners frequently read unfamiliar words and phrases while reading textbooks related to their subject. Hewings (1990) takes into consideration the example of specific texts of theoretical model building in economics. She identified that various study skills techniques prove beneficial in numerous ways like skimming through text and scanning main headings and subheadings. Reading is a complex skill in nature. Learning not only asks students to read, but also expects them to show that they have done this successfully. In other words, the teacher must develop ways to obtain evidence that the learning comprehension has occurred (Hughes, 2003). For EFL readers, messages may be misunderstood. In this case, they find it difficult to get the proper meaning of the text, and their understanding is hindered, and their fluency is reduced. Indeed, previous research has shown that when readers read passages with unfamiliar words, they are asked to consider the text more strongly and slower. Understanding a text builds up gradually during the reading process and students' efforts to understand it. During this process, initial assumptions are confirmed, vocabulary that may be confusing is understood in context, and reasoning based on previous experience is explored (Chang & Hsu, 2011; Clarke, Truelove, Hulme, & Snowling, 2014).

Coiro (2011) argues that learning to read improves the thought process and vice versa. As a result, when teachers openly teach reading and thinking as collaboratively strengthening processes, benefits occur on both levels. In some ways, the teaching of thought involves teaching students about planning, problem solving, and metaphorical awareness, which he cites (Green, 2005) as "the choice and practice of thought processes to suit specific needs" (p. 107). Over time, students learn hidden thought processes while studying. They begin to know meta-cognitively during their reading as they make sense of the text and integrate it with their prior knowledge. According to McKeown and Gentilucci (2007) "reading is a secret process controlled by students for the purpose of constructing a concept from the text, and the practice of students 'thinking through their thinking' while performing the learning process is known as meta cognition "(page 136). Wang (2016) defines reading strategies as "guided actions in which students easily control themselves to a certain degree of awareness of acquiring, storing, controlling, extending, and exploring textual information to achieve learning objectives" (p. 1790). In McKeown and Gentilucci (2007) critical thinking helps students improve their ability to monitor their reading comprehension as it transforms the indirect into the direct or reveals the hidden aspects.

- **Analysis of Learning Needs**

According to Hutchinson and Waters (1987) the aim of EAP is not to deal with what people do with language but its main concern is language learning. The above-mentioned trends regarding the development of EAP are concerned with the functions of language. Therefore, it can be assumed that language use may enable the learners for effective language learning. A valid approach of EAP is used to comprehend well the process of language learning.

Hutchinson and Waters (1987) asserted that ESP had focused more on the end product whereas less attention has been given to learning skills required to enable learners to reach the desired end behavior. These ideas are established in Hutchinson and Waters (1987) book and the concept of a learning-centered approach is outlined.

According to Dudley- Evans, and St John (1998) learning-centered approach is concerned with the process of learning as well as learners' motivation to find out what is required to enable learners to reach the end target. Another aspect of a learning-centered approach is that students from their academic settings have developed certain learning skills and these specific skills can be exploited in ESP classroom. Johns and Davies (1983) elaborated this idea a stage further in the following words "in arguing for an approach which is based on the text as 'a vehicle for information' despite as 'a linguistic object'……. a methodology that focused on group work in which learners puzzle out the meaning of the text" (p. 1).

The learning-centered approach emphasizes that different students learn in different ways. According to Dudley- Evans & St John (1998), the focus on problem solving and group or pair work allows for these differences. Hamp- Lyons (2001) presented an encompassing view of further development of EAP in the following words:

> "In the future, an all-encompassing view of EAP is expected to develop much further; 'Academic literacy' will continue to be applied to the complex set of skills and not only to those relating to the mastery of writing and reading. EAP would be specifically focused at pre-tertiary levels. English language skills regarding non-native English speaking academics is likely to develop in it" (p. 63).

Next, is the last subpart of the first section and it discusses Materials Evaluation.

1.7 Definitions of Evaluation

In the words of Hutchinson and Waters (1987) "evaluation is concerned with judging the fitness of something for a specific purpose. Evaluation concerned with relative merit" (p. 96). Another definition of Evaluation by Brown (1989) is "evaluation is the systematic collection and analysis of all relevant information essential to promote the improvement of a curriculum and also to assess its effectiveness and efficiency" (p. 223).

According to Burt and Dulay (1974) evaluation measures the validity of the content to judge whether it reasonably suits the objectives and to assess that methods are suitable for conveying the content as well as for achieving the target of the teaching-learning interactive process. Evaluation paves the way for existing arrangements to become more effective. The aim of the evaluation is twofold: first to determine to what extent the program has worked. Second, it broadly facilitates the whole process of curriculum development. According to Tyler (1942) evaluation is concerned with finding out how effectively goals are met. Scriven (1967) considered evaluation as assessing the worth of a program. Gephart (1973) regarded the aim of evaluation not to prove merely but also to improve.

Briefly, evaluation can be defined by Pereival & Ellington (1984) in the following words "evaluation refers to a series of activities that are designed to measure completely the effectiveness of an instructional system" (p. 29).

Milagros (1974) presented two levels of evaluation: actual situation level and conceptual level. He mentioned the following six evaluation aspects:

a. The Specificity of objectives and goods
b. Standards and criteria
c. Role of an evaluator
d. Design and instruments
e. Interpretation and data analysis
f. Time and funding constraints

According to Hutchinson and Waters (1987) by evaluating existing materials, materials writers can learn a lot regarding ideas and techniques of evaluation. As mentioned by Kontozi, A. (2017) the use of EFL material has attained a significant position than ever before as through it EFL teachers have guidelines on syllabus, teaching methods and on what to teach. They are considered an integral part of any EFL course and therefore for the most appropriate choice of a textbook careful research is required. This research focuses on the evaluation of an existing material of the English language in the Psychology Department.

1.8 Materials Evaluation

Lately the term 'materials evaluation' has become a formal connotation in response to efforts to systematize it generally through the introduction of 'checklist'. Tucker (1975) presented a new method of evaluation that consists of a checklist. His checklist is comprised of the following criteria:

a. Pronunciation criteria
b. Content criteria
c. General criteria

d. Grammar criteria

But the main flaw of Tucker's checklist is that it is concerned with the theory of audio-linguicism. So it is not applicable in the initial form. But the flexibility of the checklist makes it favorable and due to this, it is dependent on the content weighting.

Daoud (1977) developed an evaluation system that applies to teachers' manual and learners' textbooks. It is comprised of two phases:

a. Recording the data
b. Evaluating data

The phase of recording the data is comprised of the following two parts:

Survey- general impression

Analysis- enumerating the content of teachers' manual as well as of learners' textbook

After completion of the first phase that is recording the data, the evaluation requires the application of a checklist and writing of comments and recommendations for improvement. The textbook checklist contains twenty-eighty questions. These questions are further divided into five headings. The second checklist is for the teachers' manual. This checklist consists of twenty questions. These questions are categorized into five sections. Each section maintains its specific heading. Tuckers' rating system is borrowed for application.

According to Haycraft (1978), the use of textbooks has great significance. To assess the effectiveness of the syllabus, he developed some questions which include all essential factors i.e., the book, components of the book, and learners. Some questions are formulated from the teachers' perspectives while other questions are prepared from the learners' perspectives. Teachers' perspective is concerned with teaching ability whereas learners' perspective is related to learning ability. He also emphasized problems which teachers encounter while teaching.

Mathews (1985) emphasized the analysis of textbooks from a teaching perspective. He recommended that the book which effectively suits the teachers' situation is remarkable. His analysis is comprised of the following points:

a. Analysis of the teaching situation
b. Analysis of the competing textbooks

He does not use a scoring system. The first category formulated questions under seven headings. The second group of questions has eighteen headings. A summary of nineteen major criteria has been presented to assess the pros and cons of textbooks concerning other textbooks.

Regarding materials evaluation, McDonough and Shaw (1993) proposed a two-stage model: macro- evaluation or external and micro- evaluation or internal. The first stage consists of the assessment of publishers' claims, table of contents, and a general impression regarding the suitability of the materials concerning the intended audience. The second stage which is an in-depth investigation took place on the condition that only if the materials look promising. The criteria put forward by McDonough and Shaw (1993) looks more economical than those of Mathews because the purpose is to provide "a model which is flexible enough to be executed in ELT contexts worldwide and for this no scoring system is proposed" (p. 66-79). So it was concluded by McDonough and Shaw that materials once selected can only be effectively judged after receiving classroom feedback and its implementation.

Sheldon (1988) and Cunning worth (1989) occupy a balanced position regarding numerical scoring. According to Cunning worth quantitative evaluation should be changed with qualitative evaluation. He recommended that professional judgment was involved at every step in the process of evaluation. So his checklist is composed of both types of questions that require a descriptive and evaluative comment. Sheldon (1988) criterion does not possess numerical figures. He formulated a mixture of comments and ratings particularly expressed in terms of descriptive comments such as 'poor', 'fair', 'excellent', and 'good'.

Breen and Candlin (1987) presented a checklist regarding materials evaluation which differs from other checklists in the field of learner-centeredness. This checklist can also be termed as 'pre- checklist' regarding its specific information which explains the aim of using materials in the classroom. In this, the evaluation process has two phases. The first phase is comprised of the following components:

a. Materials
b. Their aims and content
c. Demand they make upon students
d. Demand they make upon teachers
e. Functions of students and teachers as classroom resources

The second phase is comprised of the following aspects:

a. Criteria for selection of material useable in the ways which are suitable to classroom language learning
b. Criteria for the application of the material in the above-mentioned environment

This evaluation process has got a qualitative approach. But to some extent, the checklist can be formulated in terms of a quantitative approach. Grant (1987) formulated three stages of materials evaluation:

1. Initial evaluation
2. Detailed evaluation
3. In use evaluation

Furthermore, he presented a criterion for assessing the worth of textbooks by introducing a 'CATALYST' test. He took this term from the field of chemistry because the catalyst in the chemistry laboratory facilitates change. Therefore, according to Grant, a textbook should act as a catalyst in the classroom. Due to this reason, the test CATALYST is appropriately named. The term CATALYST is composed of eight letters and these letters represent eight criteria that prove helpful in deciding the suitability of textbooks for the classroom. CATALYST represents the following words:

C= Communicative
A= Aims
T= Teach ability
A= Available Add-ons
L= Level
Y= Your impression
S= Students' interests
T= Tried and tested

Mercia (1989) provided a detailed checklist of items for analyzing the syllabus. This checklist fulfilled the primary purpose of evaluation regarding textbooks and teachers' manuals. In this, the whole process consists of a needs survey, analysis, and assessment. The next step is evaluation. Assessment is related to a rating of questions and there is a limited range of questions under specific headings. Littlejohn (1998) formulated a criterion to assess language teaching material. For this purpose, he presented a task analysis sheet to have an in- depth description of the language teaching materials.

The English material (component) used in the Psychology Department was designed and approved by HEC and followed by the Psychology Department at BZU and its affiliated colleges in Multan under the scheme of studies 2012 to onwards. (The course outline for materials evaluation is in appendix- O). The need to analyze the English material is made to know whether it has a significant impact for Psychology students "to learn English". A textbook(material) analysis will reveal an understanding of its fitness; whether it has done what it did and whether it has achieved its set goals. It therefore was important to assess whether it was in line with the Psychology students' needs of the specific context, to know

even if it really promotes communication language, student independence, use it to solve problem methods and whether differentiated instructions.

1.9. Types of Materials Evaluation

According to McGrath (2002: 22) analysis is a process that leads to a purposeful, non-verbal purpose and evaluation involves making decisions. Assessment takes place when comparisons between contextual meanings and textbook explanations. Therefore, the analysis of the books should be done by looking at the specific elements required or a set of procedures. Materials evaluation can be divided into three categories according to the text of the English Language Course. These are pre-use or predictive evaluation (Ellis, 1997; McGrath, 2002; Tomlinson, 2003), in-use or whilst use evaluation (McGrath, 2002; Tomlinson, 2003) and post use evaluation (McGrath, 2002; Tomlinson, 2003). A retrospective review suggested by Ellis (1997) that it serves as in-use or post-use evaluation. Ellis (1997) classifies two types of analysis. Guessing Auxiliary assessment means defining which materials are best suited for teaching purposes as well as student needs prior to implementation and retrospective testing takes place when things are in place or used to determine which activities are effective and which are not, and to find ways to do more works well for future use. Repetitive testing can be performed either impressionistically or vigorously with organized data collection. A review of previous uses suggested by McGrath (2002) as well Tomlinson (2003) involves making decisions about the number of potential value of material for their users. Usage (McGrath, 2002) or Wilst-use evaluation (Tomlinson, 2003) involves measuring the amount of material used while using or recognizing them as resources. Finally, a test of back use (McGrath, 2002; Tomlinson, 2003) measures the actual effect of material on users. As Tomlinson (2003: 25) states a measure of usage measurement can measure the actual effect of material use and thus provide details where reliable decisions regarding the use, modification or restoration of items may be made.

1.10. Levels of Textbook (Materials) Analysis

There are a variety of methods in literature relating to the levels through which ELT textbooks can be updated. Littlejohn (1998) proposes a three-level analysis. In the first level of analysis focus on physical features of building materials and how they look like a complete collection or book, at the second level the focus of analysis is on students' real role in classroom activities, whether language or meaning is focused on, types of activities and classroom participation and ultimately content activities. The third level assesses the results obtained by examining the overall objectives of the materials, content, job selection and sequence, teacher and student roles, student knowledge needs, outcomes, skills and abilities and the role of the building materials as a whole. McDonough and Shaw (2003) and McGrath

(2002) provided a two-level model of a comprehensive examination of textbooks. The first level suggested by McDonough and Shaw includes a brief external review that includes methods related to the organization's book foundation "As clearly stated by the author / publisher" on the cover, introduction and table of contents statements. The same process is also proposed by McGrath and is called First Glance Evaluation which includes consideration of appropriate contextual context and collection of data analysis for story.

The second level proposed by McDonough and Shaw (2003) incorporates deeper textbook research, "to see how similar the subject matter is and what the author says and the objectives and objectives of a given teaching program". McDonough and Shaw called for close evaluation of at least two textbook units in order to conduct an effective internal assessment. The second level of analysis by McGrath is a close examination that includes a detailed examination of materials to build or use a checklist or in-depth analysis or a combination of these should be required carefully adapting to students' needs and teaching context and the need for periodic updating recognized. The checklist method would look at the whole book by looking at the general sections and to investigate a particular process. McGrath (2002) suggests that the in-depth analysis proposed by Cunningsworth (1995) may be consistent with the checklist and vice versa. In-depth analysis, similar to McDonough and Shaw's internal audits (2003) involving one detailed analysis or two units and a close analysis of specific features.

1.11. Improving English Language Materials

The English language textbooks provide great instructional content. As Tomlinson (2001: 67) states, proponents of textbooks claim that it is a very simple kind of presentation material, which helps to achieve consistency and continuity, gives students a sense of purpose, engagement and progress and helps teachers prepare and students review. McGrath (2002) emphasizes that textbooks can set guidelines, content, and ideas for teaching. Textbook evaluation, according to Cunningsworth (1995), may involve observation selection of test items that reflect the needs of the students, objectives, methods and the values of a particular teaching program. Textbook testing helps teachers move beyond that impressionistic testing and also helps them to find useful, accurate, organized as well Contextual understanding of the nature of textbook materials (Cunningsworth, 1995; Ellis, 1997). Through textbook testing, teachers become aware of the book's content, its strengths and weaknesses which will enable them to adapt to the needs of the subjects, the needs of the students and the beliefs of the teachers. As Littlejohn (1998) observes, textbook evaluation serves the purpose of examining whether Approach and content are things that should be used to teach a particular language. The test will assess the applications they make for themselves: whether they are

really growing independent, whether it involves problem solving and whether it is really student-focused.

Coracini (2011) finds that literature provides an unquestionable source of second language learning that explains the content of lessons and actions. The analysis of language textbooks helps to identify the language learning process, language teaching and learning policies designed by the author. Over the past decade, textbooks (material) have become more sophisticated, richer and more versatile from general teaching systems to local needs and interests that have helped language learners gain expertise in language skills for their specific purposes. As Johnson (2009) argued that recent developments in recent decades have made books more comprehensive than in the past, it provides more space for readers to communicate and use content responsibly by focusing on selected language forms. Textbook bookmakers have a variety of materials to create textbooks for language. Nation and Macalister (2010) proposed eight components of the curriculum design process: 1) environmental observation, 2) demand analysis, 3) objectives, 4) objectives and objectives, 5) content and sequence, 6) format and presentation of goods, 7) monitoring, 8) testing and evaluation. In order to use these features effectively, the context must be analyzed. Nation and Macalister (2010) suggested ways to analyze the context of learning by collecting information about current study time, class size, student level, student need, material suitability, teacher knowledge and training, and the use of L1 and L2 in the classroom. These aspects of curriculum design proposed by Nation and Macalister (2010) contributed to the development of language resources. But these sections are not enough for literature analysis. They are linked to syllabus construction and the language learning process.

1.12. Language Learning Program and Syllabus Design

Different authors have described different language learning strategies for the development of English language materials such as: Nunan (1988), Richard (2001), McGrath (2002) and Ellis (2008) among others. All of these writers have raised different goals for second language availability, but their findings were insufficient to review language textbooks. However, Tomlinson (2003, 2010, 2011) and Ellis (2014) have proposed a comprehensive list of principles for language development that are based on second language acquisition, learning and teaching. These guidelines are listed below as they are useful for developing a checklist for the evaluation of English textbooks (material).

1.12.1. Language Features and Meaningful Input

Book designers should focus not only on the range and value of the inclusion but also on the various topics and genres. Input should be presented in a real and authentic context.

1.12.2. Student needs and communication objectives

The content and instructions should be designed to provide students with a reasonable environment for communication activities to achieve communication skills. Tomlinson (2011) emphasized that students should be given opportunities to use language in communication rather than limiting students to a teacher-controlled environment and building materials. In this way, the reader can discuss the meaning and can explore the real world of language use rather than just focusing on practical performance.

1.12.3. Personal investment for students

Learners should be encouraged to control their learning process by practicing the use of language. In a constructive process of language learning, learners should be given opportunities to process information and improve logical awareness by paying attention, evaluating, analyzing and validating ideas.

1.12.4. The content and instructions must be consistent with the objectives and objectives

The content and instructions of the unit must be linked to the objectives and objectives of the study. Anderson and Krathwohl (2001) introduced a consistent teaching program that should be in place as a link between objectives, instructions and testing. The lesson should be presented in a way that is consistent with the objectives of enhancing learning outcomes and learners' ability in the target language.

1.12.5. The content of the course should be based on the student's suitability

There should be a process of sequencing the language forms in English textbooks (material), as some types seem difficult, but students learn them easily and some types seem simple, but students take a lot of time to control themselves. Pienamenn (2007) introduced a continuous process that language production and comprehension takes place only by managing linguistic features through sequential processing. Johnson (2009) observes that the internal syllabus shows the sequence of language features arising from second language acquisition. Lesson facilitators should develop language content with a focus on the student's labs.

1.12.6. Content reuse

Course content must be reused and recycled. Book developers must keep in mind that the target language takes time to be effective in its production. According to U-re-patterns, in the first phase, it appears that the reader can produce a grammatical form, and then deviate but in the final phase re-use the correct form (Gass & Selinker, 2008). Therefore, it should not be expected that readers will understand the content immediately, but the content should be reused and reconfigured consistently.

1.12.7. Opportunities to Interact and Perform Output

Exposing students to interaction, leads them to descriptive discussions and ensures opportunities to focus on grammar and oral skills at the same time (Ellis, 2008). Complete outline is important as it helps students create messages in a context where students are encouraged to communicate clearly and fluently. There should be a focus on controlled practices, language forms, formula descriptions and blessed ability.

In this way, these principles are valuable for the analysis of the English textbooks (material).

1.13. The Proposed Syllabus

Regarding the various kinds of syllabuses an appropriate approach to the proposed syllabus is found out.

1.14. Types of Syllabus

Different linguists suggested various types of syllabi in the field of English for Specific Purposes (ESP). Flowerdew (2005) mentions that "various syllabus types have been proposed for ESP instruction: situational, structural, task-based, content-based, text-based, functional-notional" (p. 136). Hutchinson and Waters (1987), Jordan (1997) and Feez (2002) have given a general summary of these various kinds of syllabi. The differences, characteristics, strengths, and flaws of individual syllabi are explained by Reilly (1988):

i). "A structural (formal) syllabus". The content of language teaching is a combination of structures and forms, generally grammatical aspects of the language being taught. The instances are adjectives, nouns, statements, questions, subordinate clauses, and verbs, etc.

ii). "A notional/functional syllabus". The content of the language teaching is a combination of the functions that are fulfilled when language is employed or of the notions that language is executed to convey ideas. Examples regarding functions entail: agreeing, requesting, apologizing, informing; examples concerning notions are size, color, time, comparison and age, etc.

iii). "A situational syllabus". The content of language teaching is a combination of imaginary or real situations in which language is used or it takes place. A situation is normally composed of various participants who are busy in some activity in a specific context. The language occurring in the situation includes multiple functions acquired into a plausible part of the discourse. The main objective regarding situational language- teaching syllabus is to teach the language that takes place in the situations. Examples of situations are buying a book at the bookstore, complaining to the landlord, meeting a new student and seeing the dentist, etc.

iv). "A skill-based syllabus". The content of language teaching is a combination of particular capabilities that may play a role in employing language. Skills are things that one should be capable of doing to be proficient in a language likely independently of the context or situation in which language use can take place. Whereas situational syllabi group functions gather into a particular context of language use, skill-based syllabi group linguistic proficiencies (grammar, vocabulary, discourse, and pronunciation) concurrently into generalized types of behavior like giving effective oral presentations, listening to spoken language for the main idea, writing well- formed paragraphs, etc. The main objective of skill- based instruction is to learn the particular language skills. A feasible secondary purpose is to evolve general proficiency in language learning by chance any information that may be available while relating the language skills.

v). "A task-based syllabus". The content of the teaching is a series of complicated and meaningful tasks that the learners desire or require to perform with the language they are learning. The tasks are delineated as activities having objectives apart from language learning but in content-based syllabus the performance of the tasks comes in a way that is designed to develop second language ability. As compared to task performance language learning is subordinate while language teaching takes place only as the need arises during the performance of a given task. Tasks incorporate language and different skills in the specific contexts of language use. Task-based teaching varies from the situation-based teaching in that whereas situational teaching has the aim of teaching the particular language content that takes place in the situation (a predefined product), task-based teaching has the plan of teaching learners to draw on resources to complete some piece of work (a process). The learners bring about multiple language forms, skills, and functions, generally in an unpredictable and individual form in accomplishing the tasks. Generally, the tasks that can be used for language learning is the one that the students have to execute by all means. The following are the examples: getting housing information through telephone, applying for a job and interacting with a social worker, etc.

vi). "A content-based syllabus". The main aim of instruction is to teach some content or information by employing the language that the learners are also learning. The students are concurrently language students and students of whatever content is being taught. The subject matter is basic and language learning takes place incidentally to content learning. The content teaching is not planned around the language teaching but vice versa. Content-based language teaching is related to information whereas task-based language teaching is associated with cognitive and communicative processes. An instance of content-based language teaching is a

science class taught in the language the learners require or want to learn, perhaps with linguistic adjustment to make the science more understandable.

Besides from the above six types of syllabi presented by Reilly (1988) another significant type of syllabus is known as "genre-based syllabus" or "text-based syllabus". Feez (2002) claims "as the name suggests in a text-based syllabus, the content relies on whole texts. Another crucial factor of this kind of syllabus is that this content is preferred by student requirements and the social contexts which students want to access" (p. 3). Regarding this type of syllabus Flowerdew (2005) has stated in the following way:

> **"**This approach to syllabus design draws on the Australian tradition of genre which focuses on the social contexts in which genres are invented and the way language is employed in these contexts. In this specific approach, the concept of empowering disadvantaged learners has greatly influenced pedagogy as it has made progress through mastery of main genres i.e., the genres essential for making progress at the workplace. The text-based syllabus shares some common features with the task-based approach as it considers language as a function instead of a formal artefact to be employed as a resource for achieving meaningful goals and for meaning-making. The supporters of this type of syllabus are interested in highlighting that it can also be considered as a kind of mixed syllabus." (p. 137)

Depending on the degree of specificity regarding the objectives of course Widdowson (1983) classifies ESP courses based on a continuum between wide-angle and narrow angle-courses. Widdowson (1983) mentions "narrow-angle courses necessarily give learners a limited proficiency to make them capable to tackle clearly defined tasks" (p. 6). Widdowson (1983) has stated "contradictory to it wide-angle courses pursue to give learners with a general capacity to let them deal with undefined eventualities in the future" (p. 6). Remarking on wide-angle and narrow-angle courses Bruce (2005) indicates that the more precise the learners' aims the narrower the course.

In discussing the underlying kinds of skills and knowledge that are the main focus of wide and narrow-angle ESP courses he makes a difference between what he calls capacity and competence (Widdowson, 1983, p. 10). He defines competence as "the speaker's knowledge of the language system……. and knowledge also of social rules which decide the proper use of linguistic forms" (Widdowson, 1983, p. 10). Contradictory to its capacity is defined by Widdowson (1983) as "the capability to develop meaning by using the possibilities inherent in the language for continual alteration in response to change " (p. 8). The following quotation by Bruce (2005) is worthwhile to mention:

> "Widdowson (1983, p:10) regarding capacity and competence proposes that syllabus objectives for narrow and wide-angle courses would differ respectably. If a course is narrow-angle and related basically with competence objectives will relate to the social rules for its proper use as well as to the linguistic system. Wide-angle courses are related with the development of capacity, on the contrary, require objectives that will pave the way for the development of the procedural knowledge need to use the competence elements (regarding language and its use) effectively in a constantly contrasting range of settings calibrated to changing communicative use and purposes." (p. 24)

1.15. Approach to the Proposed Course for Psychology Students: Eclectic Approach

The following points are significant to rely on to find a suitable approach to the course in question:

1. Strengths and weaknesses of the types of syllabi suggested for the students of Psychology.
2. Insights are drawn from the literature review.
3. Analyzing the needs of the students.

After considering all these aspects, it is clear that the proposed syllabus cannot fall into one particular category: multiple approaches to syllabus design need to be combined in an eclectic manner for the required results. Hutchinson and Waters (1987) mention "employing an eclectic approach is wise taking what is applicable from each theory and also trusting in the evidence of your own experience" (p. 51).

Dubin and Olshtain's (1986) definition of an eclectic approach is significant to mention:

> "Course designers, the one who cautiously takes into consideration the multiple approaches to syllabus design may draw the inference that numerous distinct ones are required and are positively gathered in an eclectic approach so as to bring about positive results." (p. 38)

The following description of an eclectic approach by Brown (1995) is also worthwhile to mention:

> "The practice of making reasonable choices between the accessible techniques and approaches, exercises as well as syllabuses so as to suit a specific group of learners in a particular setting for most effectively and providing aid to learners to learn a language." (p. 17-18)

Thus, an eclectic approach has been considered effective in designing a new course and the learners' needs and motivation was also seen to have an important role in this context. As a result, the concept of needs analysis emerged (originally outside ELT). Eventually, needs

analysis became strongly associated with ESP. Section III discusses the notion of needs analysis in detail whereas the next section (section II) deals with the discussion of the language description related to ESP and Psychology.

SECTION 2

Language Descriptions

Section 2 has two parts. Explicit and Implicit ideas about the nature of language have been used by English for specific purposes (ESP) courses. The main source of these ideas are various language descriptions and they have been developed by succeeding schools of thought in linguistics. Part A takes into account major stages of development regarding language descriptions. In Part B the language description of Psychology has been presented. Following are the six major stages of development of the language description:

Part A:

2.1 Language Descriptions and ESP

2.1.1 Classical or Traditional Grammar

“Grammar is a main term in linguistics, but it covers a wide range of things. There are several types of grammar that can be divided into descriptive grammar, traditional grammar, theoretical grammar, competence grammar, performance grammar and universal grammar” (Crystal, 1997; pp. 174-5). “Definition of grammatical structure and the way in which parts of language such as words and phrases are combined to produce sentences in a language… often takes into account the meanings and functions these sentences have in the overall grammar… may or may not include the definition of phonics” (Richards, 1992; p. 161). Traditional grammar is often referred to as " the grammar written by ancient Greek scholars, the Roman grammar mainly based on Greek, ancient speculative work, and the system of the eighteenth-century system " (Malmkjaer, 2006; p, 643). Grammar, on the other hand, refers to " any method of linguistic analysis that pays close attention to how linguistic features can be defined in terms of structures and systems " (Crystal, 1997; p.366).

The traditional grammar focuses on the written language and does not take into account the spoken form (Saadatini, 2012). In Greek grammar, Plato defined ‘nouns’ as words that can be applied to a sentence as subject to adverbs and verbs as words that can express a verb or are equally pronounced. The two things that have been observed, first of all, the meaning of the major grammatical categories, nouns and verbs are done for plausible reasons: meaning as elements of a proposal. ‘Proposal’ ’is a word derived from a philosophy whose nature is controversial, and which is often used in languages as part of grammatical analysis. Reference is made to the definition unit that forms the title of the statement informing in a

simple declaration sentence (Clark and Clark 1977: ch. 1). In the traditional grammar, the term "PARSING" refers to the instructional use of labeling in single-sentence system structures. for example, subject, preposition, past tense, noun, verb. It affects the labels, as well as the additional analysis process that leads to the identification of these items. It also refers to system configuration. In the traditional grammar system, processing was known as part of speech. Separating ‘’ the lost art of identifying all parts of the text, and one of the basic exercises tested introduced English readers. Separating the phrase 'man biting a dog' involves recognizing that one word 'man' is the subject of a sentence, the verb 'bites' by a third person in the present tense of the action of biting, and one noun 'dog' is a sentence " (Ned Halley, 2005). The grammars of classical languages such as Latin and Greek remained the base for the description of English and other languages.

The ways of language description remained little changed until the present century. These descriptions were mainly based on the analysis of the significant role played by each word in the sentence. Traditionally classical languages were also termed as case-based languages in which the grammatical function of each word in a sentence was exhibited by making use of suitable inflections. So subject, object, indirect object, etc. change the form of a word. According to Hutchinson and Waters (1987) “the influence of the classical form of description has never been strong on ESP. But then even it continued to provide a useful indirect source of guidance to the teachers. For example, Register analysis drew heavily upon its terminology in syllabus design.” (p. 9). According to Allen and Widdowson (1975)

> “Teachers who would like to keep a balanced view of linguistics should remember that traditional grammar contains numerous valuable virtues. The traditional handbooks provided an array of terms and distinctions which many people used in learning to talk about our language and which many people continue to find serviceable throughout their lives.” (as cited in Hutchinson and Waters 1987: 25)

According to Fillmore (1968) “although cases might not remain apparent in modern English then even the concepts they represent underlie any language” (as cited in Hutchinson and Waters, 1987, p: 25). The grammars of classical languages such as Latin and Greek remained the base for the description of English and other languages.

2.1.2. Structural Linguistics

Structural grammar refers to " any method of linguistic analysis that pays close attention to how linguistic features can be defined in terms of structures and systems " (Crystal, 1997; p.366). The advent of structuralism in the 1930s which is associated with linguists like Bloomfield (1935) appeared the first challenge to the classical description of languages. Since the Second World War, the structural form of language description has had a great

influence on language teaching. In a structural form of language description, the grammar of the language is best delineated in terms of syntagmatic structures and notions. The substitution table which is considered the standard way of elucidating the grammatical patterns has been developed in English language teaching due to this method of linguistic analysis. Following is the example of a substitution table in ESP from the Nucleus Series (from Nucleus: Nursing Science by R. Kerr and J. Smith, Longman, 1978):

Diabetes mellitus			unconsciousness.
Inadequate heat loss			shock.
Some foods			bad teeth.
A dog bite			death.
An electric shock	can	result in	heatstroke.
Insufficient calcium	may		blisters.
Severe shock			allergies.
Burns			asphyxia.
A hemorrhage		lead to	rabies.

Table 2.1: A substitution table in ESP (Hutchinson and Waters, 1987, p: 25)

The structural form of language description is also termed as “slot and filler” and this slot and filler description would be appropriate for a word-order language like English. A Structural syllabus is another enduring application of structural linguistics. Regarding selecting and sequencing language items, structural syllabus has proved to be a very strong source in this regard. According to Hutchinson and Waters (1987) “in such a syllabus, items are graded to prove beneficial and so simpler and more usable structures precede the more complex ones” (p. 26).

Following is an example of an ESP syllabus based on structural precepts and is used by Ewer and Latorre (1969):

a. Simple present active
b. Simple present passive
c. Simple present active and passive
d. –ing forms
e. Present perfect, present continuous
f. Infinitives
g. Anomalous finites
h. Past perfect, conditionals

Hutchinson and Waters (1987: 26)

Despite criticism, structural syllabus is widely used because it provides the learner with a systematic description of the generative core of a language. According to Allen and Widdowson (1974), structural syllabus has strength and also a weakness because many areas of language use are not elucidated by the structural syllabus. It failed to give adequate knowledge of the communicative use of the structures. But then even later developments regarding language teaching tried to overcome this flaw of the structural syllabus.

The structural linguistics of Ferdinand de Saussure and Claude Elwood Shannon's information theory may seem distant and inconsistent. The first looks at the rich combination of symbols and meanings, and the latter determines the number of signals in bits. When Roman Jakobson looked at the communication event, structural Linguistics is illustrated by the technical arrow of Shannon's cybernetic theory of communication (Adams, R, P. 2001).

2.1.3. Transformational Generative (TG) Grammar

The transformational Generative (TG) Grammar has been ranked as the main grammar schools due to specific studies conducted by specific scholars and researchers who have identified these schools as the best. Among these researchers and literature are the studies of Rome (2004; p:1). In languages, the Transformational - Generative Grammar (TGG) is part of the vision of the production system, especially indigenous languages. The Transformational Generative Grammar is also known as the Transformational Grammar, which is a system of language analysis. It shows the relationship between the different elements of a sentence and between the possible sentences of the English language and the process or rules called sentence modification to produce semantics with the help of ‘surface structures’ and ‘deep structure’ (Yadav, S, M & Yadav, K, M. 2020). Transformational grammar is a grammar that forms the structure of a language through the transformation of grammar and sentence structures also known as TG or TGG. After the publication of Noam Chomsky's Syntactic Structures in 1957, the dynamic language system dominated the language field for the next few decades. "The time of the Transformational-Generative Grammar, as it is called, marks a major breakthrough in the linguistic culture of the first half of the 20th century in Europe and the United States because, as its main objective, the development of a limited constitutional framework and transformation laws describes how a native speaker can produce we focus more on syntax and not on phonology or morphology, as the structure is” (Encyclopedia of Linguistics, 2005).

The new languages, which began in 1957 with the publication of Noam Chomsky's Syntactic Structures, fit the term 'revolutionary.' After 1957, grammar study was no longer limited to what was said and how to translate it. In fact, the language itself took on a whole new meaning. The new language defines the grammar as our innate, subconscious capacity to

produce language, the internal system of rules that builds our human language capacity. The purpose of the new language was to define this internal grammar system. Unlike structuralists, whose purpose was to explore the sentences we speak of and to explain their nature, the translators sought to unravel the mysteries of language: to create a model of our internal rules, a model that would express everything in the grammar and no ungrammatical sentences (M. Kolln and R. Funk, Understanding English Grammar. Allyn and Bacon, 1998). From the word 'go', it has become increasingly clear that the Transformational Grammar is the best available grammatical structure, while lacking any clear understanding of what is meant differently by this concept of indigenous language (Geoffrey Sampson, Empirical Linguistics. Continuum, 2001).

Surface and Deep Structures:

When it comes to syntax, Chomsky is famous for proposing that under every sentence in the speaker's mind there is an invisible, unintelligible, intellectual dictionary interface. The deep structure is transformed by the rules of transformation into a structure that is more in line with what is said and heard. The reason is that certain constructions, if listed as surface structures, would have to be multiplied by the thousands of unwanted variants that should have been studied individually, and if that had been done in the list of deeper structures, they would have been simpler, fewer in number, and economically learned (Steven Pinker, Words and Rules. Basic Books, 1999).

According to Hutchinson and Waters (1981), the world of linguistics is greatly influenced by Chomsky's contribution. Firstly, the idea that language is rule-governed is re-established by Chomsky. Secondly, to incorporate the relationship between form and meaning, Chomsky widened the view of language. But in the field of ESP, the most influential work by Chomsky was the distinction between performance and competence. Performance is concerned with what people do with the language whereas competence enables them to do.

In the initial stages of development, ESP focused more on performance and paid little attention to competence. Hutchinson and Waters (1987) stated "we need to differentiate between the performance repertoire of the target situation and the proficiency required to cope with it. The proficiency providing as it does the generative basis for further learning……. is the proper concern of ESP" (ibid) (p. 28).

According to Hutchinson and Waters (1987) in the phase of its development language has been solely considered from the perspective of form but it is not sufficient for the existence of language because language can also be considered for function. In the 1930s J.R.Firth, a British Sociolinguist, investigated language from a form and function perspective. But with the development of 'communicative competence', it became an important movement in the

field of linguistics. According to Sociolinguist, Dell Hymes (1972) "proficiency involved not just a set of rules for formulating grammatically correct sentences but also a knowledge of 'when to speak, when not……what to talk about with whom, when, where and in what manner" (as cited in Hutchinson and Waters, 1987, p: 28).

Transformational Grammar compares teaching structure:

While it is true that, as many authors claim, that sentence-binding experiments existed before the advent of transformational grammar, it should be clear that the concept of transformation has provided a sentence that covers the doctrinal basis on which we should build. By the time Chomsky and his followers moved away from this idea, compounding sentences had had enough of the autonomy. "(Ronald F. Lunsford," Modern Grammar and Basic Writers. "Research in Basic Writing: A Bibliographic Source book, ed. By Michael G. Moran and Martin J. Jacobi. Greenwood Press, 1990)

In the view of Hutchinson and Waters (1987) the study of language in use focused not merely on the syntax but also considered other components of communication such as a medium of communication, a channel of communication, non- verbal communication, the topic, and purpose of communication. ESP has been greatly influenced by far-reaching consequences of communicative competence. It paved the way for the next three stages of development that are: register analysis, language as function, and discourse analysis.

2.1.4. Register Analysis

The register can be defined by B. Spolsky (1998) in the following words "register means diversity in the language which is possible to be used in a particular situation and with specific roles and statuses involved. For instance, sports broadcast, conversation with babies, or toast at a wedding. The register is identified through choices of vocabulary and various aspects of style." (p. 34) Register analysis means textual study which focuses on determining the text type. The analysis is mainly carried out by counting the frequencies of grammatical and lexical items in a specific text. It occurred in the 1960s and 1970s and was particularly linked with works of Halliday, Mclntosh and Strevens (1964), Jack Ewer (1969) and John Swales (1971). Register analysis has been termed 'lexicostatistics' by Swales (1988) whereas Robinson (1991) uses the term 'frequency studies' for it. According to Flowerdew and Peacock (2001):

> "ESP courses required teaching materials that are specific to target situations and keeping in view this requirement register analysis emerged to identify the language situations in which learners use English. For this, what is required is a description of the language according to the target situations." (p. 11)

According to Hutchinson and Waters (1987) "English of Electrical Engineering consists of a specific register different from that of Biology or General English." (p. 9). The following quote by Halliday, Mclntosh & Strevens (1964) is also appropriate in this regard:

> "Registers……. mainly differ in form…… regarding any particular register, its significant standard must be presented through its lexis and grammar…. All these particular needs demanded as it met suitable materials used in teaching, a thorough study of registered languages or particular registers executed based on large samples of the language used by the specific concerned persons." (p. 88)

Barber (1962) presented the earliest example of Register Analysis. Some measurable characteristics of the modern scientific approach are paper by Barber which presents distinctive use of syntax and lexis in scientific textbooks. According to Flowerdew and Peacock (2001), this paper was significant in revealing the fact that progressive verb forms are seldom used in scientific writing. As Coffey (1984) says about EST:

> "Experiment and research continue but consequently the results have not been encouraging in general……. In short, the selection register could not be used as a primary basis due to the reason that there is no significant way in which the language of science differs from other kinds of language." (as cited in Hutchinson and Waters 1987: 30)

The Linguistic Sciences and Language Teaching of Halliday et al (1964) was influential in encouraging theoretical work regarding language description in the production of EAP materials. Besides Halliday et al, Michel West (1953) is also significant in this context. In the words of Jordan (1997):

> "The names of Mclntosh, Strevens, and Halliday (1964) are generally attached to the idea of a register in ESP. Michel West was a pioneer of register analysis in 1936 with his emphasis on the count of the frequency of occurrence of meaning and uses of words in a study of five million running words. This was reprinted as A General Service List of English Words (Longman 1953) and it also enumerated 2000 frequently used words 'considered suitable as the basis of vocabulary regarding learning English as a foreign language'. Concerning the writing of popular science as well as the technology it also included a supplementary word list." (p. 228)

Five years after the publication of The Linguistic Sciences by Halliday et al, Crystal and Davy (1969) published Investigating English Style. Through this, they presented an 'alternate and sophisticated categorization of register varieties.' Their analysis consists of religion, unscripted commentary, and conversation. Johns and Dudley- Evans (1993) discussed recent developments regarding item counts. The following are the three important aspects in this

regard: function approaches, communicative notions, and concordancing. Regarding function approaches, a significant contribution is made by the 'University of Washington School.' In this contribution, a number of scholars like Lackstrom, Selinker, Huckin, Trimble, and Bley-Vermon played an important role. Syllabus design is the source of inspiration for second approach communicative notions. Regarding this approach Kennedy (1987) employed three methods: frequency counts, dictionary research, and informant use. This research aimed to identify various linguistic devices in academic texts.

The third and last approach is concordancing. Concordancing is concerned with text feature analysis. Streven (1991) described a concordancing program in Oman at Sultan Qaboos University. In this specific program learners in science and technology classes are assigned reading texts on a computer. The Concordancing system is used by material designers and learners to identify the frequency of the occurrences of phrases and words in their specific contexts. According to Mparutsa, Morrison, and Love (1991), the University of Zimbabwe also developed the same kind of program.

2.1.5. Functional or Notional Grammar

Functional- notional should have three categories of meaning: semantico-grammatical definition (including time and quantity), description of methods (including speaker assurance and speaker attitude) and communication function (including requests, complaints, and recommendations, among a wide range of others) (Richards 2001, page: 37). The functional or notional concept of language description is the second primary branch of language as communication and it has greatly influenced ESP. Functions are associated with social behavior and they depict what the writer and speaker intend such as warning, advising etc. Functions are equated with communicative acts of language. The thinking of the human mind is reflected in notions. Reality is divided by language and mind into particular categories such as gender, time, number, quantity, quality, etc. (Hutchinson and Waters, 1987).

According to Hutchinson and Waters (1987) in the 1970s the functional view started influencing language teaching. This specific influence was a result of the efforts of the Council of Europe to establish some degree of equivalence in the syllabuses for learning different languages. The formal structures of language exhibit considerable variation and due to these variations equivalence could not be established on formal grounds. For example, the German student emphasizes more on learning articles, nouns, adjectives, etc. whereas the English student learns more about spelling, tense distinction, or countable and uncountable distinction.

Social behavior and human thinking do not vary across languages and notions and functions represent these categories of human thinking and social behavior so on this ground, some

degree of approximate equivalence can be maintained. In the 1970s a move from language syllabuses was organized on functional or notional criteria. Regarding these syllabuses, the most influential was the Threshold level (Van Ek, 1975) and Waystage (VanEk and Alexander, 1977) syllabuses produced by the Council of Europe (Hutchinson and Waters, 1987, p: 32).

According to Hutchinson and Waters (1987) on pragmatic grounds, the specific move of functionally based syllabuses has been strong in the development of ESP. The strong position is due to the reason that at the school level many ESP learners have done a structurally organized syllabus. Therefore, they aim to learn the use of the knowledge they have already acquired. The main attraction of the functional syllabus is its concern with language in use which shows only form in comparison with a structural syllabus. According to Hutchinson and Waters (1987):

> "There are also some drawbacks to the functional syllabus. It lacks a systematic conceptual framework and due to this, it failed to provide help to learners to organize their knowledge of the language. The main difficulty of the functional syllabus is its frequent replacement for the older structural syllabus. Language in structural or functional terms can be positively described as complementary in a way with each enriching and supporting the other one. The following equation can best describe the relationship between the two:
>
> Structure+ context= function
>
> A similar approach is proposed by Brumfit (1981) with his 'snakes and ladders' syllabus. A core ladder of structures is intertwined with a spiraling snake of related functions." (p. 32)

Following is an example of this kind of syllabus regarding recent ESP materials:

Unit One	**A visitor to BOS**	**Page 1**
Business content:	Organization chart	
Structures:	The verb to be	
	Possessive pronouns	
	Genitive ('s)	
	Question words: What? Where? Who?	
Functions:	Introductions: greetings: giving personal	
	registering at a hotel	
Lexis:	Jobs, countries, nationalities, titles	

Unit Two	**A newcomer**	**Page 9**
Business content:	Telephone conversations; business letter format	
Structures:	Demonstrative pronouns: this/that/these/those	
	There is/ there are	
	Prepositions: on, in, above, below, under, between,	
	next to, to the left/ right of, on the right/ left	
	Question words: How many?	
Function:	Describing the location	
Lexis:	Office furniture and equipment, stationery, cardinal	
	numbers, business letter terminology	

Table 2.2: A structural/functional syllabus (Hutchinson and Waters, 1987, p: 33)

Wilkins (1976) attempted to shape his syllabus within the criterion of an analytic approach of language learning, as opposed to synthetic approach. Language is considered as building blocks that need to be carefully collected where there is "careful control of the language of the learning environment". At first, he suggested, there was no such gradual accumulation or control of languages. Richards (2001, p. 38) asserts, however, that the alignment of the careful syllabus with the analytical method was simply a "critical semantic hand" and in fact all the visually effective syllabus would restore traditional grammar rules as functions. It did not eliminate the need for language control or the gradual collection of forms. Richards and Rodgers (2001, p. 20) point to the structural view of language, which states that "language is a system of things that are systematically related to the inclusion of meaning". They also point to a practical concept, which provides that "language is a vehicle for the expression of functional meaning" (Richards and Rodgers 2001, page 21).

The working system was influenced by the practical concept of language, which in itself was the opposite of the partial theory of language. Hedge (2000, p. 246) argues that the "communication revolution" in the 1970s urged teachers to go through a linguistic analysis of language proficiency and begin to look at what "communication ability" is in the language. It appeared that developing that skill required a different view of language. The practical concept of language also has a close relationship with the view expressed by the likes of Hymes (1972), meaning that "the concept of language needed to be seen as part of a common cultural connection" (Richards and Rodgers 2001, p .159) and Halliday (1970), namely "Languages ... are concerned. ... by definition of verbal actions or texts, because only by

learning the language used for all language functions, and therefore all parts of the meaning, was put into focus" (Halliday (1970), cited in Richards and Rodgers (2001, p. 159)).

2.1.6. Discourse Analysis

The latest definition looks at the discourse analysis is as follow:

"Communicative language learning or communicative language viewing is known as linguistics. Any spelling with more detail about that meaning usually involves referring to the concepts of the language used, the language above or beyond the sentence, the language that has meaning in communication, and language in context and culture. Depending on their beliefs and interactions - performance, structure, social interaction, etc. - linguists will tend to emphasize one or the other, more than others in this list".

Trappes-Lomax (2004:131)

According to Hutchinson and Waters (1987), discourse analysis focused on how meaning is generated between sentences. It was a coherent progress in the functional or notional aspect of language which described that as compared to words, the meaning is more important in the sentence. The context of the sentence is significant in developing meaning. Discourse analysis was developed in the 1970s. Dudley- Evans & St John (1998) describe discourse analysis as a "study of any particular text or language above the level of a sentence is a discourse study. It can consist of a study of cohesive links between sentences, the structure of the whole text, or paragraph structure. This kind of result of analysis states that how texts…….any kind of text work" (p. 87).

In discourse analysis, there are certain factors that affect the meaning of the sentence. The first factor is the sociolinguistic context; it indicates who is speaking to whom and why. The second factor is the relative positions of utterances within the discourse. An utterance acquires meaning according to the following or preceding utterances. This can be called the discoursal meaning. Swales (2001) discussed discourse analysis from the ESP perspective and indicated four developments: discourse analysis, oral discourses, rhetorical modeling, and rules of use. The above-mentioned developments have been effectively presented by Swales (2001) in the following passage:

> "First was the beginning of major studies of oral discourses like lectures. A classic paper in this field remains Bruton, Candlin, and Leathers' 1976 Study of the discourse happening in casualty or emergency rooms in hospitals. A second strand was a growing need to learn about regularities and detectable patterns above the level of the sentence or utterance. Cohesion in English, a landmark by Halliday and Hasan was published in 1976. Apart from the discussion of intersentential links, new perceptions were also there due to that the whole texts were chunked into beginnings, middles,

> and ends. These perceptions were strengthened by the publications of the "Washington School" in the north-west of the United States led by Selinker, Lackstrom, and Trimble. The final voice in that decade for development and change in EST was raised by Widdowson whose work from that time's most influential and accessible in the 1979 collection Explorations in Applied Linguistics." (p. 46)

Extensive research on a pattern in writing discourses has been carried out by Widdowson (1979), Hoey (1983), Jordan (1984), and others. According to their research work, written discourses recommended some general patterns: claim-justification, defining, exemplifying, classifying, contrasting, hypothetical-real, general-particular and problem-solution, etc.

Micheau and Billmyer (1987) carried out significant research in the area of discourse analysis regarding spoken texts. In spoken texts, the emphasis of discourse analysis is on opening and closing moves in conversations and turn-taking. The Longman Nucleus Series and The Focus Series are examples of pedagogical materials developed based on findings of discourse analysis. Regarding ESP teaching materials the findings of studies of discourse are used in the following two ways:

a. Learners need to be familiar with the stages in fixed set-piece transactions linked with specific specialist fields.
b. The second use of discourse analysis in the field of ESP is through materials which try to elucidate how meaning is induced by the relative positions of the sentences in a written text.

Hutchinson and Waters (1987, p: 34-35)

According to Allen and Widdowson (1974) a large proportion of ESP textbooks are aimed at developing knowledge of how sentences are combined to get a particular meaning. In ESP materials this specific approach paved the way for the text- diagramming type of exercise. The ultimate purpose of this specific approach is to make the students familiar with the underlying structure of the text and also the specific way through which this structure is created (Hutchinson and Waters, 1987).

Thus, in a nutshell it can be concluded that in the developed countries special register of a subject in its English courses is used in a way that chosen texts for exploiting different language activities are from the specific field. For e.g., if the English course is meant for law students, then reading comprehension texts will be chosen from the field of law like statutes, judicial decisions and as a legal document. Another example is that in order to create a writing activity, science students will be asked to write a report of the experiment they carried out in the lab. In this writing, students will use a special register of science. The discussion in

the next Part B, is related to the English specifically related to the field of Psychology in the academic context.

Part B

2.2 Presentation of English for Psychology

This section deals with English specifically used in the field of Psychology in the academic context. The description of English within the field of Psychology is presented through key academic skills. These are listening, speaking, reading, and writing skills. Additionally, vocabulary skills are also emphasized because students require it to successfully participate in the communication. The section commenced with the description of writing skills in the discipline of Psychology and subsequently, the remaining skills are presented.

2.2.1 Writing in Psychology

Psychology is related to human attitude. To comprehend human behavior, experimental psychology employs empirical inquiry. According to Sanford and Thrass (2000) there are three elements in writing in Psychology, these are:

- Explaining
- Describing
- Comprehending concepts from the perspective of empirical investigation

There are some specific expectations and rules for writing in Psychology so there is discipline-specific writing in Psychology and everything related to writing, in general, is not included in writing in Psychology. According to Driscoll and Kasztalska (2013) following are some discipline- specific writing principles of Psychology:

- Using Plain language

Generally, Psychology writing falls in the scientific writing category and due to this, it is straightforward and plain. In Psychology writing some literary devices like anecdotes, alliteration, and metaphors are not used.

- Conciseness and Clarity of language

In Psychology, succinct prose is emphasized. A connection is essential between theories, empirical evidence, and conclusions. Hence clarity and conciseness are focused on writing.

- Evidence-based reasoning

Arguments in Psychology have their base on empirical evidence. In Psychology writing narratives, opinions, and personal examples are not considered suitable for use.

- Use of APA format

In Psychology for publications, the American Psychological Association (APA) format has been used by Psychologists. The majority of the students follow APA format but at the same time, some instructors differ from this format and present specific formatting requirements.

2.2.1.1 General characteristics of the written language of Psychology

Apart from discipline-specific writing, there are some general features of the written language of Psychology. According to Jane Short and Terry Phillips (2010) following are some general characteristics in this context:

a. Using topic sentences to summarize

The topic sentences provide an effective basis for a summary. Three steps are involved in this procedure that is:

- Identifying the topic sentence
- Paraphrasing topic sentence
- Add supporting information

b. Constructing a long sentence

It commenced with a simple SV (O) (C) (A) sentence and after it, extra information was added. For example,

	Stress	**and drug dependency**		**Are**	**Similar**	
Although	Stress	and drug dependency	like obsessive texting	Are	Similar	there is a difference.

Table 2.3: Constructing a long sentence (Phillips T, & Short, J., 2010, p: 85)

c. Choosing the correct writing plan

The best writing plan in Psychology is required for effective writing and it commenced by writing the outline. Following are key aspects of this writing plan:

Type of essay- content	**Possible structure**
Descriptive writing Enumerating the most important points of the topic. Points should be summarized in a logical order.	- **Introduction** - **Point 1** - **Point 2** - **Point 3**

Example Describe four stereotypes of schizophrenia. How do they relate to the symptoms of mental illness?	- **Point 4** - **Conclusion**
Analytical writing Enumerating important points in a way in which ones' opinion explains the situation and justification of opinion is also essential to be mentioned. **Example** Explain the methods used by the media to influence popular images of schizophrenia.	- **Introduction** - **Definitions** - **Important point** - **Next point** - **Conclusion**
Evaluation/ Comparison To compare two subjects, to decide and define the aspects. Evaluate each aspect that which one is better and give reasons for judgment. **Example** What are the differences between developmental Psychology and Social psychology?	- **Introduction** - **Define and state aspects** **aspect 1** **aspect 2** **aspect 3** - **Evaluation** - **Conclusion**
Argument writing First, analyze or evaluate the topic and then either at the beginning or the end present ones' opinion in the form of a thesis	- **Introduction** - **Thesis statement** - **Define terms** **point 1**

statement. Evidence must be provided for supporting the opinion. **Example** Violent crimes are mostly committed by those who are mentally ill. To what extent do you agree with this statement? Present examples.	**point 2** **point 3** - **Conclusion containing implications etc.**
Practical reports Practical reports of studies and experiments Previous experiments and problems should be outlined. The present rationale for the experiment. State hypothesis. Describe the experiment. Discuss and summarize results. **Example** How do Asch's conformity experiments explain the influence of media on individual attitudes to mental illness?	- **Introduction** (hypothesis, statement of the problem, previous related study) - **Methodology** (methodology, measurements, tasks, participants) - **Results** (graphs, a summary of findings) - **Discussion** (assess findings related to a hypothesis, recommend further research)

Table 2.4: Choosing the correct writing plan (Phillips, T, & Short, J., 2010, p: 69)

d. Recording and reporting findings

In the research process information about the source needs to be recorded. In reporting findings, these sources need to be referred to. For example,

Jane (2005) states that…….

As Michael suggests in his 2000 article in the Annual Review of Psychology……

e. Writing a Bibliography

In social science departments, the APA (American Psychological Association) system is frequently used. The final reference list must be in alphabetical order according to the family name of the writer. In bibliography or reference list information should be provided as shown

below in the table, in source references regarding a book, journal article, and an internet article.

Author	**Date**	**Title of Book**	**Place of Publication**	**Publisher**
Peacock, H., Fridlund.	2004	Psychology	Canada:	J.K. Norton & Company, Inc.
Writer or Organization	**Date (or 'n.d.')**	**Title of internet article**	**Date of retrieval**	**Full URL**
Psych Net. The USA.	n.d.	Kleptomania.	Retrieved August 10, 2005, from	http://www.psychnet-USA.com/dsm-iv/kleptomania.htm

Author	**Date**	**Title of article**	**Title of Journal**	**Volume and page numbers**
Street, P.K., Thrass, T.E	(2005)	A 30- year Longitudinal study of Dieting, Body Weight, and Eating Disorder Symptoms.	Journal of Abnormal Psychology,	120 (2), 522- 532

Table 2.5: Writing Bibliography and Reference list (Phillips T, & Short, J., 2010, p: 85)

2.2.1.2 Rhetorical Considerations and Style in the written language of Psychology

According to Driscoll and Kasztalska (2013) in Psychology courses following three key aspects are essential for effective writing. These are:

a. Writing to whom (audience)
b. Why you are writing (purpose)
c. Context

a. Audience

The audience includes individuals or groups of people for whom specific writing has been done. In Psychology courses the audience varies as they can be professors, general audience of Psychologists, readers, journal editors, reviewers, etc. In writing in Psychology, style, formatting, tone of the text, quantity of technical language used, amount of jargon used, and how much information the audience already possesses is determined by the writer according to the expectations of the audience.

b. Purpose

In writing the purpose might be clear to some extent but mostly precise purposes for writing are not frequently evident. Due to this in pre-writing and drafting, purpose along with additional purposes and writers' goal to achieve should be clearly mentioned.

c. Context

Context is considered a larger writing situation. The specific context in which writing takes place is a significant factor in determining format, content, and style of a related piece of writing.

Style and Formatting in writing in Psychology

The audience, the context of writing, and purpose determines the format and style in writing. A format developed by the American Psychological Association (APA) has been strictly followed in writing in Psychology. Psychology is social science so it has a scientific writing style. In writing in Psychology a good rule of thumb needs to be clear in discussion, conciseness in writing, and minimum use of first-person pronouns like "I recommend that, etc." are important characteristics in writing.

Prewriting and Gathering information

In Psychology, while writing a report there are various stages of pre-writing. Following are some steps in this context:

a. Pre-writing Note taking and Class Notes

Notes from presentations, lectures in class, reading, and various distinct professional activities aid in formulating ideas. Before writing these notes, thoughts and sources should be kept organized on note cards or in documents. In writing a critical review notes must be kept on related topics, areas of interest and sources studied in class which later on proved beneficial in writing on that related topic. In writing an experimental report notes from previous coursework proved helpful in finding sources of information.

b. Writing Annotated Bibliography of Books and Articles

In writing, critical reviews and experimental reports annotated bibliographies are an effective way for summarizing and organizing relevant sources.

2.2.1.3 Types of Writing in Psychology

In Psychology courses according to Driscoll and Kasztalska (2013), major writing assignments are comprised of one of the following two types:

- Experimental reports
- Reviews research or Critical analyses

a. **Experimental reports:**

Experimental reports present the findings of experimental research projects and it is frequently written in experimental lab courses of Psychology. Experimental report means the write-ups of findings after researching with participants.

b. **Critical analyses:**

Critical analyses or Reviews research is generally termed as term papers. Critical analysis aims to examine and infer a conclusion from existing literature on some related topics. A critical analysis is mostly present in survey courses.

2.2.1.4 Genre Specific features of the written language of Psychology

After discussing discipline-specific features and General characteristics of the written language of Psychology then comes Genre- Specific features. In this category the process of writing the experimental report and structuring a research report have been presented. Following are these:

2.2.1.5 Writing the Experimental Report

According to Delvin, A.S (2006), Driscoll, and Kasztalska (2013) in writing the experimental report following are important steps:

- Overview
- Introduction
- Literature review
- Method
- Results
- Discussion
- Tables
- Appendices
- Footnotes
- Endnotes

The description and details of experiments are termed as Lab reports and these are the results of empirical research.

a. Overview

In reports of experiments, a specific cycle of general to specific and then to general pattern has been followed. Report commenced with an introduction and discussion of the literature review then it moved on towards specific hypotheses, methods, and findings.

Title Page

In APA format the experimental reports have a title page. Following are some steps in formatting a title page:

- In the upper right corner, there is a running head and page number
- Below the running head there comes the definition of running head in ALL CAPS
- The Paper title is in a horizontal and vertical position and it is followed by author and affiliation

Purpose:

Before writing, the purpose of writing should be carefully considered. Report writing seems similar to crafting a story about research and findings. In report writing each sentence, paragraph and section should be effectively written so that it could contribute to the overall purpose of writing.

Abstract

The abstract presents a summary of the contents of the report. Following are some steps in this context:

- The abstract needs to be brief
- The abstract must present a complete picture of the related study
- In the drafting stage, the abstract must be written at last
- The abstract needs to be organized

b. Introduction

In an experimental article in an introduction section, a general to specific pattern has been followed. Following three parts are included in the introduction:

- Opening statements
- Literature review
- Study overview

Opening Statements

Opening statements set the stage for further information. At this stage, the problem should be defined in simple English and then it moves forward to the literature review.

Literature Review

At this stage, previous related studies to the current topic should be discussed concisely. Following are key aspects of writing a literature review:

- Directly related studies with the present topic should be discussed
- Complete historical overview and peripheral literature regarding current study needs not to be included

- Studies must be mentioned according to the concepts and themes related to the current study
- Chronological format is not essential in presenting previous studies
- The gap between the previous studies and the current study should be considered

Study Overview:

The last section of the introduction is the study overview that comes after the literature review. In this overview hypotheses and methods have been described briefly. For introduction following organization has been recommended by Sanford and Thais (2000):

- Introduction to the topic should be provided
- A concise overview of the literature must be provided
- Present hypotheses and its connection to literature
- Overview of methods used in research should be provided

According to Bem (2006) following rules of thumb should be followed in writing an introduction:

- Plain English should be used in writing
- Step by step introduction to the problem should be presented
- For an illustration of complicated and unfamiliar concepts and theories, clear examples should be used
- The discussion should start by stating about people and their behavior, not by emphasizing psychologists and their specific researches

c. Method

The method section presents a detailed overview of how research takes place. Following subsections are included in the method section:

- Participants
- Apparatus and Materials
- Procedure

Participants:

People who participate in research work are termed as a participant and not as a subject.

Apparatus and Materials:

Apparatus means any kind of equipment that is used for data collection. Materials include surveys, scripts, and any software used in the data collection process.

Procedure:

The procedure presents complete detail of the process through which the experiment has been conducted. Following are these steps:

- A description of experimental design
- The process through which participants were assigned conditions
- Recognition of dependent variables, independent variables, and control variables
- Necessary instructions to participants
- In chronological order present the list of tasks which participants perform during the experiment

d. Results

In the result section findings of the research are presented in plain English accompanied by statistics. Following are some steps in the result section:

- Organizing results
- Preliminary discussion
- Providing information about data analysis

Organizing Results:

The result should be presented step by step according to the relevancy of the topic. It should begin by presenting the most important results first and then subsequently others come.

Preliminary Discussion:

In some studies, it is essential to present a preliminary discussion about research participants in the result section.

Providing information about data analysis:

Analysis information should be presented. Following are some pattern recommended by Bem (2006) for presenting findings:

- Readers must be reminded about conceptual hypotheses and questions present in the study
- Readers should be reminded about operations performed
- Result and answers should be presented in plain English
- Statistical analysis should support plain English answer
- The overall conclusion should be elaborated in some cases

e. Discussion

The discussion section comprises two important aspects. These are:

- What results mean
- Wrap up of complete study

The discussion section needs to move from specific to general. At this stage, the findings are interpreted, hypotheses or research questions are evaluated, unexpected results are discussed and current findings are related to previous literature.

f. References

In Psychology, references must be presented in the standard American Psychological Association (APA*)* format.

g. Appendices

Appendices include detailed information that is not mentioned in detail in the main body of the paper. Appendix includes the following items:

- List of words
- Questionnaire present in research
- Mathematical proofs
- Apparatus that is used in research is described in detail

Format of Appendices

Generally, for formatting text, the content of an appendix must conform to the appropriate American Psychological Association (APA) style rules. Different items have their specific appendix. If there is a single appendix in the study it is labeled 'Appendix.' Multiple appendices are labeled as 'Appendix A', 'Appendix B' etc.

h. Footnotes and Endnotes

American Psychological Association (APA) contains parenthetical citations so footnotes or endnotes are not required to cite sources in study. Footnotes are only used for explanatory notes or copyright permission. Information that makes addition in the text is included in footnotes but at the same time, it would be inappropriate to mention that information in the body of the paper.

Only one idea is expressed in the footnote. If information is longer than it should be placed in an appendix. In a study, if a table, figure or any quote longer than 500 words is included then a footnote should be mentioned that acknowledges the permission from the owner of the copyright to use the specific material.

i. Tables

Tables are essential in a condition when a large amount of data is used in the study and it is complicated to mention it completely in a text. However, all data is not required to be presented in tabular form. The table needs to be identified by a number and sequence through which they are presented in the text like Table 1 etc. Where tables are used it is necessary to refer to the table in the text like as shown in Table 4 etc. Only the main points from the table should be mentioned in the text and detailed discussion should not be presented in the text.

There is a specific format for tables in American Psychological Association (APA) style. Tables need to come at the end of the paper before appendixes and after the reference list. Every table contains a brief and unique title that explains its significance.

2.2.1.6 Writing a Research Report

According to Phillips and Short (2010), a research report is an account of some research issue that has been considered to find out about a phenomenon or situation. For example, research issues like, In what way schizophrenia affects personality development?

Following are some important steps in writing a research report:

a. Writing introductions and conclusions

In the introduction the following steps are considered:

- The topic of the research report should be introduced
- The importance of the topic should be mentioned
- Background information must be provided
- An outline of the research report must be presented

In conclusion the following steps are taken under consideration:

- The important points in the research report should be summarized without repeating them unnecessarily
- Some concluding comments must be given such as recommendations or likely implications

b. Quote and Paraphrase

When sources are referred it should be decided earlier whether to quote them directly or to paraphrase or summarize them. Following are these aspects:

Quote:

The quote is a situation when strongly stated opinions or definitions are mentioned. In this situation, writers' words are emphasized and present a clever use of language.

Paraphrase or Summarize

It includes factual information and descriptions in the research report.

c. Incorporating Quotations

Following are some key points in incorporating quotations in the research report:

- The introductory verb should be used
- Use of quotation marks
- Original words must be copied in the exact form
- Emphasis should be added with italics and also write {emphasis added}
- Place the extra words in brackets

- Add words which are essential to comprehend the quotation out of context
- Show missing words with '……..'
- Within the body of a paragraph, more than one sentence should not be quoted
- In case two or three sentences are quoted then a colon should be placed and the quote should be mentioned as indented text.

2.2.2 Reading in Psychology

In this section key steps of reading skills within the field of Psychology have been presented one by one. Following are these steps:

a. Using research questions to focus on relevant information in a text

One important characteristic regarding reading within the field of Psychology is that before reading, readers must think of research questions. Then the reader should look at headings, subheadings, and illustrations. Different patterns and variations in the presentation should also be considered such as a series of dates and words in italic or bold script. After that, the way to record information from reading should be decided.

b. Using topic sentences to get an overview of the text

During reading, readers should highlight the topic sentences. Then paragraphs that are relevant to research questions should get read first and notes must be taken from it. After reading if the text did not provide the answer to all research questions the reader should look for information in other related paragraphs.

c. Developing ideas in a paragraph

Regarding developing ideas in a paragraph there comes:

- Introducing the topic
- Developing the topic

Introducing the topic

A new paragraph in a text indicates the start of a new topic. The topic is presented in the topic sentence. The topic sentence presents the topic and also comments on the topic.

Developing the topic

Ideas generally develop within a paragraph beyond the initial comment. This development is indicated by:

- Discourse marker: however, but, etc.
- Stance marker: unfortunately, etc.

d. Locating information in complex sentences

Another characteristic of reading in Psychology is that often in technical and academic text sentences are very long. So it needs to be considered that every word should not be focused and merely subject, verb and object must be identified if they are present in the given text.

e. Ellipsis

In some cases, in a reading text if the meaning is clear then some words are implied despite being given in the text. For example,

…….will develop motor skills (which are) necessary for this ability.

f. Identifying the parts of a long sentence

Long sentences consist of many separate parts. So in reading to comprehend the sentence as a whole these individual parts need to be recognized. Following are some steps in this regard:

- Identify the subjects, verbs, and objects
- Highlight the verbs, relevant nouns, and adjectives
- Place a dividing line at the end of a phrase which begins a sentence
- A dividing line should be placed before a phrase at the end of a sentence
- A dividing line must be placed between clauses
- Brackets should be placed around extra pieces of information

g. Comprehending ideas in a text

It is an important characteristic of reading in which the readers comprehend the way through which different ideas in a text are linked. For example, structuring a research report, in this the readers comprehend the following steps while reading:

- Introduction (topic introduction, reasons for research, etc.)
- Methods (research methodology)
- Results (answers to research questions)
- Discussion (issues related to findings, etc.)
- Conclusion (recommendations, implications, etc.)

2.2.3 Listening in Psychology

In this part, main points of listening skills in the academic field of Psychology have been considered. Following are these points:

a. Preparing for a lecture

To make the best of listening skills in lectures, first comes preparing for a lecture. So before a lecture, a listener should plan and research the topic, search the lecture topic, and also check the pronunciation of keywords in English. After that, the listener should prepare themselves

for the lecture and reach the lecture room early, bring equipment that is required there and note down the date, topic, etc. of the lecture on related documents or in a notebook.

b. Predicting lecture content from the introduction

The second point is related to the lecture delivery phase. During a lecture by carefully listening to the introduction, the listener can predict lecture content. After that, an outline is prepared.

c. Selecting an appropriate form of notes

The third important step is that while listening to the lecture, the listener should write notes and record sources. In making lecture notes, the listener should effectively record important information. Following are key steps in this regard:

- Definition and classification
- Cause and effect
- Advantages and disadvantages
- Comparison and contrast
- Stages of a process
- Facts and figures
- Sequence and events
- Question and answer

(Phillips, T., & Short, J., 2010, p: 13)

d. Getting information from related people

At the end of a lecture if some information is missing then the listener should ask it from related people. Most students asked other students related information to complete their notes. In this case, politeness should be considered. For example,

- Do you know if social Psychology……
- Can you remember what Piagets' theory…

Moreover, sometimes the listener asked a lecturer a few related questions at the end of a lecture. In this situation, it must be considered that each question needs to be introduced tentatively and politely. For example,

- Would you mind giving the…….
- Could you go over the bit about developmental Psychology…..

e. Comprehending Signpost language in lecture

Another important point is that at the start of a lecture to help listeners comprehend the order of topics, the speaker will outline the topic and use phrases like,

- To start with, I will……
- Then, I will……
- After that, I will…..
- I will finish by concluding…..

Listeners should comprehend this signpost language used in the lecture. The following table present the points that during the lecture the speaker may:

Introduce a new topic	Now moving on to…..
present the same thing in various ways	I mean to say is….. That is to say…..
return to the main point	As I was saying…. To return to the main point…..

Table 2.6: Comprehending Signpost language in lecture (Philips, T., & Short, J., 2010, p: 45)

Listeners have to comprehend this language during the lecture.

f. Comprehending 'given' and 'new' information in sentences

One more significant aspect regarding listening is the comprehension of 'given' and 'new' information in sentences or text. Important information is always placed at the beginning or the end of a sentence. Important information is of two types:

- Given information
- New information

Given information

Given information is the one which the listener already knows and it generally comes at the beginning of the sentence. In Psychology, it is termed Assimilation.

New information

New information means information that is new in the text and it generally comes at the end of a sentence. In Psychology, it is termed Accommodation.

g. Comprehending speakers' emphasis

Sometimes speakers emphasize a particular point like time, person, etc. and listeners have to comprehend the speakers' emphasis on sentences or particular words. For example,

focusing on time	It was as far back as 1880 that Sir James….

Table 2.7: Comprehending speakers' emphasis (Phillips, T., & Short, J., 2010, p: 61)

h. Cornell note-taking system

In listening lectures, note-taking is an important aspect. There are different ways to take notes from a lecture. In the field of Psychology a specific Cornell note-taking system has been used. Walter Pauk at Cornell University, USA has developed a note-taking method and it is termed as Cornell note-taking system. This specific system includes Five Rs that are the following:

- Record: taking notes during the lecture
- Reduce: turn the notes into one or two-word questions after the lecture which help to remember the key information
- Recite: say aloud the questions and answers
- Reflect: think about the best way to summarize the important information in the lecture
- Review: look again at the summary and keywords

(Phillips, T, & Short, J., 2010, p: 77)

i. Identifying digressions in lectures

Sometimes in a lecture, the lecturers divert from the main point to tell an anecdote or some story. This is known as a digression. The listener should be able to identify the start and end of digressions in a lecture.

Digression is sometimes directly relevant to the content of the lecture in some cases it is a bit relevant whereas sometimes it is completely irrelevant. These points are effectively presented in the following table:

Recognizing the start	It reminds me….. By the way…..
Recognizing the end	Back to the point…… Anyways……
Understanding the relevance	Why did I tell that story? Of course, the point of that story is….
Asking about digressions	I didn't get the bit about…. What was the theme in the story?

Table 2.8: Identifying digressions in lectures (Phillips T., & Short, J., 2010, p: 77)

j. Writing up notes in full

The last significant factor of listening skills in the field of Psychology is writing up notes effectively. In writing notes it is considered to keep them brief and concise. This clearly shows that in writing up notes following key points should be considered:

- Make it confirm that grammatical words are put back in, like

These are phenomena that have no scientific explanation.

- Using symbols and numbers for ideas and words, like

Notes: supernatural= spiritualists e.g., spirits or ghosts

Spiritualists believe that the supernatural exists as it is proved by the appearance of spirits and ghosts…..

- Making implied meanings clear, like

Notes: materialism (just physical is real) v. dualism (body and mind separate)

Materialism is the belief that the physical world is real in contrast with Dualism which maintains that the body and mind are separate.

(Phillips T, & Short, J., 2010, p: 93)

2.2.4 Speaking in Psychology

In this section important steps in speaking in the academic field of Psychology have been presented one by one. Following are these steps:

a. Speaking from notes

Sometimes in a seminar the speaker has to give a short talk on ones' specific research topic. So in this situation speaking from notes takes place and it has two important steps:

- Listeners should be prepared with an introduction
- An introduction should match the types of notes and information

b. Reporting research findings

Generally, in a seminar, one has to report research findings to a teacher or other related students. In this situation, effective speaking skills are required. Following steps should be considered in this context:

- Quotes in writers' words should be given
- Summary findings in ones' own words must be given
- Sources that include writers, books, publication dates, etc. should be given

c. Effective contributions to a seminar through seminar language

In the academic field of Psychology, the speaker uses specific seminar language in the seminar. The following table present the points of seminar language used by the discussion leader:

Ask for information	Can you elaborate……? What did you understand……?
Ask for opinions	What do you think about…..? This is interesting, isn't it?
Bring in other speakers	What is your view about it, Hina? Do you agree, Ali?

Table 2.9: Effective contributions to a seminar through seminar language (Phillips T., & Short, J., 2010, p: 45)

The following table present the points that should be used by participants in the seminar:

Be polite when disagreeing	Actually, I don't agree….
Make relevant contributions	It reminds me that…..
Give examples to explain a point	I can give an example of….

Table 2.10: Effective contributions to a seminar through seminar language (Phillips T., & Short, J., 2010, p: 45)

The following table present the points that might be used by participants in the seminar:

Agree with the previous speaker	I fully agree with you and….. That is true so……
Disagree with the previous speaker	I don't agree with…… I don't think it is right……
Link to a previous speaker	As it was earlier mentioned by Ali….
Ask for clarification	Would you like to clear your point…
Paraphrase to check comprehension	So what you are trying to…..
Refer back to establish relevance	Just going back to…..

Table 2.11: Effective contributions to a seminar through seminar language (Phillips T., & Short, J., 2010, p: 45)

d. Introducing new information

In class-presentations and seminars special structures are used while speaking and introducing a new topic. For example,

- What I am going to talk about today is clinical Psychology.
- The reason for the confusion is that there are multiple factors.

e. Clarifying points

Clarification of points is essential in speaking. Various expressions are used for clarifying points. Some of these are:

- Look at it this way……
- What I am trying to say is…..

f. Referring to other peoples' ideas:

In a tutorial or a lecture one generally speaks about the ideas of other people. In this situation normally the name of the writer and name of the source has been given. Generally, the reference is introduced by the speaker with a phrase and then it can be quoted directly or by paraphrasing an idea. The following table present the points:

Name and introducing a phrase	As Roger points out….. To quote Terry….
Where	In social Psychology….
What	Developmental Psychology is…..

Table 2.12: Referring to other peoples' ideas (Phillips T., & Short, J., 2010, p: 77)

g. Building an argument in a speech

Speaking in an academic setting like a seminar the most common way to build an argument is comprised of the following four steps:

- State the issue first
- Second to give a counter- argument
- Third, give opinion
- Last is to support ones' opinion with evidence

(Phillips T., & Short, J., 2010, p: 93)

h. Maintaining a link with the previous point

In speaking when a discussion is diverted to a new direction then comments must be introduced with phrases like

- Following on from what A said, I would like to discuss……
- I am going to explain the point…….

i. Summarizing a source

In an academic setting like a seminar or lecture when ideas of different people are quoted then a concise summary of that related sources normally in a sentence or two needs to be provided. For example:

- An introduction (topic) can be found in (name of the author).
- Briefly, (name of the author) explains……..

(Phillips T., & Short, J., 2010, p: 93)

SECTION 3: Needs Analysis

This section presents the literature on needs analysis. First, the concept of needs analysis has been presented. Second, various approaches to needs analysis have been reviewed. The third current concept of needs analysis has been discussed. Fourth some major issues regarding needs analysis such as sources of information, data collection procedures, and different steps in needs analysis have been presented. Fifth there is criticism on needs analysis. Sixth different needs analysis projects have been considered and the last ESP Pakistani projects have been discussed.

3.1 Introduction

In 1992 Richards defined needs analysis in broader terms 'the process of finding the needs according to the demands of a group of learners keeping in view their priorities…….which gives subjective and objective information' (Jordan, 1997). Needs analysis is also known as a needs assessment. It played a significant role in designing and executing language course and its pivotal role is acknowledged by various authors and scholars (Hutchinson and Waters, 1987; Brindley, 1989; Allison et al 1994; Robinson, 1991; Jordan, 1997; Hamp-Lyons, 2001; Dudley Evans and St John, 1998; Munby, 1978; Iwai et al 1999).

The term 'needs analysis' is mainly concerned with the activities which are significant in gathering information required for developing a curriculum to meet the demands and needs of a specific group of learners (Iwai et al, 1999). According to the purpose of analysis, the definition of needs varies but in all situations, learners are the focus on analysis. According to Lawson (1979) "need refers to something that is not discovered while it is identified and its existence is related to multiple criteria which are relevant in making a diagnosis" (p. 37). Widdowson (1981) definition differentiates 'goal-oriented' needs from 'process-oriented' needs. According to Widdowson (1981) "goal-oriented needs are concerned with what the learner does with the language after learning it. On the other hand, process-oriented needs refer to the conditions to what the learners are required to do to acquire the language" (p. 2).

Another definition by Widdowson (1983) is "the 'goal-oriented' definition is concerned with program aims whereas the 'process-oriented' definition is associated with pedagogic objectives" (p. 20)

Berwick (1989) and Brindley (1989) give definitions regarding various kinds of needs and also take into consideration different problems and limitations while presenting this concept. West (1994) in the article 'state of the art' presents a comprehensive study of needs analysis regarding language teaching comprising its history, approaches to needs analysis, etc.

Because of Iwai et al (1999) in the field of language teaching formal needs analysis is a relatively new phenomenon. While informal needs analysis is carried out by the teachers so that to identify specific language areas that learners are required to master.

In course design, needs analysis is the first step and also in providing relevancy as well as validity to other course design activities (Johns, 1991). Needs analysis consists of procedures aimed to acquire information about existing performance and target performance. Needs analysis is an ongoing process. Generally, the following process is needed to be completed in designing a needs analysis:

- What information is required and why?
- From whom, when, and how to obtain information?
- Obtain information
- Interpret information
- Act on the obtained information
- Assess the effects of the action

This process of acquiring information has three steps:

1. Pre-course: Before the course commenced it is essential to decide learners' level as well as programs' level along with target needs and learners' motivation.
2. Initial: Information that could not be acquired in the pre-course stage can be acquired in the initial weeks of the course.
3. Ongoing: This process takes place throughout the course and has the benefit of showing different changes as the course progresses.

Kathleen Graves (2000, p: 97)

In 1978 with the publication of Munby's Communicative Syllabus Design in needs analysis frame different situations and functions established. In his book Munby presented 'communication needs processor' and it serves as the foundation of Munby's approach regarding needs analysis. In 1980 Chambers introduced the new term 'Target Situation Analysis.' Apart from its various approaches to needs analysis are introduced these are:

Pedagogic Needs Analysis, Learning Needs Analysis, Present Situation Analysis, Deficiency Analysis, etc. Stoynoff (2004: 389) points out that the ESP hallmark is the emphasis it places on the development of programs "to meet the needs of a different group of language users who have to work in a particular culture". Needs analysis is a process of data collection and interpretation (Brindley, G., 2000). Information is collected in one or more ways, and then translated in bulk or in quality. Decision-making depends on the results of the needs analysis. Teachers and researchers make decisions related to learning objectives, syllabus, resource development and assessment. Therefore, "needs analysis can be seen as important in the ESP study" (Robinson 2000: 196).

3.2 Types of Needs Analysis

In broader terms needs analysis is classified into two types:

- Subjective needs analysis
- Objective needs analysis

In the view of different linguists 'needs' are differentiated in different ways. Needs analysis by Nunan (1988) is categorized into two types: objective and subjective needs. Objective needs refer to the information of learners' needs that is gathered by using teachers' personal experience. Whereas subjective needs are associated with the information gathered from the learners which manipulate the teaching methodology. Nunan (1988) stated:

> "Objective data is concerned with the information which does not take under consideration students' perspectives and attitudes. Thus information regarding age, nationality, home language, etc. is based on 'objective' information. On the other hand, 'Subjective' information exhibits the aims, thinking, and priorities of the students. Besides other things, it will also focus on the reason due to which students have decided to learn a second language and also consider classroom activities which the students prefer." (p. 18)

In the view of Brindley (1989) 'objective' needs are obtained from factual information about learners such as existing language competence, language problems, and use of language in communication. While 'subjective' needs point out the affective and cognitive needs in learning like attitude, confidence, expectations, and interest in learning. In the words of Brindley (1987) "objective needs are feasible through data collection such as tests while subjective needs are difficult to highlight because of the 'elusive nature of the variables" (p. 70).

Mackay (1978) differentiate students' needs into the following two categories:

- Academic needs

- Job needs

Academic needs refer to the demands of English in the context of education. Job needs take into consideration the demands of the English language regarding the professional field (as cited in Samawthdana, 2009).

Kharma (1980) discusses two types of needs:

- Societal needs
- Educational needs

Societal needs point out the need of the whole community to learn and use English for various reasons such as trade, cultural purposes, technology, etc. On the other hand, educational needs reflect the need for an individual regarding the use of English in the community.

Similarly, Hutchinson and Waters (1987) discusses needs as

- Target needs
- Learning needs

According to Hutchinson and Waters (1987) "target needs emphasize the needs required by the learners for learning in the target situation. Whereas learning needs refer to what the learner is required to do to learn" (p. 53-54).

Bloor (1984) categorized needs analysis as

- Target centered
- Learner-centered

Target centered points out the subjects' future role and to execute the task appropriately also specifies the needed language skills and knowledge. Learner-centered focused on the learners' existing situation at the beginning of the course by considering the required skills and problems so that the contents of the course are adequately met (as cited in Samawthanda, 2009).

According to Hutchinson and Waters (1987) further needs could be classified at the following three levels:

- Necessities
- Lacks
- Wants

Necessities focused on what the learner is required to do in the target situation. It is concerned with a specific language a learner should master to function effectively in a specific situation. Lacks emphasize the gulf between existing performance and the target

competence. Wants refer to the learners' needs. It reflects what the learners feel they need. It is the learners' awareness of their needs.

3.3 Approaches to Needs Analysis

Multiple approaches regarding needs analysis are proposed. In the field of writing skills for ESL learners Benesch (1996) elaborated a 'critical approach' regarding needs analysis. In the critical approach, learners are trained to develop skills to evaluate topics through writing assignments. Van Eks 'Threshold Level' has been used as a foundation for needs analysis by Cunningsworth (1983). The specifications of students' target needs are designed to equip students to maintain and establish themselves in daily life situations consisting of situations for which they have not been particularly trained (Van Ek, 1975).

'Self-directed learning' approach has been presented by Holec (1980). The main principle of this approach according to Holec (1980) is the following:

> "To teach the students to learn is providing the opportunity to execute different steps which prove beneficial in the learning process. This 'autonomy' of the students provides adequate solutions for the problems of differences in the needs……thus bridging the gulf between what the students want to learn and what they learn." (p. 31)

The needs analysis approach by Munby (1978) is appropriately summed up in Hawkey (1980). Generally, Munby's need analysis is a tool for syllabus design that presents a detailed profile of students concerning their intentions regarding what to do after and what to study during the course. Further in need profile linguistic skills are specified; different forms and functions which seem important in executing communication types. There are eight parameters in the analysis to label the students' needs: setting, domain, dialect, interaction, target level, instrumentality, and communicative key and communicative event.

Chancerel and Richterich (1980) presented a 'systemic approach' regarding needs analysis. This specific work was part of the research project for the Council of Europe. The analysis is composed of administrators concerned with teaching, teachers, and students- all members involved in language learning. This approach places emphasis on learners regarding assessment, objectives, and curriculum. The information regarding needs analysis is gathered from students, teaching institutions, society, and the user-institution. Needs analysis is significant in ESP. It is important in designing a new syllabus and teaching methodology. There are different approaches regarding needs analysis such as target situation analysis (TSA), Present situation analysis (PSA), means analysis, learning-centered approach, and strategy analysis (Jordan, 1997).

3.3.1 Target Situation Analysis (TSA)

The concept of Target Situation Analysis (TSA) which is now widely used in ESP has been introduced by Chambers (1980). In Chamber's (1980) view "TSA represents communication in the target situation" (p. 29). Etymologically speaking, Needs Analysis (NA), as a term for language teaching, was first introduced in the 1920's (West, 1997, as quoted in Songhori, 2008). In sharp contrast to the current concept of Needs Analysis, it has often referred to the process of identifying the needs of General English (GE) students, identifying the intentions and needs of students with the language use required for the day - day communication. The books in the NA suggest that the latter focus on language teaching. It was first proposed by the European Modern Language Project team council before the 1970s and was developed at all stages. Therefore, the first phase was devoted to the analysis of grammar. The complexity of the sentence structure was considered in the construction of the standardized syllabus, but this syllabus was intended to challenge the needs of learners (Fatihi et al, 2003). In addition, the second phase of the communication method clarified syllabus designers and began to focus on identifying student needs (Munby quoted in Richards and Rodgers 1986). Having a different mindset, Munby (1978) developed a new NA model, which was given a huge credit by the designers of the syllabus (Fatihi 2003).

In the mid- 1970s need analysis was established (West, 1998). Previously needs analysis was solely concerned with the analysis of language and register. Dudley- Evans and St John (1998) described needs as different linguistic choices and items of vocabulary and grammar. Within the framework of needs analysis learners' purposes occupy the central position with the publication of Munby' Communicative Syllabus Design (1978). Therefore, the notion of target needs became significant. Munby (1978) proposed a Communicative Needs Processor (CNP). According to Hutchinson and Waters (1987) "with the introduction of CNP it becomes obvious that English for Specific Purposes (ESP) relates to that age. The structure for distinguishing the needs and demands of any specific class of learners had been equipped: all scheme designer tasks were to execute it" (p. 54). The target needs and target level performance are developed by examining the target situation in Munby's Communicative Needs Processor (CNP). His entire model indicates that needs analysis has a central position in ESP, certainly concerning the significant initial stage in course design and materials (West, 1998).

Overall model by Munby (1978) comprises below-enlisted traits:

- Participants: It includes data of the language as well as the identity of the learners.
- Communication Needs Processor: The specific communication needs are examined in conformity with socio-cultural and stylistic variables that helps in determining a profile of such needs.

- Profile of Needs: It gets developed with the proceedings of data in CNP.
- Meaning Processor: Meaning processor included the changes in the parts of the socio-culturally profile of communication needs and these changes are parts of the socio-culturally profile into semantic subcategories of a pragmatic kind and also marked the parts with attitudinal tone (Munby, 1978, p: 42).
- Language Skills Selector: It distinguishes particular language skills needed to understand the activities that are highlighted in CNP (Munby, 1978, p: 40).
- Linguistic Encoder: It takes into consideration the dimension of contextual appropriateness after reaching the encoding stage (Munby, 1978, p: 49).
- Communicative Competence Specification: It is a translated profile of needs and it also signifies the target communicative competence of the learners.

From the above-mentioned elements, the Communication Needs Processor (CNP) is the foundation of Munby's model of needs analysis. It provides eight parameters in the analysis to label the learners' needs (Munby, 1978). Following are the parameters mentioned by Munby (1978):

- Domain: It establishes the aim for which the target language will be used at the end of the course.
- Setting: It is composed of physical and Psychological settings. Physical setting includes temporal and spatial aspects in which English would be used. Whereas Psychological settings include multiple environments where English will be used.
- Interaction: It recognizes learners' interlocutors and also declares in advance the relationship between them.
- Instrumentality: It signifies channel i.e., language used is written, spoken, or both. It also specifies a form of expression i.e., language form is dialogue, monologue, etc.
- Dialect*:* Dialect includes that learners have to comprehend and produce in terms of social, temporal, and spatial aspects.
- Communicative Event: It signifies the participants' conditions whether they have to communicate productively or receptively.
- Communicative key: It includes the activities consisting of an event e.g., politely or impolitely.
- Target level: It specifies the level of linguistic competence which becomes evident as the ESP course ends and it can be used differently for various skills.

The purpose of Munby's CNP is to determine the linguistic form that a learner uses in the target working environment. According to Hutchinson and Waters (1987), the result of the processing data regarding Munby's model is what the learner is required to know to function effectively in the target situation. In the field of the target situation needs analysis many researchers followed Munby's CNP. A detailed target situation analysis framework has been presented by Hutchinson and Waters (1987) it is a list of questions for which analysts need to extract answers. According to Hutchinson and Waters (1987), the analysis of target situation needs is "it is basically about asking questions regarding target situation and attitudes indicating the specific situation of the learning process in which different participants learn" (p. 59).

Like other models Munby's model is also criticized by various authors. In his Communicative Needs Processor, Munby presented comprehensive lists of micro- functions. The main drawback is that in these lists he did not mention and include the way to prioritize them or any of the affective factors which are considered significant today (Dudley- Evans and St John, 1998). The following are the drawbacks of Munby's model mentioned by West (1994, p: 9-10).

- Complexity: Munby's efforts to be comprehensive and systematic eventually made his instrument complex, time consuming, and inflexible.
- Learner-centeredness: Munby asserted that his CNP is learner-centered. At the initial stage, the learner might be the focus but later the data is gathered in the model and despite the learner, the gathered data is about the learner.
- Constraints: There is a contradiction between Munby's idea and other researchers because Munby believed that constraints should be taken under consideration after the needs analysis procedure. Whereas other researchers believed that these specific constraints should be emphasized at the initial stage of the needs analysis process.
- Language: Munby failed in providing a procedure regarding the conversion of learner profile into language syllabus.

Hutchinson and Waters (1987) criticized Munby's model regarding writing a target profile of each learner because this activity is time- consuming. This model considered only one perspective that is of the analyst while neglecting all other such as learners, user- institutions, etc. At the same time, it does not consider learning needs nor make any distinction between wants, necessities, and lacks.

3.3.2 Present Situation Analysis (PSA)

Present Situation Analysis can be considered as a complement to target situation analysis (Jordan, 1997; Robinson, 1991). Present situation analysis tries to identify learners' position at the beginning of the language course whereas target situation analysis attempts to establish what the learners should be according to their needs at the end of the course. According to Dudley- Evans & St John (1998) "present situation analysis presents weaknesses and strengths regarding skills, language, and learning experiences" (p. 125).

Chancerel and Richterich (1980) proposed the term Present Situation Analysis (PSA) for the first time. In this specific approach learners as well as the place of work (user- institution) and teaching establishment are the sources of information (Jordan, 1997). The established placement test is an important source in the execution of present situation analysis. However, other background information that is related to learners' education level, their years of learning English, etc. can give adequate information regarding learners' existing competency and to some extent, it can also be predicted.

Needs analysis can be considered as a combination of Present Situation Analysis and Target Situation Analysis. In the field of ESP, one cannot depend solely either on PSA or TSA for enhancing learning and acquiring the desired goals. Resultantly regarding needs analysis different approaches are suggested such as Pedagogic Needs Analysis.

3.3.3 Pedagogic Needs Analysis

West (1998) proposed the term 'pedagogic needs analysis.' It is an umbrella term used to describe the following three approaches of needs analysis:

Deficiency analysis

Strategy or learning needs analysis

Means analysis

According to West (1998), the drawbacks of target needs analysis can be overcome by collecting data about the learning environment and learner.

Deficiency analysis

'Lacks' that are defined by Hutchinson and Waters (1987) correspond with the deficiency analysis. According to Allwright (1982, quoted in West, 1994), specific approaches to needs analysis regarding 'wants' or learners' present needs can be termed as an analysis of learners' deficiencies or lacks. The above discussion makes it clear that the main route is the deficiency analysis and it is to cover the present situation to target situation that is concerned with learning needs. Hence deficiency analysis can build the foundation of the language syllabus regarding data about the gulf between existing and target extra-linguistic knowledge, learning strategies, and language skills (Jordan, 1997).

Strategy analysis

Strategy analysis as its name depicts is concerned with the learning strategies of the learners to enable them to learn another language. It attempts to show what learners wish to learn rather than their need to learn (West, 1998). Allwright (1982) was considered a pioneer of strategy analysis (West, 1994). He initiated from learners' insights regarding the needs of the learners according to terms of the learners (Jordan, 1997). Allwright distinguishes 'needs' (skills which learners consider relevant), 'wants' (needs to be preferred by the learners in available resources and time), and 'lacks' (the difference between existing proficiency and required proficiency). Allwright (1982) was determined in recognizing strategies and skills concerned with achieving skills. These specific strategies signify evaluation, correction, and group size.

Learning-Centered Approach

Hutchinson and Waters (1987) borrowed Allwright's idea of 'needs', 'wants', and 'lacks'. Based on this idea, Hutchinson and Waters (1987) advocated a learning-centered approach. In this approach learners' learning needs are significant. According to Hutchinson and Waters (1987) if an analyst attempts to find out the answer to learners' concerns with language learning then its answer is in needs analysis that "what the learner required to do so that to learn" (p. 54).

Consequently, process-oriented approach is preferred by them rather than a product-oriented approach. In the view of Hutchinson and Waters (1987) "ESP is an approach to language teaching and not a product and it is directed by apparent and particular reasons for learning" (p. 16).

Learners should be guided and taught such specific skills that help them in achieving the goal, facilitating the process of learning as well as interests and motivation in such skills should be taken under consideration. It should also be considered that different students learn in different ways (Dudley- Evans and St John, 1998). Regarding the significance of learning needs the following quote by Bower (1980) is:

> "If we accept…….that a learner will learn effectively if what they want to learn, less well what they only need to learn, less well what they either needs or wants to learn, it is essential to leave room in a learning program for the learners' own desire concerning both goals and processes." (as cited in Jordan, 1997, p: 26)

Hutchinson and Waters (1987) definition of wants correlates with learning needs. They recommend a framework including various questions so that the learning needs of the learners can be analyzed. The framework presented below regarding analysis of learning needs is suggested by Hutchinson and Waters (1987):

- Why are the learners taking the course?
- How do the learners learn?
- What sources are available?
- Who are the learners?

Consequently, the investigation of learners' preferred strategies and learning styles depict learners' perspective of learning. According to Mc Donough (1998) "learners have aims, desires, and expectations which do not fit in a program that emphasizes ultimate objectives. They develop thinking about their own needs with time as learning goals are reset, their thinking might change and it also gets changed as of their developing competence they become more determined" (p. 229).

Means Analysis

Means analysis was regarded as a significant and tremendous approach because it was applicable in local situations or constraints such as materials, resources, equipment and techniques, etc. (Cooke and Holliday, 1982).

According to West (1998), the considerations which were excluded by Munby were tried to investigate in means analysis. Those considerations include issues of pedagogy and logistics that paved the way for debate regarding practicalities and constraints about the implementation of needs-based language courses (West, 1994). According to Dudley- Evans and St John (1998)

"information about the environment in which possibly the course will get introduced is presented in means analysis" (p.125)

Given Dudley- Evans and St John (1998) Means analysis is concerned with one of the major issues with "acknowledgment that what works effectively in one specific situation might not work in another situation" (p. 124).

It suggested that English for Specific Purposes needs to be perceptive of the specific cultural environment where the course would be applied. According to Jordan (1997), it gives a specific tool to design the course which is conducive and suitable to the environment. Swales (1989, quoted in West, 1994) enumerated five key factors related to the learning environment and curriculum specialists must consider these factors if they desire to make the course successful. Following are the five key factors:

- Classroom culture
- English for academic purposes staff
- Pilot target situation analysis
- Study of change agents

- Status of service operations

3.4 Latest notions of Needs Analysis

Dudley- Evans and St John (1998, p: 125) recommended the latest notions of needs analysis by taking into account all facets of approaches to decide:

A. Professional information about the learners: for objective needs and target situation analysis the learners are/will be using English in activities and tasks.
B. Personal information about the learners: the different ways through which students learn are mostly affected by the factors such as previous learning experiences, cultural information, subjective needs, attitude to English-wants, reasons for attending the course and expectations of it, means.
C. English language information about the learners: what learners' current skills and language use are-present situation analysis-which allows us to judge (D)
D. The learners' lacks: the gap between (C) and (A)- lacks
E. Language learning information: effective ways of learning the skills and language in (D)- learning needs
F. Professional communication information about (A): information about how lexicon and expertise are best utilized in desired settings- discourse, linguistic, and genre-based interpretation and evaluation
G. The expectations regarding course
H. The information about the environment in which the course will be run-means analysis

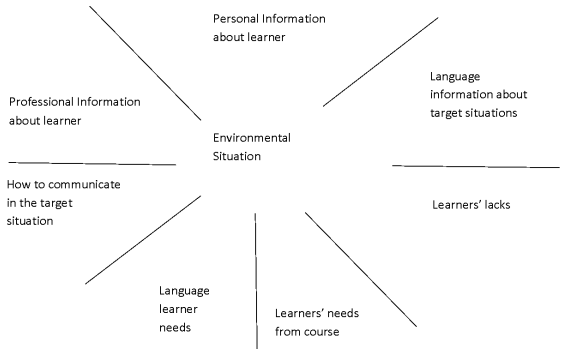

Figure 2.5: What needs analysis establishes (Dudley- Evans and St John, 1998, p: 125)

The main purpose of the needs analysis:

> "to find out that learners not only use language but also learn it; to identify the ways and means to enhance the learning of language and learning of skills for a specified group of learners, and eventually to be aware of the learning environment and target situations which can prove helpful in explaining the given data appropriately."
>
> Dudley-Evans and St John (1998:126)

3.5 Procedures of Needs Analysis

According to Braine (2001), another significant area is the procedures for the execution of needs analysis. Jordan (1997) enumerated fourteen methods for collecting data in needs analysis. The methods consisted of advanced documentation, language test at home, language test on entry, self-assessment (by learners), observation, class progress tests, surveys, structured interviews, learner diaries, case studies, final tests, feedback/evaluation, follow-up investigation, and previous research. In contrast to Jordan's list Robinson (1991) provides a list that consists of few methods of data collection: interviews, questionnaires, case studies, authentic data collection, observation, tests, and participatory needs analysis. Commenting on Robinson's list of data collection Braine (2001) remarked that despite few methods her list seems to be quite comprehensive and reflective of existing practices. Dudley- Evans (1998) provides a list of procedures for needs analysis. This list includes questionnaires, discussions, observations, structured interviews, analysis of authentic written and spoken texts, and

assessments. Likewise, Brindley (2000) presented six methods regarding data collection: questionnaires, group discussions with learners, language tests, case studies of individual learners, assessments, structured interviews, collection, and linguistic analysis of authentic spoken as well as written texts. Following is the most frequently used list of procedures of needs analysis presented by Hutchinson and Waters (1987):

Questionnaires
Interviews
Observations
Data collection
Informal consultations with sponsors, learners, and others

Hutchinson and Waters (1987: 58)

Keeping in view the information to be collected, time, available resources, and population groups, teachers and researchers select the required method of data collection which proves helpful in achieving the goal. Frequently used methods are interviews and questionnaires. According to Yalden (1987) "questionnaires have received great attention" (p. 132).

3.6 Different Sources of Information

Sources of information are a significant part of needs analysis. There are various sources of information ; the most common are: teachers, students, sponsors, documents related to the field, and ESP research in the field. Following is the list of eight key sources of information regarding needs analysis:

- Learner
- People studying and working in the field
- Ex-students
- Documents related to the field
- Clients
- Employers
- Colleagues
- ESP research in the field

Dudley- Evans and St John (1998:132)

According to Brindeley (2000) different approaches regarding needs analysis "focused on the active role of the students in identifying needs….ongoing dialogue between students and teachers" (p. 179). According to Flowerdew and Peacock (2001) in course development students' participation "reduces disappointment and potential frustration" (p. 179).

A norm in needs analysis is that to have a clear picture of the target situation it is essential to get familiar with the perceptions of different population groups.

3.7 Steps in Needs Analysis

According to Jordan (1997), one might feel overwhelmed with various approaches, methods of data collection, different sources of information, and numerous variables. So in this context, it is essential to keep in mind that there is no sole specific approach to needs analysis and it depends on different situations. Consequently, different choices in needs analysis are made by money, time, and resources. In this regard appropriate planning in advance is crucial. After planning and deciding significant and relevant aspects, adequate time should be given for the execution of a step by step analysis. The first step in data collection is to put multiple questions to teachers, learners, and administrators. The multiple questions are put in the form of why, what, who, when, where, whose, and how. These questions prove helpful in the execution of needs analysis (Richterich, 1983). Jordan recommended the following steps for the execution of needs analysis:

- Purpose of analysis
- Delimit student population
- Decide upon the approach (es)
- Acknowledge constraints/limitations
- Select methods of collecting data
- Collect data
- Analyze and interpret results
- Determine objectives
- Implement decisions (i.e., decide upon content, methods, etc.)
- Evaluate procedures and results

(Jordan, 1997, p: 23)

3.8 Criticism concerning Needs Analysis

According to Nunan (1988) in ESP curriculum design needs analysis is crucial but despite that, it has been criticized by various linguists in the following way:

> "Needs analysis is irrelevant due to the transformation of a planned curriculum in the implementation stage. Therefore, what matters is the elaboration of second language skills in a series of getting students engaged in meaningful, beneficial, and interesting classroom experiences." (p. 45)

According to Tudor (1996) needs analysis is an on-going process as teaching and learning development. Flowerdew and Peacock (2001) stated "due to its increasing complexity,

practitioners become aware of the fact that needs analysis is not just considered a one-off exercise" (p. 179)

According to Widdowson (1983, 1987), needs-based courses are designed for specific situations and due to this reason, they do not prove helpful in developing spontaneous communicative language ability in students. Graves (1996) points out that however, learners may not be able to assess their problems so there is a possibility that they might not obtain appropriate information about themselves. Despite all these criticisms, the importance of needs analysis regarding ESP cannot be denied. The following quote by Brindley (2000) is appropriate in this regard:

> "Despite the potential problems present in interpreting and collecting important information about the needs of the learner, to determine the methodology and contents of the course the idea of using needs analysis has been widely accepted in ESP context and general language teaching." (p. 440)

3.9 Related ESP Projects

In this section, some related research in the field of ESP regarding needs analysis has been presented.

Hussain and Zughoul (1985) researched at the Yarmouk University of Jordan regarding English language needs. Questionnaires were used for data collection among teachers and students. The main purpose of the study was to know the language needs of the learners and also to know at the university level, the use of the English language. The English language was generally used in academic contexts. The results showed that learners' listening skills need to be improved and in other language skills they overestimated their proficiency.

Ostler (1980), Christison and Krahnke (1986), and Ferris (1998) have studied second language learners enrolled in subject matter courses. To determine the significance of language skills and classroom activities regarding academic success, this specific survey has been conducted. The results of Ostler's study showed that 90% of the learners' ability to read textbooks needs to be improved. The same is the case with the remaining skills that are speaking, writing, and listening in all these skills learners need to develop the ability to a good extent.

Ferris and Tagg (1996) researched the perceptions of university and college teachers regarding problems that second language learners faced in speaking and listening in an academic context. The findings of their study recommended that due to the interactive aspects the lectures are developing in learners the ability to face the challenges of the target situations. Horowitz (1986) also researched in the same field. Another related field for needs analysis is the specific skills required in mainstream classrooms. Different linguists

researched various specific skills. In this regard Flowerdew (1994a), Mason (1994), Rubin (1995), Ferris and Tag (1996a, 1996b) researched in the field of speaking and listening skills. Likewise, Chiseri- Strater (1991), Hass (1994), and Grant (1996) research emphasized writing and reading skills. Jordan's (1997) research is on study skills. According to Stoller (2001) "it is obvious from these specific studies that there is no single conception of academic literacy across the various disciplines……individual academic disciplines, professors and learners" (p. 210).

Shih (1992), Murphy (1996), Flowerdew and Miller (1997) examined currently used instructional materials and textbooks in English for academic purposes courses to determine their relevance with non- language course work. The results reveal that there is a gulf and mismatch between various English for academic purposes courses as well as discourse experiences learners probably faced in mainstream courses. In the view of Stoller (2001) "these systematic and genre analysis revealed the fact of discipline-specific courses with necessary and important implications regarding the development of instructional materials for specific EAP groups" (p. 211).

Benesch (1996) researched on curriculum development and needs analysis in English for academic purposes for Psychology students at the college level. The facets present in the target situation were focused on by the researcher and these elements eventually paved the way for designing a new curriculum for the students concerning their needs.

A new ESP course for learners of business has been presented by Edwards (2000). The learners' needs were analyzed to design a specific course for the learners of business. In this regard, administrators and teachers' viewpoints and suggestions were considered. In the questionnaire learners' past experiences and future aims were presented. The specific course focused on the speaking skills concerning presentations, negotiations, and business meetings whereas other related skills regarding the business field were also considered. The researcher designed a multi-layered syllabus which comprised three components: vocabulary, topics, and function.

Crosling and Ward (2000) investigated the assessment and development of oral communication skills regarding commerce and the undergraduate business curriculum. Considering the findings of a survey into the workplace they asserted that undergraduate experience in the formal presentations is inadequate preparation regarding oral communication in the workplace. The analysis showed that graduate business employees should consider some formal presentations in their professional context. Although their real Professional works need adequacy regarding informal spoken language. Hence in their specific courses, there is a need for improvement for spoken English components.

Bosher and Smalkoski (2002) conducted a needs analysis study in the year 1997- 1998 in St. Catherine College specifically on the Minneapolis campus to determine why the majority of ESL students were not academically successful while being enrolled in the Associate of Science degree nursing program. For data collection, various procedures, observations, questionnaires, and interviews were used. The content of the course had been divided into the following four sections: therapeutic communication, information-gathering techniques, assertiveness skills, and role of culture in health-care communication. The course proved beneficial in guiding students about effective communication in clinical settings.

Deutch (2003) researched a needs analysis for academic legal English course in Israel, a model of setting priorities. The main purpose of this research was to determine numerous factors for analysis regarding the needs of learners of law who have been studying the English language. The language requirements were based on short term and long term goals set by the law students. Deficiencies, constraints, and claims relating to desired settings, all these aspects provided a balanced understanding of the language learning situation in Israeli law schools. Therefore, the specific study provides a guideline for setting the required priorities.

Fuertes- Olivera and Gomez- Martinez (2004) carried research on analyzing various factors affecting second language learning, employing regression and correlation analysis. The results of this study showed the negative role of first language transfer and the positive aspect of reading. Apart from this the results of the study proved beneficial regarding Grammar Translation Methodology. This research work was conducted at a university in Spain where ESP instructors have to control cultural barriers. Keeping in view the results of this research different teaching strategies and teaching materials can be adapted.

Holmes (2006) from an 'aid project approach' regarding needs analysis identified qualitative techniques of participatory Appraisal that are termed as Participatory Rural Appraisal (PRA). This study emphasized assessing the changing needs of the students concerning the course and also to give the students' independence in English for academic purposes reading in the classroom. The results revealed that learner-centered classrooms proved more beneficial for the learners due to their positive attitude and responsibility.

In 2008, Read carried out a research titled, 'Identifying Academic Language Needs through Diagnostic Assessment.' The study aimed to take into consideration some provisions regarding the admission of undergraduate students at New Zealand University without considering the educational background of the students. The research considered the following details:

- The way study is carried out including presentation of Diagnostic English language Needs Assessment (DELNA) to the learners as well as staff members of the university
- Method of result reporting
- Criteria for program evaluation

This research work provides different approaches to make it different from other researches. In this regard firstly it does not provide any hindrance regarding students' admission at the university. Secondly, it is not solely concerned with the placement of tests to direct the learners into English for academic purposes courses regarding their needs and level. Further, there are various language support options that are recommended to the students to consider according to their requirements.

Another study conducted in the context of Saudi Arabia in Alamri (2008) attempted to examine the quality of English textbooks for sixth grade Saudi boys' schools introduced in the first phase by the 2004 Department of Education. A survey questionnaire was used in this study to obtain the views of 93 English language teachers and 11 administrators in the Riyadh Education Center on the textbook in question. The research results have shown that there is a general satisfaction for teachers and administrators concerning few aspects while dis-satisfaction was there in remaining areas of the study.

Samawathdana (2009) conducted a study to explore the language requirements of school students specifically of secondary level to design an innovative syllabus and to adopt appropriate teaching strategies incorporating the course that was taught by employing both languages simultaneously; local Thai language and English language to enhance the English language proficiency. Wozniak (2010) executed a research to investigate the language needs analysis of Mountain Guides specifically of France. In this study, he considered the aspect of mobility in the occupational context as well as at the international level. In this research, two approaches of needs analysis were studied. These are present situation analysis and target situation analysis. For data collection, reliable research tools are used: questionnaire, unstructured interviews, and non- participant observation. To determine the validity of results questions were evaluated by the triangulation method.

Chen and Tsou (2014) in their research described an updated model regarding ESP program evaluation and it also presented a report on the performance of the model when the model was applied in a University in Taiwan to evaluate an ESP program. The results of this study helped the researcher in identifying the merits and demerits of the updated model. It is expected by the researchers that in the design and implementation of ESP program evaluation this discussion of the updated model and evaluation process will both prove helpful.

Leon Perez and Martin (2014) examined comparatively the typical rhetorical practices employed in the introduction section of 80 research articles that were written in English and 80 research articles written in Spanish concerning four disciplines in the fields of Humanities/ Social Sciences and Health Sciences. The results of this study demonstrated that within the same field in each analyzed discipline the English texts as compared to Spanish texts present a higher degree of rhetorical promotion. However, in comparison to two broad fields in the field of Health Sciences, the Spanish texts present a higher degree of promotion as compared to English texts in Social Sciences/ Humanities. This study indicated that in simultaneous interaction of professional and national cultural variables, cultural factors override the influence of disciplinary context. Therefore, in comparison to broad fields of knowledge and specific professional subcultures, disciplinary conventions prevail over cultural factors.

Serafini, Lake & Long (2015) study is based on the survey and it surveys the methods, design, and procedures which are reported in needs analyses (NAs) conducted specifically for specialized English learner populations in different contexts over the last thirty years (1984-2014). The survey recognized different remaining shortcomings as well as lack of consistency in the sources, the particular methods, and the interactions between the methods and sources that are employed by the researchers to collect data and interpret findings, problems that decrease the validity and reliability. The procedure and methods are presented which are followed in a large scale task-based needs analysis conducted specifically for the non- native English speakers who are working at a national research institution in the USA to show how the methodological rigor in needs analysis practice as well as in reporting can be achieved. The findings of this study (survey) provided a set of practical recommendations that are intended to be adaptable concerning local contexts and beneficial to curriculum designers, language program administrators, and related teachers responsible for the design of ESP programs and courses.

Tonya Eick (2017) reviewed an EAP book. English for Academic Purposes is a sub-field of English for Specific Purposes. Various limitations and relationships regarding EAP are demystified in it. The subject matter of the book is divided into three sections which include the study of EAP, planning for EAP, teaching, and evaluation, or assessment of EAP covering all of its twelve chapters. In general, the book describes details with special reference to EAP in context.

Wang (2017) studied the characteristics of students in an EAP thesis preparatory course at the University level in China. The data were collected through written texts in course, interviews, and participants' process logs. The study highlighted the two very important characteristics of the learners that had a great influence on the learning process. The findings suggested

potential challenges concerning the way learners respond to EAP tasks and instructions, which resultantly have pedagogical implications for genre-focused EAP writing classes.

3.10 ESP Projects in Pakistan

Numerous researches in the field of ESP and EAP have been conducted in Pakistan. In this regard, the primary areas of research are commerce, industry, and business. Besides this, it also includes other fields like engineering, journalism, medical, etc. The different researchers have aimed to report the findings relevant to EAP and EOP in Pakistan. In these researches different areas have been focused from a pedagogical perspective : needs analysis, materials evaluation, materials development, text analysis, etc.

Qadir (1988) designed a course in English while considering the communicative needs of MBA students. She asserted that:

> "In case the students possess motivation then communication skills are easily developed similarly it may be easily related to the situation and can also distinguish the functional goals of the specific course. A teacher can support and guide students by playing a significant role in bringing about a positive aspect of the personality of the students in the learning process." (p. 76)

Qadir's work proved beneficial for course developers and ESP researchers. Ahmed (1997) evaluated the written activities and tasks of MBA learners by analyzing their linguistic proficiency. Falaksher (2000) in his research analyzed the needs of engineering students and designed courses for them. Imtiaz (2001) investigated the needs of nurses and also evaluated the English diploma course of the nurses. Hussain (2002) investigated the needs of the diploma students of diploma as well as evaluated and judged their syllabus. Masood (2003) identified the needs of the medical students by examining patients' case histories. Asghar (2003) emphasized on the oral skills of the MBA students.

Sheikh (2003) and Shoaib (2003) investigated the language of advertising. Shoaib's study is concerned with finding the differences between the language of foreign advertisements and Pakistani advertisements. On the other hand, Sheikh's research focused on the discourse feature of advertising. Considering the results of their research a needs-based course can be developed. Such a course can prove beneficial for the students by providing them various techniques regarding writing advertisements. Haq (2004) analyzed the written communication in a banking environment.

Ahmed (2005) researched to analyze the proficiency level of law students and to highlight the problems encountered by them in legal academic and occupational settings. The sampling method was used in the survey. Questionnaires were used for data collection. Eventually a needs-based course was recommended for law students and professionals. Saeed (2007)

investigated the needs of IT students at the graduation level and also developed a course for them. The research tools used in this research were interviews and questionnaires. Nawaz (2010) developed a course for Applied Sciences in Pakistan while considering their particular language skills: writing, reading, listening, and speaking.

Rubab and Ahmad (2013) investigated the reading proficiency of students of the social science department. The findings of research prove beneficial for teachers, material designers, researchers, and policymakers. Ghani and Rubab (2014) investigated the writing proficiency of Pakistani students in the ESP context. The findings of this research recommended an EAP course and proved beneficial for stakeholders.

Khalid (2016) analyzed the current needs assessment literature of nursing professionals regarding their English language needs to strengthen its applicability and appropriateness in the occupational context. Needs analysis and assessment literature are reviewed in this evaluative study within the range of ESP.

Thus, the above-mentioned international and indigenous ESP projects conducted by different people discuss needs analysis and ESP by focusing on the EAP in different contexts. These multiple related kinds of research indicate that so far, no research work is conducted in the EAP context and materials evaluation particularly in the field of Psychology. Therefore, this potential area needs to be investigated by analyzing the Psychology students' primary academic skills and through needs analysis, to empower the students to succeed in the academic context.

3.11 Conclusion

In this chapter, literature is reviewed regarding the field of ESP. Firstly, the introduction of ESP is presented by considering its definitions, types, and features. Secondly, literature is reviewed in the field of EAP by taking under consideration the introduction, classification, and development of EAP. Further, there is a discussion on literature regarding materials evaluation. Its introduction which includes its definition is presented along with an explanation of materials evaluation. Moreover, the literature concerning two major areas of ESP i.e., needs analysis and language description has been reviewed in detail. Through literature review, it is found that in EAP and ESP already there is a lot of work done on the English language. Thus, the above-mentioned international and indigenous ESP projects conducted by different people discuss needs analysis and ESP by focusing on the EAP in different disciplines. These multiple related kinds of research indicate that so far, no research work is conducted in the EAP context and materials evaluation, particularly in the field of Psychology. The findings of the existing research in the discipline of Psychology will prove beneficial from a pedagogical perspective and will also provide useful insights for designing

a field-related course. Regarding needs analysis, the literature review revealed the fact that a lot of development has been done in this specific field since the birth of ESP. Further, it is confirmed that various needs analysis projects have been executed in the different disciplines in Pakistan and across the world but investigation about the academic language needs and materials evaluation of the learners of Psychology is yet not carried out. Therefore, this potential area needs to be investigated through needs analysis and by analyzing the Psychology students' primary academic skills so, to empower the students to succeed in the academic context.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the research methodology has been presented in detail. Initially, two things are presented, the aim of the research and research questions. After considering the research approaches, details of sampling and research participants are presented. Further, the chapter takes into consideration the issue of the construction of instruments and piloting. This has been followed by the explanation of the execution of research. Lastly, the data analysis and presentation of data have been mentioned.

3.1 Aims of the Research

The present study aims to investigate an academic English language needs and materials evaluation of the Psychology students. The study aim includes the analyses of the existing competency of the Psychology students' specifically in reading, writing, listening, and speaking skills. Considering the language and academic skills problems of the Psychology students, the present research aims to recommend an EAP course for the students of Psychology to overcome their language and academic skills problems. In this context, the following major research questions were formulated:

1. What is the existing level of linguistic proficiency of the students of Psychology in the academic context?
2. What are the Psychology students' perceptions towards the usefulness of the ESP teaching material in use?

Along with major research questions, the following subsidiary questions were also formulated:

a. What is the existing level of linguistic proficiency of the students of Psychology concerning reading skills in an academic setting?
b. What is the existing level of linguistic proficiency of the students of Psychology pertaining to writing skills in an academic setting?
c. What is the existing level of linguistic proficiency of the students of Psychology regarding speaking skills in an academic setting?
d. What is the existing level of linguistic proficiency of the students of Psychology related to listening skills in an academic setting?

To find the answers to the above questions, the researcher decided to conduct an appropriate research. The research journey involves the process, methods, and techniques that form the framework of the research methodology used in the collected information about the various aspects of the problem or situation to achieve the research objectives and aim of the research.

According to Kumar (2005) basically, research is divided into three categories in the name of following different perspectives: application, objectives and investigation mode. From a program perspective, research is divided into pure and applied research. From a strategic point of view, the study is divided into descriptive, exploratory, explanatory and correlational research. In terms of research mode, the research effort is divided into qualitative and quantitative research.

Similarly, the design of a study is examined from three perspectives: population, time index and method of investigation. Thereafter, these designs include other standard designs that are categorized in a certain way or philosophy. Depending on the size of the people (number of contacts), the projects are organized into three categories: short courses, longer courses; before and after lessons. In terms of reference period, studies are categorized as: retrospective, prospective and retrospective-prospective. From a research perspective, projects are classified as: experimental, semi or quasi-experimental and non-experimental (Kumar, 2005). In the context of this study, a mixed-type of research was developed.

3.2 Research Design

Research design is an important step in making effective and reliable research. Polonsky & Waller defines (2004) the structure of a research as a “blue frame or print” to gather the necessary information about the research process in a practical way (as stated in Malhotra et al., 2002). The research design directs accurate resources to collect data or information and saves the researcher's time. Kumar (2005) argued that, “the design of a research program, the structure, and research strategy obtained to find answers to research questions or problems. A plan is a complete program or research program. It includes a framework for what the researcher will do to document the hypothesis and its effectiveness in the final analysis of the data” (as stated in Kerlinger, 1986, p. 279). Finally, by looking at the research questions, I needed to create a specific framework to highlight all aspects of the research. It is an exploratory study for expressing the views of students and teachers of the Department of Psychology. I focused on a multidisciplinary approach by combining quantitative and qualitative methods to collect and transmit data. The research design of the current study is given below in Table 3.1:

Research Type	Exploratory research
	Descriptive research
Research Design	Experimental research
Methods	Qualitative research
	Quantitative research
Approaches/Techniques	Questionnaires
	Tests
	Interviews

Table 3.1: Overall structure of research design.

Depending on the current design of the study as shown in Figure 3.1, exploratory research refers to research conducted with the aim of investigating a lesser-known area or assessing the effectiveness of research conducted. And descriptive research aims to provide a systematic explanation of a problem, situation, event, or to provide information on an existing social situation, or to provide an explanation of people's attitudes towards the issue (Kumar, 2005, p. 10). As a researcher, I am interested in examining whether an idea has an effect on participants. The design of the experimental study is suitable for this project. Polonsky & Waller (2005) prioritizes that quantitative method is with a view to focusing on external perspective, credibility, and applying a systematic approach to a large sample to investigate objective data; on the other hand, the qualitative method is about internal visibility, legitimacy, and uses a flexible approach to a small sample to evaluate non-essential data. According to Duff (2002), these two approaches, previously, were considered contradictory. However, researchers consider them appropriate to investigate the data. Therefore, Duff (2002) argued and insisted on combining both approaches. Creswell (2012) linked a variety of methods and designs with qualitative methods and quantitative methods. Quantitative methods include exploration, survey and correlational designs, and the qualitative methods include ethnography, grounded theory, narrative and unstructured interviews.

The motivation behind the quantitative study is to evaluate the variety in a circumstance/wonder or numerically introducing the information, while the target of the subjective investigation is to give narrative depiction of the variation. Quantitative and qualitative research can likewise be recognized in regards to information data techniques,

analysis systems and presentation of the findings. "The two methodologies; quantitative and qualitative have qualities and flaws. Neither of the ones is particularly better than the other in all regards" (Ackyords and Hughes, 1992, p.30). The measurement and analysis of the variables about which the data is gathered in a research study are dependent upon the reason for the investigation (kumar, 2005, p.13). Along these lines, keeping in view the reason, goals and research questions of this study, the researcher chose to utilize the blended quantitative and qualitative research. Creswell (2009) contended that:

“Mixed strategies research is a way to deal with inquiry that combines or associates both qualitative and quantitative structures. It includes philosophical presumptions, the utilization of qualitative and quantitative methodologies, and the blending of the two methodologies in a study. In this way, it is more than essentially gathering and analyzing the two sorts of information; it additionally includes the utilization of the two methodologies in tandem with the goal that the general strength of a study is more prominent than either qualitative or quantitative research” (p. 2).

By considering the research questions, data and populace size. I followed a blended techniques plan. Information was assembled by utilizing questionnaires, interviews and tests. On the whole, this undertaken study is a projection of a blended techniques research plan. It is portrayed by Creswell and Plano Clark (2011) as a process of gathering, analyzing, and joining both qualitative and quantitative techniques in a study or a progression of studies to understand a research problem. For quantitative analysis, a five point Likert scale was created to quantify the perception of the respondents. Likert scale is considered as a most broadly utilized strategy. Researchers like to utilize this strategy to hear the point of view by the respondents to ask about "the degree to which they are concur or differ with these things by marking (e.g., circling) one of the responses going from 'strongly agree' to 'strongly disagree" (Dornyei, 2003, p.37). Following are the qualities of this technique which are featured by Coolican (1994) as:

• Likert scale technique is basic and more characteristic. It includes the participants straightforwardly.

• This scale is more legitimate and solid in regards to instrumental estimation.

• It is viewed as successful with respect to measuring changes which happen over the long run.

Qualitative data was assessed by reviewing the reactions, sorting the relevant responses and scrutinizing the common themes.

3.3 Sampling

In this segment, I will discuss the sampling method, research site and the sample chosen with the description of population.

3.3.1 Sampling Method

A sample is portrayed as "a restricted piece of a measurable populace whose properties are utilized to make gauges about the populace in general (as referred to in Webster, 1985). When managing individuals, it tends to be characterized as a bunch of target respondents chosen from a bigger populace with the end goal of a study" (Singh, 2007, P. 88). It is hard to connect with all pertinent members to assemble the data, so the sampling is done to make the representation of the entire populace. To indicate an example from various populace groups, again I will specify the reason for the undertaking of the research for which research was shaped. This investigation was intended to recommend an EAP course in the academic context and to find out the existing linguistic proficiency with materials evaluation. Here the most significant thing was to center upon the field; where to investigate the academic English Language needs so the sample was chosen to be drawn from the academic settings of the Psychology Department at BZU and its affiliated colleges in Multan. Consequently, I needed to utilize my own insight and information for sampling. If random sampling was utilized, presumably a portion of the selected respondents would not have the desired attributes.

According to Bordens and Abbott (2011) application of the results is the main target of the research studies. Moreover, the sample of individuals is the main base in the application of the results and regarding this, the individuals were selected from a large population. The present research aim was twofold firstly, it aimed to investigate an academic English Language needs that specifically includes the analyses of the existing proficiency of the Psychology students in reading, writing, listening, and speaking skills to recommend an ESP course for them and secondly, the research considered the materials evaluation of the Psychology students. The proposed ESP course was to be implemented in institutes where learners’ medium of instruction in the Psychology Department is the English language. Considering the research aims and to get relevant information, the sample was taken from the Psychology Department, BZU, and its affiliated colleges in Multan.

Along these lines, purposive sampling was utilized to gather the information. Singh (2006) expressed that:

The purposive sampling is chosen by some self-assertive technique since it is known to be representative of the total population, or it is realized that it will create very much coordinated groups. The Idea is to choose the example comparable to some basis, which are

viewed as significant for the specific examination. This strategy is proper when the study places exceptional emphasis upon the control of certain particular factors.

- **Benefits:**

(a)Use of the best accessible information concerning the sample subjects.

(b) Better control of significant variables.

(c) Sample groups data can be effectively coordinated.

(d) Homogeneity of subjects utilized in the sample. (P. 91)

Hyun, Wallen, and Fraenkel (2012) expressed that "purposive sampling is not the same as convenience(random) sampling, in that analysts don't just study whoever is accessible yet rather utilize their judgment to choose a sample that they believe, in view of earlier information, will give the data they need"(p.100). Thus, I chose to utilize purposive sampling by considering the nature of this research.

3.3.2. Selection of Research Site

In this study, the research site was the Psychology Department, BZU, and its affiliated colleges in Multan. In these institutes, the medium of instruction in the Psychology Department is the English language. A BS Honors course is completed in four years while the Master's program has a two-year duration. The students in the Psychology Department come from a diversified academic background. However, Psychology students' academic English language needs have never been investigated scientifically. The following table 3.2 presents the information concerning the details of research site:

Serial number:	Department	City	Institute
1	Psychology	Multan	Bahauddin Zakariya University
2	Psychology	Multan	The Government Degree College for Women, Katchery road (now Women University)
3	Psychology	Multan	Government Emerson College, Bosan road (now University)

Table 3.2: Details of research site

3.3.3. Sample Selection

The objective of this study is to propose an English language course for the Psychology students and the present research aimed to investigate the academic English Language needs of the Psychology students concerning reading, writing, listening, and speaking skills.

Moreover, it aimed to assess the materials evaluation concerning the existing English component of Psychology students. Considering the objective and aims of the research, the researcher obtained information from the following related population groups:

BS Honors students

Master's students

Teachers of Psychology

Teachers of the English language Center

In this research, the total number of students (BS Honors and Master's students) was two hundred (200) and the total number of Psychology teachers was ten, and teachers from the English language center (for the materials evaluation) were four. Collecting the data from the learners and teachers proved helpful in learning about the perceived skills from the various perspectives.

3.4. Description concerning Sample Population

In this section, I will focus on each group of population by providing reasons for choosing a sample of people.

a. BS Honors Students

The research participants of this category were BS Honors students of Psychology from above mentioned institutes. The total number of BS Honors students was 100. They were enrolled in the 4th semester of BS Psychology (4-years) program. The primary reason to draw a sample by including BS 4th semester Psychology students was: they had spent 3 semesters in amount of reading like Psychology textbooks, schools of thought and previous researches. They can comprehend the language of the text of Psychology. Moreover, they can highlight the difficulties encountered in comprehending the text of Psychology and can also identify the level of complexity present in the text or language of Psychology. Thus, it seemed appropriate to collect the information from the students of the 4th semester as they had gone through most of the texts of Psychology.

b Masters' Students

The participants of this category included the Master's students of Psychology from the above mentioned institutes. The total number of Masters' students was 100 and they were enrolled in the 1st semester of MSc Psychology (2-years) program. In the masters' program, only the 1st semester English course is included in the scheme of studies, so the researcher has collected data from the Psychology students of the 1st semester (Masters' program). The students were concerned with the primary academic skills (English language skills) so they

provided effective information about the linguistic proficiency regarding the English language.

b. Teachers of Psychology

The information was collected from the group's respondents which belonged to all selected institutes. These institutes (universities) have the Department of Psychology with a BS and Masters' program. The sample included only the teachers of their institutes. The research participants of this category were teachers of Psychology at BZU and its affiliated colleges in Multan. These teachers are permanent faculty members and were selected as research participants because in an academic setting they were well aware of the learners' level of linguistic adequacies. This sample group provided initial information to focus on the aims of the research.

This research also aimed to assess the course content of the existing English component concerning materials evaluation in the Psychology Department. For the analyses of materials evaluation, the following research participants were considered:

BS Honors students

Master's students

Teachers of English Language Center

The information about BS Honors and Master's students was earlier presented.

c. Teachers of English Language Center

In this category, the research participants were the teachers of the English subject who were teaching in the Psychology Department. These teachers were inducted by the English Language Center (ELC). In this regard, four teachers associated with the Psychology Department in the above mentioned institutes concerning the English component were consulted for an interview. They were considered for the interview regarding the materials evaluation as they provided better information about the existing English component as well as the learners' competency in this regard.

In this research, the teachers gave their precious time and opinions about the requirements and existing level of the learners' proficiency in the primary academic skills. They also highlighted learners' problems regarding primary academic skills. The teachers of the English subject also gave a piece of effective information regarding the materials evaluation. Their opinion proved helpful in assessing the course content of the existing English component in the context of materials evaluation. The following table 3.3 presents the detail of the sample population:

Categories of Research Participants	**Number of Research Participants**	**Department and Semester**
BS Honors Students	100	Psychology Department (4th Semester)
Masters' Students	100	Psychology Department (1st Semester)
Teachers of Psychology	10	Psychology Department (Permanent faculty members)
Teachers of English Course	04	Teachers from English Language Center (ELC)

Table 3.3: Sample population

3.5. Consent of Research Participants

The consent of research participants was obtained from them before gathering the data. Students were orally informed about the aim of the research. Further, the explanation of questionnaires and instructions of tests were also given to the students by the researcher. Similarly, while scheduling the appointments from the teachers for an interview, their consent was obtained. Moreover, comprehensive information about the aim of the research was also provided to the teachers.

3.6. Construction of Instruments

This section aims to focus on the construction of instruments by looking at the objectives of questionnaires, tests and interviews. It then goes to different questionnaires for different population groups, rationale for making questionnaires, the content of the questionnaires, and then a detailed discussion about the questionnaires, tests and interview with students and teachers is given. Finally, validity of the research instruments and the pilot study is considered.

3.6.1. Objectives

The main objective of constructing the research instruments was to adopt the research questions and to gather data. The main aim was to investigate the linguistic proficiency in the academic context and to evaluate the existing English component. So, I formulated the questionnaires and constructed the tests and interviews to collect the data concerning this study.

3.6.2. Number of Questionnaires, Tests and Interview

In this study, the sample population consisted of four groups of participants: BS Honors students, Masters' students, Teachers of Psychology and Teachers of English Course (Component). As the perceptions of these research participants play a significant role in the academic context, separate questionnaires according to EAP and materials evaluation was formulated for the students of Psychology with four tests (reading, writing, speaking and listening). See Appendix C, D, E, F, G and H.

For teachers of Psychology, EAP questionnaire was constructed. See Appendix- B.

For teachers of Psychology and teachers of English course, a structured interview was also conducted. See Appendix- I and J.

3.6.3. Reasons for constructing Questionnaires, Tests and Interview as research tools

There were multiple reasons to provide the rationale for constructing the research tools as questionnaires, tests and interviews. First of all, in the context of measuring the attitude of the research participants, the questionnaires are considered to be the most effective tool. Second, through the descriptive analysis the objectivity of the questionnaires is strengthened. Further, in formulating the questionnaires by using the mixed design, the results can be obtained in a more reliable and valid way.

On the other hand, there were some reasons behind making a "test" as a data collection tool. First, we can customize content and style according to the purposes, objectives and nature of the program and the students. Second, a quick response can be obtained using local grading. Third, it is considered to be the strongest step in program improvement. Finally, students' learning quality can be easily assessed.

The reasons for selecting "interview" as a data collection tool is that first, it provided clear and transparent information. Second, there is no place for ambiguity and confusion in face to face communication. Third, due to detail and vivid communication quality it was selected as a research tool.

Due to these reasons, the questionnaires, tests and interviews were designed for the research participants. The following table 3.4 exhibits the main content of the research methodology.

Categories of the Research Participants	Number of the Research Participants	Research Tools for the Research Participants (Tests, Interviews & Questionnaires)	Time limit concerning Research Tools
BS Honors Students	100 students	Tests & Questionnaires	1 week for answering a Questionnaires, 30-45 min for each test
Master's Students	100 students	Tests & Questionnaires	1 week for answering a Questionnaires, 30-45 min for each test
Psychology Teachers	10 Teachers	Interviews & Questionnaires	3 days for answering a Questionnaires, 2 weeks for the interviews
Teachers of the English Component	04 Teachers	Interviews	3 days for the interviews

Table 3.4: Main Content of Research Methodology

3.6.4. Types of Questionnaires, Tests and Interview

There were two types of questionnaires, EAP questionnaires, and Materials Evaluation questionnaires. The EAP questionnaires were formulated for the Psychology teachers and students and were composed of open-ended and closed-ended items. The open-ended items were concerned with qualitative analysis while the close-ended questions provided quantitative data and so associated with quantitative analysis. The open-ended items provided the space for the respondents' opinions. The close-ended questions were based on five options and these five options ranged between the two extreme situations along with an addition of an option, 'no opinion', these options were formulated on the basis of five point Likert scale. The respondents had to select any one option from the list of the five options. On the other hand, the materials evaluation questionnaire consisted of just close-ended items. In the questionnaire, each question had the following three close-ended options: 'Yes', 'No' and 'To some extent'.

There are two types of interviews; structured and unstructured interviews. In this research structured interviews were conducted. Before the interview, content, sequencing, and wording of the interview questions were structured.

In this research project, the tests include the activities regarding four primary academic skills: reading, writing, speaking, and listening.

3.6.5. Contents of Questionnaires

To construct a questionnaire, it was essential to compile a list of contents consisting of information to be gathered through questionnaires. For this purpose, the researcher formulated a content list for questionnaires that was crucial from an academic perspective.

The EAP questionnaires for the teachers of Psychology and BS Honors as well as Masters' students were categorized into the four sections: reading, writing, speaking, and listening skills. Additionally, it had an open-ended question for related comments. Further, the reading skills section has four questions. The writing skills section has two questions. The listening skills section also has two questions and the Speaking skills section consists of two questions. The materials evaluation questionnaires for the students of Psychology consisted of ten questions and has different content as compared to the EAP questionnaires.

3.6.5.1. Construction of Questionnaires 1, 2 and 3

The EAP questionnaires begin with the questionnaire title, questionnaire number, and purpose. Subsequently, a brief description of the research work and instructions for research participants had been mentioned.

In EAP questionnaires regarding the close-ended items, the research participants were to select any one appropriate option from the list of the following five options: "satisfied", "extremely satisfied", "dissatisfied", "extremely dissatisfied", and "no opinion". Whereas question no. 7 differs from other questions as it contains the following options: "agree", "fully agree", "disagree", "fully disagree", and "neither agree nor disagree". On the other hand, in the open-ended items, the research participants were required to express their opinions in the space provided after each question.

EAP Questionnaires: Section 1 (Reading Skills)

In three EAP questionnaires, the first section was termed as reading skills. The first section, in Questionnaire 1, 2, and 3 has three close-ended items and one open-ended item. In three close-ended items, the first question is about reading textbooks, the second question is of reading comprehension and the third question is related to reading researches of Psychology. These close-ended items were followed by an open-ended item that requires a response in the form of comments. The second question of reading comprehension was divided into six sub-categories that were concerned with specific areas related to Psychology. These sub-categories included comprehending terminologies of Psychology, comprehending principles of Psychology, distinguishing between schools of thought and models, comprehending various methods of Psychology, comprehending various fields of Psychology, and comprehending laboratory skills. On the other hand, in questionnaire 2 (Questionnaire for

BS Honors students), the question of comprehending laboratory skills was not included as in initial semesters BS Honors students do not perform the laboratory skills.

In questionnaire 1 (Questionnaire for Teachers of Psychology) and questionnaire 3 (Questionnaire for Master's students) the question number three (3) was divided into three sub-categories that were associated with research of Psychology. The three sub-categories are composed of the following: comprehending the complex relation of variables, comprehending the previous researches, and comprehending the research-related theories. While the above-mentioned question number three i.e., reading researches on Psychology is not included in the questionnaire of BS Honors students because in the initial semester's students do not have awareness about researches of Psychology. The third question is followed by an open-ended question and space was provided for the respondents to write their comments.

EAP Questionnaires: Section 2 (Writing Skills)

The second section in three EAP questionnaires was related to writing skills. This section has two questions of the same form and content in three EAP questionnaires. The first close-ended question of writing skills has the following sub-categories: organizing ideas, deducing the basic concept from the related theory, appropriate use of terminologies of Psychology in written work, mechanics of writing, being clear about the conclusions in written work, and showing a clear line of reasoning. The question was followed by an open-ended question that required a response in the form of comments on the writing skills.

EAP Questionnaires: Section 3 (Speaking Skills)

In three EAP questionnaires, section 3 is about the speaking skills. Further, the speaking skills section consisted of two questions. First, the close-ended question of speaking skills was divided into the following seven categories: asking questions to teachers, giving presentations, pair and group work in class, role-play, expressiveness in speech, appropriate word choice, and distinctness in speech. The only category of 'role play' was not mentioned in the BS Honors students' questionnaire because in initial semesters students do not have awareness of role play. The second question required an open-ended response from the respondents in the form of comments on speaking skills.

EAP Questionnaires: Section 4 (Listening Skills)

The last section in three EAP questionnaires was the listening skills. The section comprised two questions and these were of the same form and content in the EAP questionnaires. First, the close-ended question regarding listening skills was categorized into the following five sub-categories: listening to class lectures, listening to presentations in the class, listening to co-learners, listening to instructions of teachers in role-play, and listening with consistency.

Only the category 'listening to instructions of teachers in role play' was not included in the BS Honors students' questionnaire. This question was followed by an open-ended question that required a response in the form of comments.

After these four sections, the next main question in the three EAP questionnaires was close-ended and it did not have any sub-category. This question was related to the significance of the English language in Psychology in an academic setting. In this question, the respondents have the following options: fully agree, agree, disagree, fully disagree, and neither agree nor disagree. They have to select an appropriate answer from the above-mentioned list of options. Then there was the last main open-ended question in the three EAP questionnaires. This question was of related comment on all four primary academic skills in general, and in it, space was provided for the respondents to express their opinions.

(Questionnaire 1 is presented in Appendix B, Questionnaire 2 in Appendix C, and Questionnaire 3 in Appendix D).

3.6.5.2. Construction of Materials Evaluation Questionnaire

The Materials evaluation questionnaire was formulated for BS Honors and Masters' students to gather information about the existing English component. This questionnaire commenced with a heading, the purpose of the specific questionnaire, and description of the research project. On the whole, this questionnaire consists of only close-ended items and had ten close-ended items. The close-ended items have the following options: "Yes", "No", and "to some extent". The students have to select a suitable option from this list.

The Materials evaluation questionnaire consisted of questions on the following aspects: physical qualities of English material, content and subject matter, vocabulary learning, reading skills related to Psychology, writing skills related to Psychology, speaking skills related to Psychology, listening skills related to Psychology, illustrative material, supplementary material and availability of English material.

(Materials evaluation questionnaire is presented in Appendix H)

3.6.5.3.Contents of Interview Questions (EAP and Materials Evaluation)

Keeping in view the research aims, the interview questions concerning EAP were arranged for Psychology teachers. The interview questions for Psychology teachers were different from those of teachers of the English Language Center. Twenty interview questions were formulated for the Psychology teachers. These questions were related to teaching strategy, reading, writing, speaking, listening skills, and learners' present command of the English

language. The questions related to the reading, writing, speaking, and listening skills were further categorized into two to four questions.

(See Appendix I for the Interview Questions regarding the Language Skills [EAP)

On the other hand, eight questions were structured for an interview for teachers of the English Language Center regarding materials evaluation. These questions are concerned with the physical qualities of English material, vocabulary, supplementary material, reading skills, writing skills, listening skills, and speaking skills. These interview questions were arranged by taking into consideration the existing English component (course) being taught in the Psychology Department to BS Honors and Master's students by teachers of the English Language Center.

(See Appendix J for the Interview Questions concerning the Materials Evaluation)

3.6.6. Construction of Research Tool (Listening Test)

The listening test started with a heading and instructions for the respondents. The topic for the listening test was 'Social Psychology' . It was based on audio recording and eight MCQs were prepared from the related topic. In the listening activity, the students were provided MCQs in the written form. First, they listened to the audio recording and after that, they marked the appropriate answers in each MCQ. The time given for the listening test was thirty minutes. Based on their listening proficiency students completed this listening activity at the specified time.

(See Appendix E for listening test)

3.6.6.1. Construction of Research Tool (Speaking Test)

A passage from Psychology was extracted for the speaking activity. In the speaking test, first the heading and then instructions for the respondents were mentioned. After it, the title of the passage and speaking test were presented. In the end, six questions of oral interaction were presented. For the speaking activity, a passage on 'Schizophrenic disorder' was given. The students were required to first read the passage and then they discussed the six questions of oral interaction with each other. For this activity, the students were categorized into several groups, and each group comprised three to four students. The time for this activity was thirty minutes. The students' speaking skills were assessed by the researcher through the scale of oral interaction.

(See Appendix F for the speaking test)

3.6.6.2. Construction of Research Tool (Writing Test)

The writing test was in essay writing form and the topic 'Stress' was selected from Psychology. The test started with a heading and then the topic of the test in question form was

mentioned. At the end time, limit and word limit were also mentioned. Students were required to write on the related topic in essay form in a given time. Thirty minutes were given for the writing test. Learners' proficiency in writing skills was exhibited through this writing test.

(See Appendix H for the writing test)

3.6.6.3. Construction of Research Tool (Reading Test)

Regarding the reading test, a comprehension passage topic 'Piagets' Cognitive Development Theory' from the field of Psychology was extracted from TOEFL (12th Ed.). In the reading test first, a heading then purposes of research and after it, instructions for respondents were mentioned. Forty-five minutes were given to the students for the reading activity. After instructions, the related reading passage was presented. The reading passage was followed by ten MCQs. The students were required to read the passage first and then considering that passage they selected an appropriate option in each MCQ. The researcher evaluated learners' proficiency in reading skills through this reading test.

(See Appendix G for the reading test)

The following table 3.5 presents the classification of the research tools:

Tests (Four Tests)	Questionnaires (Two Types of Questionnaires)	Interviews (Conducted in Two Contexts)
Reading Test	EAP Questionnaires	Related to Language Skills (Structured Interviews in the context of EAP)
Writing Test	Materials Evaluation Questionnaire	Related to Materials Evaluation (Structured Interviews in the context of Materials Evaluation)
Speaking Test		
Listening Test		

Table 3.5: Classification of the Research Tools

3.7 English Material (Component)

A proposed revised course of BS Applied Psychology suggested by "HEC" was examined in this research. This proposed revised course outline has been prepared according to the scheme of studies by Higher Education (HEC) from 2012 to onwards. This revised course outline was deemed appropriate to be used as instructional material for the BS (4-Years) and M.Sc (2-Years) Applied Psychology program in the department of Psychology at BZU and its affiliated colleges in Multan. The main units of the course outline are the following:

- Basics of Grammar

- Reading Skills
- Speaking Skills
- Writing Skills
- Listening Skills
- Presentation Skills
- Technical & Report Writing
- Prose & Essays
- Short story & Drama

(See Appendix O for the revised course outline).

3.7.1. Select an outline / checklist for materials evaluation

The textbook (material) provides content and activities for teaching and learning the language. Sheldon (1988) saw textbooks (material) as a standard map for English language programs. The growing capacity of book review has provided a variety of frameworks, models and checklists available to ensure the usefulness of textbooks. This checklist sets out the ways in which language teachers imitate the quality of textbooks (material) in a particular teaching area. Mukundan, Hajimohammadi, and Nimehchisalem (2011) view the checklist as a tool for assessing language teaching with reference to a widely used form. Scriven (2005) finds this checklist to be a dynamic system for assessing language in a systematic way of assessing its relevance, importance and complexity. Existing checklists include product development methods, content presentation, student fitness, and how to present language skills, activities and practices.

Checklists are the most widely used tool by geologists, many researchers build their own checklists and many scholars modify the list according to contextual requirements and settings because Sheldon (1988) finds textbooks (material) with cultural emphasis. In my research, analyzing an English component (material), a checklist was created by converting a number of items from different checklists. Much was kept in mind during the construction of the checklist. First, the checklist used in the previous study was evaluated and then the most important features were changed from Tomlinson (2003, 2010, and 2011) and Ellis's (2014). The checklist items were related to the objectives, content and sequence of language skills: listening, speaking, reading, writing and vocabulary.

Elements		Checklist
Goals		Objectives are well aligned with instructions and assessment
		Comprehending and designing of activities
Sequence and Content	Reading	Subject related reading activities, familiarity with context, words and text structure.
	Writing	Subject related writing activities.
	Listening	Subject related listening activities and listening material.
	Speaking	Subject related speaking activities, authentic and appropriate activities.
	Vocabulary	The vocabulary activities: comprehending, deducing and inferring.
Supplementary and Illustrative material		Enhance the material: effectiveness, understanding, clarity and relevance of the subject matter.

Table 3.6: Checklist adapted from Nation and Macalister's (2010), Tomlinson (2003, 2010, and 2011) and Ellis (2014) language learning principles.

This modified checklist is for managing the materials evaluation process.

3.8 Piloting

A pilot study was conducted before the actual research took place and it was conducted with the aim of evaluating research tools, time and feasibility. For the pilot study randomly ten students from BS Honors and ten students from the Master's class were selected. Five Psychology teachers were taken into consideration. Two teachers from the English Language Center were consulted. The data from BS Honors and Masters' students were gathered through an EAP questionnaire and Materials evaluation questionnaire. Moreover, four primary academic skills tests were also conducted with the same ten students of BS Honors and Masters' level. The result of the pilot study showed that the students did not face any difficulty in comprehending the questionnaire items and in performing the skills tests. It assured the validity concerning clarity, content matter and comprehension. Before the execution of the test and completing, questionnaires researcher gave direction to the students.

In the next phase, the data from five Psychology teachers were gathered through EAP questionnaires and an interview. The Psychology teachers also did not find any difficulty in

this task. On the other hand, data from two teachers of the English Language Center was gathered through an interview based on the Materials Evaluation. Before conducting an interview, the researcher explained the purpose of the research and details about the interview. So in this way the teachers of the English component did not encounter any problem regarding the materials evaluation interviews. The pilot study was successful to the hilt and it ascertained the validity of questionnaires and interview questions regarding its clarity.

3.9 Administration of Instruments

In this section, I will focus on execution of research, procedure of return of instruments, and time frame for executing the questionnaires, tests and interview.

From mid of March 2016, I started to collect the data concerning my research project. This was the appropriate time to collect the data as all the respondents were available at their respective places. Regarding the students of Psychology, they were also free from their exams and easily available in their respective departments. As all population groups; students of Psychology, teachers of Psychology and teachers of English course (component) participated to share their ideas from the three selected institutes.

3.9.1. Execution of the Research Data Collection

So as to collect the data for my research project from different population groups and selected institutes, I made a decision to start data collection from Bahauddin Zakariya University Multan, and then step by step gathered data from the rest of the selected institutes (Government Degree College for Women, Katchery road [Women University now] and Government Emerson College, Bosan road [University now]). I carried out the research myself in the selected institutes and Personally I took the appointment from the Chairperson of Psychology Department of three selected institutes by using my own personal contacts. I got the departmental teachers to fill the questionnaires and took the tests from the students of 4th semester of BS Honors and 1st Semester of Masters' program, of the Psychology Department. I made contacts with the teachers of Psychology and teachers of English course (component) with reference of my venerated supervisor, and friends and conducted interviews with them.

In the first phase, the data was collected through the questionnaires from the research participants (BS Honors students [4th Semester], Masters' students [1st Semester], and teachers of Psychology). The EAP questionnaires were distributed among the 100 BS Honors students, 100 Masters' students, and ten teachers of Psychology; the directions regarding the research were given verbally by the researcher. In a week the BS Honors students filled the questionnaires and returned it to the researcher. After that, a week was given to the Masters' students and they filled and returned the questionnaires. The Psychology teachers filled and

returned the questionnaires to the researcher in three days. In the second phase, there were four tests conducted regarding four primary academic skills (reading, writing, listening, and speaking) with BS Honors and Masters' students. In the reading test, a reading passage from Psychology was given to the students. The reading passage was followed by ten MCQs. Students were required to read the passage and then they marked the appropriate option in each MCQ. One week was specified for BS students and one week for Masters' students for reading tests. Next, there was a writing test. A topic from Psychology was given to the students. They were required to express their opinions in essay form on a related topic. Half an hour was given for the writing test. Likewise, one week was for BS students and one week for the Masters' students concerning the writing test. After it, a speaking test was conducted with a period of one week for BS students and one week for Masters' students. The Speaking activity related to Psychology was provided to the students and through their oral interaction on that related topic, their speaking skills were assessed by the researcher. Then a listening test was conducted with the time duration of one week with BS students and one week with Masters' students. An audio recording on 'Social Psychology' was made to listen to the students and after listening to it they marked the appropriate answer of MCQs related to that audio recording. In the third phase, the materials evaluation questionnaire was given to the BS Honors (100 students) and Masters' (100 students). The Materials evaluation questionnaire was specifically based on the existing English component being taught to them. While keeping in mind, the existing English material students completed the materials evaluation questionnaire. One week was given to the BS Honors students and one week to the Masters' students and in that, the participants filled and returned the questionnaires.

In the fourth phase, the Psychology teachers were consulted for an interview. The time duration of an interview per teacher was forty minutes. The researcher arranged the individual meeting with each Psychology teacher and interview questions were formulated for them. In an interview segment, the researcher gave a simple briefing to the Psychology teachers to get their clear and precise responses. In the interview, the researcher noted down the teachers' open-ended responses in the form of keywords along with teachers' full verbal expressions.

In the last phase, the teachers of the English Language Center were consulted for an interview. Regarding the research aspect of materials evaluation, the data was gathered from the teachers of the English Language Center currently associated with the Psychology Department. The researcher fixed an individual meeting with each English teacher included in the existing research as a research participant. Earlier simple briefing from a related interview perspective was given to the teachers and interview questions were formulated to

get their opinions. In an interview, their open-ended answers were noted down in keywords and their complete verbal expressions were also recorded.

3.9.2. Problems encountered during data collection

The following problems are encountered during data collection:

Teachers and chairpersons were often asked to make adjustments to the test time tables provided to students as part of this study.

During conducting the tests, the relevant teachers were requested to stay there as there was an apprehension that the students would not show discipline required for the test management without the preference of their teachers.

To fix appointments with the teachers, the researcher sometimes felt difficulty. Teachers are busy. Thus, personal links were used by asking other teachers to take time for the interview.

3.10. Data Entry

In this segment, I will focus on the entry of data concerning qualitatively and quantitatively on SPSS statistical software.

3.10.1. Quantitative Data

The participants' responses regarding questionnaires 1, 2 & 3 were included in the variable sheet and data view sheets of SPSS version 17. So, quantitative data of questionnaires and four tests were presented in the form of percentage table, chi-square, and verbal interpretation.

3.10.2. Qualitative Data

The qualitative data consisted of open-ended responses. The main themes emerged from the responses regarding open ended questions. In the computer, the qualitative data was entered in a word file. A table was created for mentioning key words of open-ended responses. So, qualitative data was presented in the form of a table and verbal interpretation.

3.11. Data Analysis

In this section, the researcher provided details of data gathered in the form of questionnaires, tests, and interview transcripts. The information on qualitative and quantitative data analysis has been presented.

3.11.1 Qualitative Analysis

According to Polonsky and Waller (2004, 2005) in social sciences, qualitative research has strong footing and in qualitative analysis, multiple ranges of data such as images, printed and spoken words, etc. are utilized. In this research, the responses of open-ended questions in questionnaires and data related to interviews were analyzed qualitatively. Responses of

open-ended questions in questionnaires were qualitatively analyzed by recognizing common themes and grouping related responses. On the other hand, the data collected through the interview was qualitatively analyzed by classifying information into different key points and presenting it in the form of tables.

3.11.2. Quantitative Analysis

Polonsky and Waller (2004, 2005) mentioned that quantitative data analysis plays a significant role in the research as it facilitates the decision-makers in suggesting a final course of action. In this research study, the data collected through four tests as well as close-ended items in questionnaires were quantitatively analyzed. Four tests were of reading skills, writing skills, listening skills, and speaking skills. The four tests with the exception of the writing test had objective type questions. So due to these objective type questions, quantitative information was provided.

The findings of reading skills were analyzed question by question in the form of frequency and percentage table. The data of listening skills were also analyzed question by question and presented in the form of frequency and percentage table. As far as findings of the speaking skills were concerned, an evaluation sheet was prepared considering the following elements: hesitation, fluency, vocabulary, accent and pronunciation, distinctness in speech, tone, speed, and clarity. This evaluation sheet is enclosed in Appendix-M. The following simple scale has been introduced to determine the level of learners' competency in English speaking skills:

Not at all	little extent	some extent	great extent
0	1	2	3

In writing skills, different factors affecting academic writing were considered. For example, coherence, content, grammar, punctuation, tenses, word form, spelling, paragraphing, appropriate register, relevant topic, effective construction, and articles, etc. In this research the findings of writing tests were analyzed by following a writing model, 'Weir (1990) teep attribute writing scales'. Applying this model, the writing test was analyzed by considering the following model traits: relevancy and adequacy of the content, compositional organization, cohesion, adequacy of vocabulary for purpose, grammar, mechanical accuracy I (Punctuation), and mechanical accuracy II (Spelling).

As far as quantitative analysis of the close-ended items in the questionnaires was concerned the statistical analysis in the form of association table and chi-square were used to analyze responses of questions presented on a five-point Likert scale. The Chi-Square test was used to check the association and extent of various sub-skills presented in four basic academic skills.

In the chi-square test, the following aspects are included: HO= Null hypothesis, H1= Alternative hypothesis, DF= Degree of freedom, and P-value= Level of significance.

Following is the writing model, 'Weir (1990) teep attribute writing scales' that is used for analyzing the writing skills of BS Honors and Master's students of the Psychology Department at Bahauddin Zakariya University and its affiliated colleges in Multan. Through this analysis students' proficiency in writing skills is exhibited.

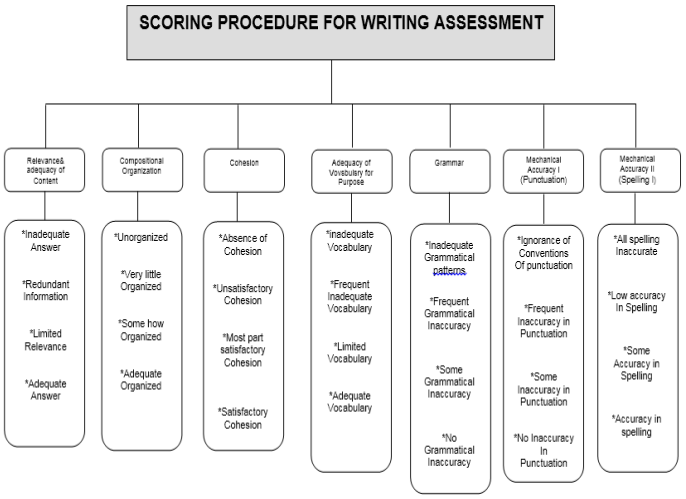

Figure 3.1: Teep attribute writing scales (weir, 1990)

3.12. Ethics of Research

The present study includes BZU and its affiliated colleges in Multan, students of Psychology, teachers of Psychology and teachers of English course (component) associated with the Psychology Department of each institute selected as a research site. In order to gather the

information from the students and teachers in relation to EAP and materials evaluation the following issues of ethics of the research are raised in the context:

• First, I took the consent of the research participants before collecting the data. And I gave a briefing about the purpose, importance and plan of the study as well provided instructions to attempt the tests or fill the questionnaires.

• Second, I followed the code of voluntary participation while data gathering. As a researcher, it was my liability to consider the respondents' feasibility rather than wasting his/her time.

• Third, it was assured to the research participants, they would remain anonymous throughout the study.

• Fourth, the research tools were designed to fulfill the objectives, and purpose of the research plan. Its purpose was not to annoy or offend the participants who are going to support it.

• Lastly, while concluding the project, it was taken into account that the findings were related to purpose, and generated questions.

CHAPTER 4

ANALYSIS OF READING SKILLS

In this chapter finding reading skills considering two main aspects that are reading textbooks about specific areas of Psychology and reading researches of Psychology have been presented to know the level of linguistic adequacy of the learners of Psychology. To assess the existing linguistic adequacy of Psychology students in academic context data was gathered from the following three population groups of Psychology: Psychology teachers, BS Honors Students, and Master's Students. Three separate questionnaires for each population group were formulated and distributed. Questionnaire 1 was for Psychology teachers, questionnaire 2 was for BS Honors students and questionnaire 3 was for Master's students. A reading test was also conducted to analyze learners' reading skills. In this reading comprehension test was given to the students.

This chapter comprises three sections that are students' perceptions, teachers' perceptions, and overall analysis of reading skills. In the first section students' perceptions begin with the analysis of the reading test which includes BS Honors students, and Master's students reading test analysis. After its qualitative and quantitative analysis of BS Honors and Master's students' questionnaires has been presented. The second section is about teachers' perceptions. This section consists of qualitative and quantitative analysis of teachers' questionnaires. The third section is about the overall analysis of reading skills.

SECTION: 1

4.1 Students' Perceptions: Analysis of Reading Skills

This section begins with the reading test analysis of BS Honors, and Masters' students which is followed by the summary of the reading test. After it analysis of questionnaires has been presented. Qualitative and quantitative analysis of questionnaires for BS Honors students has been given. Subsequently, qualitative and quantitative analysis of questionnaires for Masters' students has been presented.

4.1.1 Reading Test Analysis

To analyze the reading skills of BS Honors and Masters' students reading test (activity) was conducted. A reading comprehension passage followed by 10 comprehension questions (MCQs) was given to the research participants. Through these questions some of the following skills related to reading comprehension were analyzed: the main idea, judging the meaning from the text, inferring etc. The total number of BS Honors and Masters' students in the reading test was 200 and they were from the Psychology Department, BZU, and its

affiliated colleges in Multan. Thirty minutes were given for the reading test. The researcher herself conducted the test. The reading test is enclosed in Appendix-G.

The findings of each question are presented through frequency, and percentage tables. In each table, the term frequency refers to the number of students. Following are the findings related to each comprehension question of reading test:

Q.No.1: Which sentence below best expresses the information in the highlighted statement in the passage?

(In this question, the skill of identifying related statements was used by the students.)

The findings in table 4.1 show that BS Honors' and Masters' students have low proficiency in reading skills regarding deducing and expressing main information in the highlighted statement in the passage.

Table 4.1 (Reading Comprehension): Findings of Q. No. 1

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	22	43	22.0	43.0
Incorrect	78	57	78.0	57.0
Total	100	100	100.0	100.0

Q.No.2: Why does the author mention a hammer in paragraph 2?

(In this question the students used inferring skills.)

The result in table 4.2 shows that BS Honors and Masters' students' reading skills regarding deducing the concept of the word 'Hammer' in paragraph 2 is not at a satisfactory level, so it is concluded that they have low proficiency in reading skills.

Table 4.2 (Reading Comprehension): Findings of Q. No. 2

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	17	32	17.0	32.0
Incorrect	83	68	83.0	68.0
Total	100	100	100.0	100.0

Q.No.3: The word 'alter' in the passage is closest in meaning to:

(In this question skill of identifying the general meaning of a specific word was used.)

The reading skills proficiency of BS Honors students in this question is below average. Table 4.3 signifies that most of the BS students marked incorrect options. Whereas, the majority of the Masters' students selected an accurate option. Thus, it is concluded from the result that Masters' students have above average reading proficiency as correct responses are marked at above average level, and most of the BS students marked incorrect options. Therefore, they do not possess good reading skills.

Table 4.3 (Reading Comprehension): Findings of Q. No. 3

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	39	78	39.0	78.0
Incorrect	61	22	61.0	22.0
Total	100	100	100.0	100.0

Q.No.4: The word 'others' in the passage refers to:

(In this question inferring skill was employed by the students.)

In this question, BS students and Masters students' results are above average and it reveals their good performance in reading skills. Table 4.4 exhibits that most of the BS and Masters students are proficient to tick the right option.

Table 4.4 (Reading Comprehension): Findings of Q. No. 4

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	73	88	73.0	88.0
Incorrect	27	12	27.0	12.0
Total	100	100	100.0	100.0

Q.No.5 The word 'distinct' in the passage is closest in meaning to:

(In this question the skill of finding the general meaning of the word in a specific context was used.)

The findings of this question in Table 4.5 shows that the majority of the Masters' students ticked the correct option while near to average level the BS Honor students marked the correct option. Hence, it reveals the fact that most of the Masters' students are competent to choose the accurate option whereas in BS Honors students the proficiency for selecting the right option is almost at a satisfactory level.

Table 4.5 (Reading Comprehension): Findings of Q. No. 5

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	46	84	46.0	84.0
Incorrect	54	16	54.0	16.0
Total	100	100	100.0	100.0

Q.No.6 The word 'sophisticated' in the passage is closest in meaning to:

(In this question, the skill of deducing the main idea of a word in a specific context was used by the students.)

The findings in table 4.6 exhibit that the majority of the BS learners lacked proficiency in selecting the right option and it reveals their low competency for reading skills. On the other hand, most of the Masters' students mark the accurate option and it shows their efficiency in their reading skills.

Table 4.6 (Reading Comprehension): Findings of Q. No. 6

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	37	67	37.0	67.0
Incorrect	63	33	93.0	33.0
Total	100	100	100.0	100.0

Q.No.7 Which of the following best explains the term 'operations'?

(In this question, the skill of identifying the main idea in paragraph 6 was used by the learners.)

The result in table 4.7 shows that the minimum number of BS learners identified the correct option and more than half of the Masters' students selected the incorrect option. Thus, it is concluded that BS Honors students and the Masters' students need guidance as the result reveals their inefficiency in reading skills.

Table 4.7 (Reading Comprehension): Findings of Q. No. 7

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	17	39	17.0	39.0
Incorrect	83	61	83.0	61.0
Total	100	100	100.0	100.0

Q.No.8 Why would a 10-year-old be unable to solve algebra problems?

(In this question, the skill of identifying the main idea in paragraph 7 was used by the students.)

In table 4.8 the result shows that the majority of the BS students and Masters' students are less competent to tick the appropriate option, and it exhibits their low competency in reading skills. Correct answers are marked at the minimum level.

Table 4.8 (Reading Comprehension): Findings of Q. No. 8

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	37	13	37.0	13.0
Incorrect	63	87	63.0	87.0
Total	100	100	100.0	100.0

Q.No.9 The author mentions 'parents' because:

(In this question deducing skill was used by the learners.)

The findings reveal BS Honors and Masters' students' low competency regarding reading skills. Table 4.9 exhibits that the most of the learners marked incorrect options. So, it reflects their low proficiency.

Table 4.9 (Reading Comprehension): Findings of Q. No. 9

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	8	23	8.0	23.0
Incorrect	92	77	92.0	77.0
Total	100	100	100.0	100.0

Q.No.10 …People who are older than 15 years of age?

(In this question inferring skill was employed by the students concerning the last passage of the comprehension test.)

The table 4.10 indicates that the minimum number of BS Honors students ticked the correct option whereas near to average level the Masters' students mark the appropriate option. Hence, it is concluded from the analysis that BS Honors students possess low competency to select the correct answer.

Table 4.10 (Reading Comprehension): Findings of Q. No. 10

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	26	48	26.0	48.0
Incorrect	74	52	74.0	52.0
Total	100	100	100.0	100.0

4.1.2. Reading Test Summary

These findings are specifically of reading tests conducted at BS Honors and Masters' level. The result of this reading test exhibits that learners do not have adequate awareness about reading skills. In the following table 4.11, the summary of the findings of the reading test is presented:

Findings of BS Honors Students	Findings of Masters Students
Q1. BS Honors students have **low proficiency** in reading skills.	Q1. Most of the Masters' students have **low proficiency** in reading skills.
Q2. BS Honors students proficiency in reading skills is **not at satisfactory level.**	Q2. Masters' students possess **low competence** in reading skills.
Q3. BS Honors students proficiency in reading skills is **below average.**	Q3. Masters' students have **above average** reading proficiency.
Q4. BS Honors students revealed **above average** proficiency in reading skills.	Q4. Masters' students have **above average** competence concerning reading skills.
Q5. In BS Honors students, the proficiency level regarding reading skills is at **satisfactory level.**	Q5. Masters' students possess **good proficiency** level in reading skills.
Q6. The **low proficiency** of BS Honors students is the result in the reading skills.	Q6. Masters' students have **good competence** in reading skills.
Q7. BS Honors students have **low proficiency** regarding reading skills.	Q7. Majority of the Masters' students revealed **low competence** concerning reading skills.
Q8. The **low competence** of BS Honors students is revealed in the reading skills.	Q8. The **low proficiency level** in reading skills is the result of the Masters' students.
Q9. The findings revealed **low proficiency** of BS Honors students in the reading skills.	Q9. The Masters' students have **low competence** in reading skills.
Q10. BS Honors students possess **low competence** in the reading skills.	Q10. Concerning the reading skills, the proficiency level is **near to average level** in Masters' students.

Table 4.11: Overall Summary of the findings of Reading Skills

Thus, the above findings indicate that the ratio of selecting correct options in reading tests at the BS level and Masters' level is below average. Hence, it shows that students possess low proficiency in reading skills.

4.2. Analysis of Questionnaires

Considering the questionnaires of BS Honors, Masters' students' and teachers of Psychology the qualitative and quantitative analysis is presented. The questionnaires comprised four main items of language skills that are, writing, reading, listening, and speaking. 100 students of BS Honors and Masters' level, and 10 teachers of Psychology from the Psychology Department,

BZU, and its affiliated colleges in Multan were included as research participants. The reading skills section in BS Honors students' questionnaire consists of two main questions that are reading textbooks and reading for specific areas of Psychology. In the questionnaires of Masters students and teachers of Psychology, the reading skills section consisted of the following three main questions: reading of textbooks, reading specific areas of Psychology, and reading researches of Psychology. Moreover, the questionnaires incorporated open-ended items related to the field of study. Qualitative and quantitative data analysis has been presented. The questionnaire for teachers of Psychology is enclosed in Appendix-B, the questionnaire for BS Honors students is enclosed in Appendix-C, and the questionnaire for Masters' students is enclosed in Appendix-D.

4.2.1. Quantitative Analysis of the Questionnaires

First Phase

Firstly, for quantitative analysis the reading of the following five specific areas of Psychology related to the reading of textbooks is taken into consideration:

1. Comprehending terminologies related to Psychology
2. Comprehending texts related to Principles of Psychology
3. Comprehending texts related to the schools of thought and models
4. Comprehending texts related to various methods of research in Psychology
5. Comprehending texts related to various fields of Psychology

Quantitative analysis is presented through questionnaires' variables table, frequencies, and computations table. Data is analyzed through the chi-square test. The chi-square test is enclosed in Appendix-L.

4.2.1.1. Association between reading proficiency regarding textbooks and specific areas related to Psychology

Null Hypothesis= H0: Variables are independent

Alternative Hypothesis= H1: Variables are not independent

Level of Significance: 0.05

Chi-square test is generally used to compare observed data with expected data. Data regarding observed frequency is obtained through questionnaires. The expected frequency is obtained by dividing the total of each category with the total number of responses presented in the table. Thus, the expected frequency in this particular section would be (12) multiplied by (20) and divided by (100). The expected frequency for each category in the table is obtained in the same way. The deviation between expected data and observed are also considered through chi-square test to determine either hypothesis is consistent with the observed data or not.

Chi Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{fe}$

$\sum$ = sum of

f_o = number of observed data

f_e = number of expected data (from hypothesis)

df = degree of freedom = *df* is to check the critical values or table values in chi-square table.

P- Value= it is a probability value, it is positive value and always greater than zero and less than one. P- Value range is (0-1) means this value lies between zero (0) to one (1).

Table 4.12: Questionnaires' Variables

Options	Comprehending Psychological Terminologies			Comprehending Psychological principles			Schools of thought and models			Comprehending various methods of Psychology			Comprehending various fields of Psychology			Total		
	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teache
Fully Satisfied	4	2	1	2	0	0		3	0	2	0	0	3	2	0	12	7	1
Satisfied	5	7	1	4	8	0		5	2	8	6	1	5	4	0	28	30	4
Dissatisfied	8	8	1	10	12	1		10	0	11	15	0	5	8	1	42	53	3
Fully Dissatisfied	3	3	0	2	0	0		1	0	1	2	1	2	2	0	12	8	1
No opinion	0	0	0	2	1	1		0	0	1	0	0	2	1	0	6	2	1
Total	20	20	3	20	21	2		19	2	23	23	2	17	17	1	100	100	10

Table 4.13: Frequencies and Computations

f_o			f_e			$(f_o - f_e)$			$(f_o - f_e)^2$			$\frac{(f_o - f_e)^2}{fe}$		
BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers
4	4	1	2.4	2.25	0.3	1.6	1.75	0.7	2.56	3.0625	0.49	1.06666667	1.3611	1.6333
2	2	1	2.4	3.3	1.2	-0.4	-1.3	-0.2	0.16	1.69	0.04	0.06666667	0.51212	0.0333
2	3	1	2.76	3	0.9	-0.76	0	0.1	0.5776	0	0.01	0.20927536	0	0.0111
1	1	0	2.4	3.45	0.3	-1.4	-2.45	-0.3	1.96	6.0025	0.09	0.81666667	1.73985	0.3
3	5	0	2.04	3	0.3	0.96	2	-0.3	0.9216	4	0.09	0.45176471	1.33333	0.3
5	5	0	5.6	4.2	0.2	-0.6	0.8	-0.2	0.36	0.64	0.04	0.06428571	0.15238	0.2
4	8	0	5.6	6.16	0.8	-1.6	1.84	-0.8	2.56	3.3856	0.64	0.45714286	0.54961	0.8

8	5	1	6.44	5.6	0.6	1.56	-0.6	0.4	2.4336	0.36	0.16	0.3778882	0.064285	0.26667
6	6	0	5.6	6.44	0.2	0.4	-0.44	-0.2	0.16	0.1936	0.04	0.028571434	0.03006	0.2
5	4	1	4.76	5.6	0.2	0.24	-1.6	0.8	0.0576	2.56	0.64	0.01210084	0.4571	3.2
8	5	0	8.4	6.6	0.2	-0.4	-1.6	-0.2	0.16	2.56	0.04	0.01904762	0.3878	0.2
10	9	2	8.4	9.68	0.8	1.6	-0.68	1.2	2.56	0.4624	1.44	0.3047619	0.04776	1.8
11	10	0	9.66	8.8	0.6	1.34	1.2	-0.6	1.7956	1.44	0.36	0.18587992	0.1636	0.6
8	12	0	8.4	10.12	0.2	-0.4	1.88	-0.2	0.16	3.5344	0.04	0.01904762	0.3492	0.2
5	8	0	7.14	8.8	0.2	-2.14	-0.8	-0.2	4.5796	0.64	0.04	0.64140056	0.07272	0.2
3	1	0	2.4	1.2	0.2	0.6	-0.2	-0.2	0.36	0.04	0.04	0.15	0.03333	0.2
2	2	1	2.4	1.76	0.8	-0.4	0.24	0.2	0.16	0.0576	0.04	0.06666667	0.03272	0.05
1	1	0	2.76	1.6	0.6	-1.76	-0.6	-0.6	3.0976	0.36	0.36	1.12231884	0.225	0.6
4	2	1	2.4	1.84	0.2	1.6	0.16	0.8	2.56	0.0256	0.64	1.06666667	0.01391	3.2
2	2	0	2.04	1.6	0.2	-0.04	0.4	-0.2	0.0016	0.16	0.04	0.00078431	0.1	0.2
0	0	0	1.2	0.75	0.1	-1.2	-0.75	-0.1	1.44	0.5625	0.01	1.2	0.75	0.1
2	1	0	1.2	1.1	0.4	0.8	-0.1	-0.4	0.64	0.01	0.16	0.53333333	9.0909	0.4
1	1	1	1.38	1	0.3	-0.38	0	0.7	0.1444	0	0.49	0.10463768	0	1.6333
1	2	0	1.2	1.15	0.1	-0.2	0.85	-0.1	0.04	0.7225	0.01	0.03333333	0.6282	0.1
2	1	0	1.02	1	0.1	0.98	0	-0.1	0.9604	0	0.01	0.94156863	0	0.1

Chi Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{fe}$

Pearson chi- square (BS students) = 9.9404

Pearson chi-square (Masters' students) = 18.095

Pearson chi-square (Teachers of Psychology) = 16.528

Degree of freedom = *df* = (Rows in variables table-1) (Columns in variables table-1)

= (5-1) (5-1)

= 4 + 4

df = 8

P- Value (BS students) = 0.2692

P- Value (Masters' students) = 0.021

P- Value (Teachers of Psychology) = 0.035

Interpretation of BS Honors students' questionnaire (chi-square test):

Regarding the degree of freedom (*df*) 8, the calculated value is 9.9404 which is Pearson chi-square value and the critical value (table value) is 15.507. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. So in this analysis, we do not reject H0.

Similarly, now we compare our probability value with the level of significance. Here we have the level of significance 0.05 and the obtained P-value is 0.2692. If P-value is greater than the level of significance, then we do not reject H0 and if P-value is less than the level of significance 0.05 then we reject H0. In this analysis P-value 0.2692 is greater than the level of significance 0.05 so we do not reject H0. The analysis makes clear that the BS Honors students are not completely satisfied with their reading proficiency specifically in the areas of comprehending principles of Psychology and schools of thought and models.

Interpretation of Masters' students' questionnaire (chi-square test):

Considering the degree of freedom *df* value (8) the calculated value is 18.095 which is Pearson chi-square value and critical value (table value) is 15.507. In the above analysis we reject H0. Likewise, now we compare our probability value with the level of significance. Here we have the level of significance 0.05 and obtained P-value is 0.021 which is statistically significant. In this analysis P-value 0.021 is less than the level of significance 0.05. Therefore, we reject H0.

From the above analysis, it is evident that we reject H0 as variables are not independent. Moreover, Masters' students are not completely satisfied with their reading proficiency specifically in the areas like comprehending various methods of Psychology, comprehending principles of Psychology, and comprehending schools of thought and models.

Interpretation of the Questionnaire for Teachers of Psychology (chi-square test):

Considering the degree of freedom *df* (8) the calculated value is (16.528) which is Pearson chi-square value and the critical value (table value) is 15.507. In this analysis we reject H0.

Likewise, now we compare probability value with level of significance. In this analysis the level of significance is 0.05 and the obtained P-value is 0.035 which is statistically

significant. This analysis shows that P- value 0.035 is less than the level of significance 0.05 so, we reject H0. The above analysis exhibits that variables are not independent and we reject H0 because the calculated chi-square value is greater than the table value shown in the appendix. Moreover, the result depicts that teachers are dissatisfied with the learners' reading proficiency in all areas of Psychology, specifically schools of thought and models.

Second Phase

Secondly, the following four areas of researches in Psychology have been considered for the quantitative analysis of reading skills in only two questionnaires, Master's students and teachers of Psychology.

1. Comprehending the complex relation of variables
2. Comprehending the previous researches
3. Comprehending the research related theories
4. Comprehending laboratory skills

4.2.1.2. Association between reading proficiency regarding the literature survey and comprehending the research related theories

Null Hypothesis= H0: Variables are independent

Alternative Hypothesis= H1: Variables are not independent

Level of Significance: 0.05

Chi-square test is generally used to compare observed data with expected data. Data regarding observed frequency is obtained through questionnaires. The expected frequency is obtained by dividing the total of each category with the total number of responses presented in the table. Thus the expected frequency in this particular section would be (14) multiplied by (28) and divided by (100). Likewise expected frequency for each category in the table is obtained. The deviation between expected data and observed are also considered through chi-square test to determine either hypothesis is consistent with the observed data or not.

Chi-Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{fe}$

$\sum$ = sum of

f_o = number of observed data

f_e = number of expected data (from hypothesis)

df = degree of freedom = *df* is used to check the critical values or table values that are given in chi-square table.

P-Value = it is a probability value, it is a positive value and always greater than zero and less than one. P-Value range is (0-1) means this value lies between zero (0) to one (1).

Table 4.14: Questionnaires' Variables

Options	Comprehending the Complex relation of Variables		Comprehending the previous researches		Comprehending the Research related Theories		Comprehending the Laboratory Skills		Total	
	Masters	Teachers	Masters	Teachers	Masters	Teachers	Masters	Teachers	Masters	Teachers
Fully Satisfied	1	0	3	1	2	0	5	0	11	1
Satisfied	4	1	5	1	7	0	9	1	25	3
Dissatisfied	11	1	7	1	10	1	12	1	40	4
Fully Dissatisfied	4	0	5	0	4	2	4	0	17	2
No opinion	2	0	0	0	1	0	4	0	7	0
Total	22	2	20	3	24	3	34	2	100	10

Table 4.15: Frequencies and Computations

f_o		f_e		$(f_o - f_e)$		$(f_o - f_e)^2$		$\frac{(f_o - f_e)^2}{f_e}$	
Masters	Teachers	Masters	Teachers	Masters	Teachers	Masters	Teachers	Masters	Teachers
3	0	3.92	0.2	-0.92	-0.2	0.8464	0.04	0.2159	0.2
2	1	1.96	0.3	0.04	0.7	0.0016	0.49	8.1632	1.633333
4	0	3.5	0.3	0.5	-0.3	0.25	0.09	0.0714	0.3
5	0	4.62	0.2	0.38	-0.2	0.1444	0.04	0.0312	0.2
8	1	8.12	0.6	-0.12	0.4	0.0144	0.16	1.7733	0.266666
5	1	4.06	0.9	0.94	0.1	0.8836	0.01	0.2176	0.011111
7	0	7.25	0.9	-0.25	-0.9	0.0625	0.81	8.6206	0.9
9	1	9.57	0.6	-0.57	0.4	0.3249	0.16	0.0339	0.266666
10	1	9.52	0.8	0.48	0.2	0.2304	0.04	0.02420	0.05
5	1	4.76	1.2	0.24	-0.2	0.0576	0.04	0.0121	0.03333
9	1	8.5	1.2	0.5	-0.2	0.25	0.04	0.02941	0.03333
10	1	11.22	0.8	-1.22	0.2	1.4884	0.04	0.1326	0.05
4	0	4.2	0.4	-0.2	-0.4	0.04	0.16	9.5238	0.4
2	0	2.1	0.6	-0.1	-0.6	0.01	0.36	4.7619	0.6
4	2	3.75	0.6	0.25	1.4	0.0625	1.96	0.0166	3.26666
5	0	4.95	0.4	0.05	-0.4	0.0025	0.16	5.0505	0.4
3	0	2.24	0	0.76	0	0.5776	0	0.2578	0
0	0	1.12	0	-1.12	0	1.2544	0	1.12	0
1	0	2	0	-1	0	1	0	0.5	0
4	0	2.64	0	1.36	0	1.8496	0	0.7006	0

Chi Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Pearson chi-square (Masters' students) = 41.257

Pearson chi-square (Teachers of Psychology) = 8.611

Degree of freedom = *df* = (Rows in variables table-1) (Columns in variables table-1)

= (5-1) (4-1)

= 4 + 3

df = 7

P- Value (Masters' students) = 0.000

P- Value (Teachers of Psychology) = 0.282

Interpretation of Masters' students' questionnaire (chi-square test)

Regarding the degree of freedom *df* (7) the calculated value is 41.257 which is Pearson chi-square value and the critical value (table value) is 15.507. If the critical value is greater than the calculated value, then we do not reject H0 and if critical value is less than calculated value then we reject H0. Therefore, in this analysis we reject H0.

Similarly, we compare probability value with the level of significance. In this question, level of significance is 0.05 and the obtained P-value is 0.000 which is statistically significant. If P-value is greater than the level of significance, then we do not reject H0 and if P-value is less than the level of significance 0.05 then we reject H0. In the above analysis P-value 0.000 is less than the level of significance 0.05 so we reject H0.

Thus, the above analysis clearly shows that variables are not independent therefore we reject H0. Further, the Masters' students are dissatisfied with their reading proficiency specifically in the areas of comprehending research-related theories, complex relation of variables, and laboratory skills.

Interpretation of the Questionnaire for Teachers of Psychology (chi-square test)

Regarding the degree of freedom *df* (7) the calculated value is (8.611) which is Pearson chi-square value and the critical value (table value) is 15.507. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Therefore, in this analysis, we do not reject H0.

Similarly, we compare probability value with a level of significance. In this question the level of significance is 0.05 and the obtained P-value is 0.282. If P-value is greater than the level of significance, then we do not reject H0 and if P-value is less than the level of significance 0.05 then we reject H0. In the above analysis P-value 0.282 is greater than the level of significance 0.05 so we do not reject H0.

Hence, the findings revealed the teachers' dissatisfaction with the learners' reading proficiency in the following area of literature survey: comprehending research related theories.

4.2.2. Qualitative Analysis of Questionnaire for BS Honors Students

The questionnaire consisted of open-ended items also in which the BS Honors students were required to mention their opinion regarding reading proficiency in specific areas related to Psychology. These open-ended questions were left unanswered by some of the candidates while others gave their opinion. From the given responses of the BS Honors students following three (3) basic themes emerged:

Theme 1: Unfamiliarity with reading skills

Theme 2: Scientific language makes comprehension difficult

Theme 3: Time constraint

Theme 1: Unfamiliarity with reading skills

The respondents reflected this specific theme and asserted that unfamiliarity with reading skills is the basic hindrance in reading texts of Psychology. The respondents reported that adequate guidance is not provided in this regard and due to this the learners avoid reading. One BS Honors' student commented:

"Adequate guidance and material are not provided in class to improve reading skills."

BS Honors students believed that appropriate guidance about reading skills should be provided to them so that they can comprehend texts of Psychology effectively. Moreover, they stated that proper familiarity with the reading skills plays a significant role in developing the ability to read, comprehend, and apply the knowledge effectively. Further, the learners stated that due to obsolete teaching methodology proper familiarity with reading skills is not provided to them and they remain unaware of the basics of reading skills. A BS Honors' student commented in the following words:

"No awareness about reading skills is given to the students and we encounter difficulties in reading texts."

The majority of the learners believed that they find text in the books of Psychology complex because they do not read it properly and without effective reading, comprehending the text is a difficult task. One BS Honors student commented in the following way:

"We do not comprehend well the principles and text of Psychology because we are unaware of the reading skills and strategies and it is problematic……"

The students believed that through effective reading they can comprehend well and make better of their knowledge but inadequate reading proficiency creates hurdles in the way of better comprehension. Text in the books of Psychology needs good comprehension and it is achieved through effective reading. So effective reading is a tool for better comprehension regarding text in the books of Psychology and proper familiarity with reading skills can prove fruitful in this context. In general, the participants believed that reading principles of Psychology are a difficult task in terms of comprehension so they require good reading skills in this regard. A BS Honors' student commented in the following words:

"Specific phrases and texts of Psychology which are not used in general English make comprehension difficult."

Another student reported:

"After reading the texts of Psychology jumbled up in my mind and make the process of comprehension difficult as I am simply unaware of the basics of reading skills and have never been provided adequate guidance about it."

Generally, through qualitative analysis, it is evident that BS Honors students considered unfamiliarity with reading skills their basic flaw in the learning and reading process.

Theme 2: Scientific language makes comprehension difficult

BS Honors' students agreed that the incorporation of specific scientific language and terminologies makes comprehension difficult. Comprehension of complex language requires appropriate linguistic adequacy which students of Psychology fail to possess at this level. At the minimum level, they comprehend the meaning of the texts of Psychology accurately but they cannot write case- reports, testing reports, and research reports. According to the respondents, the main thing creating difficulty in comprehension is specific scientific terminologies and its specific vocabulary. One student commented:

"Some words are so difficult that I cannot comprehend them."

Difficult vocabulary according to the learners makes language complex and it is a primary cause in not comprehending it completely and also in not applying it in an academic context. BS Honors' student commented in the following manner:

"Often the words (vocabulary) are so tough that I feel confused and do not comprehend them."

The respondents perceived that Psychology has its specific lexical items which are not easy in pronunciation and comprehension. Moreover, some words of general English also have different meanings in Psychology. According to the respondents, these things also create difficulty in comprehending the principles of Psychology, research related theories, and various texts of Psychology. One BS Honors student commented:

"Difficult vocabulary is very problematic for students."

A group of research participants reported that learners do not develop skills to apply principles of Psychology and methods in reports, illustrations, and text. Application of the text of Psychology requires appropriate linguistic adequacy. Learners at BS Honors level lack this linguistic adequacy due to two main reasons that are scientific language and complex structure. A BS Honors' student commented like this:

"We are not familiar with this specific vocabulary and complex language structure employed in the text of Psychology. Due to this, we do not comprehend it well and feel difficulty in its application."

So generally, the scientific language of the texts of Psychology made comprehension difficult for BS Honors' learners.

Theme 3: Time Constraint

The respondents reported that the time factor is important as it provides reading opportunities as well as time for comprehending the texts of Psychology. Due to the short time, learners are

not able to understand difficult texts and cannot concentrate on reading. Learners believed that reading needs concentration and sufficient time as it helps in better comprehension. A BS Honors' student commented:

"We face problems due to limited time for reading and due to this we fail to understand the texts of Psychology effectively."

The participants believed that if sufficient time is provided for reading then they can better comprehend the principles of Psychology and other related texts of Psychology. Due to time constraint opportunities for the improvement of reading skills were not provided and it results in inadequacy regarding the texts of Psychology. Learners maintained that the existing evaluation system and obsolete teaching methodology are basic hindrances in developing effective reading skills because it gives limited time for comprehensive reading. Due to this students' focus is on cramming the material and eventually, they do not develop an interest in reading. One BS Honors' student stated:

"As we know that we have a short time and we can pass the exam without reading in detail the texts of Psychology so we escape from it and utilize this short time in reading relevant short material."

Firstly, students go for the short cut due to this time constraint, and secondly guide books provide relevant short material in a simplified manner so they avoid reading actual text in the books of Psychology. This simplified material is provided for the convenience of the learners but they damage their reading skills as it takes them away from a comprehensive reading of an actual text in the books of Psychology. This shortcut can never well equip the reader with the skill to read in detail the actual text in the books of Psychology. One BS Honors' student reported:

"We ignore the actual text in the books of Psychology as we are worried about time and want to cover maximum in the provided short time so short cuts seem feasible in this time."

Students believed that time constraints and effective reading skills regarding the text in the books of Psychology cannot go along so adequate time is a must in developing the habit of reading the actual text in the books of Psychology. The short cut is just a substitute for reading actual text in the books of Psychology as well as the only solution to get up to the mark in limited time

4.2.3 Qualitative Analysis of Master's Students' Questionnaires

The Master's students' questionnaires were also open-ended items in which the respondents were required to mention their opinion regarding reading proficiency in specific areas related to Psychology and areas of researches in Psychology. These open-ended questions were left

unanswered by some of the candidates while others gave their opinion. From the given responses of Master's students following three (3) basic themes emerged:

Theme 1: Not practiced in class

Theme 2: Reading is taken for granted

Theme 3: Guidance and Specific courses required

Theme1: Not practiced in class

This theme emerged from the Master's students' responses. They reported that in educational institutes at Master's level students are not provided opportunities to practice reading in class. Reading is a neglected skill in a class and this negligence results in inadequacy regarding reading principles of Psychology, different methods, research related theories, and laboratory skills. The respondents were not satisfied with the present teaching agenda as in present academic sessions, reading is not taken seriously. According to learners in the present academic setting examination system and teachers' role, both are major factors in creating hindrances in the enhancement of reading skills. One student reported about the role of teachers in the following way:

"Never ask the teachers to read schools of thought and principles of Psychology in class."

A Master's student commented:

"Reading of complex relations of variables…….. never given any guidance to read it in class."

The learners felt that during academic sessions they have sufficient time provided things are taught completely. They considered that due to outdated teaching methodology teachers do not frequently refer to reading texts of Psychology in class and brief conceptual points of related topics like principles of Psychology, complex relation of variables, etc., in class during lectures. Due to the prevalence of outdated teaching methodology, learners have a passive role and they just rely on lectures. Due to this passive role, learners fail to develop up to the mark reading skills.

Master's students' responses revealed that in-class learners are seldom asked for the reading. According to them, in the existing examination system students do not require detailed reading because they can easily pass the exam without doing comprehensive reading regarding various aspects of Psychology. One Master's student commented:

"As students come from diversified academic background and majority of them do not have good general English. Appropriate adequacy in the English language is required for comprehension. Students lack this adequacy and due to it avoid reading. They never practice it so they have difficulty in reading. Moreover, our examination system assures us that we can pass exams without reading in detail."

Students believed that they should be provided with opportunities to develop reading skills through effective teaching methods. Students comprehend basic points but due to obsolete teaching methodology could not develop their skill in reading texts of Psychology. A Master's student comments on research related theories stated:

"In research related theories mostly words and sentence structure are used in such a complex manner that we have not read like that before in textbooks."

Theme 2: Reading is taken for granted

The respondents of this category were Master's students. The majority of the learners take reading for granted due to multiple reasons. First, they are aware of the fact that without reading in detail they can easily pass the exam. Second, due to difficult vocabulary learners lack interest in reading. Third, when learners do not comprehend it due to complex language and difficult vocabulary then they do not take it seriously. One student commented in this regard:

"Reading is time-consuming and due to the complex (scientific) language we do not comprehend it in first reading so we focus little on reading."

Learners reported that they rely on the main points presented by teachers in lectures and are least interested in a thorough reading of the texts of Psychology particularly principles of Psychology, research-related theories, and other aspects. A Master's student commented in the following way:

"We consider reading secondary and boring as by concentrating on lectures and main summaries we can secure good marks so we take reading for granted."

The majority of the respondents perceived that due to lengthy and difficult texts of Psychology reading is considered boring and taken for granted. It revealed students' least interest in the reading activity. Another Master's student stated:

"I avoid reading the principles of Psychology in detail because its length and difficult text create hindrance in maintaining concentration on it."

Respondents believed that complex structure and scientific vocabulary create difficulty in reading, in pronouncing words, and in comprehending texts of Psychology. Due to these aspects, the main theme of the text remains unclear to the students. A student commented in this manner:

"Due to the presence of such features we cannot comprehend the texts of Psychology and its message remains unclear to us. It needs the effort to understand which we lack due to the complexity of texts."

Therefore, the qualitative analysis shows that Master's students take reading for granted due to its difficult structure and consider it secondary as well. Guidance and supervision are

required to direct them and to make them aware of the significance of reading skills. Motivation and encouragement from teachers can play a vital role in this regard.

Theme 3: Guidance and Specific courses required

Respondents perceived that guidance and specific courses are needed to enhance the comprehension ability of learners regarding the texts of Psychology. Appropriate guidance needs to be provided verbally and practically through the implication of specific courses so that learners can attain a certain level of adequacy in comprehending the texts of Psychology such as principles of Psychology, various methods of Psychology, research-related theories, and laboratory skills. Through practical guidance on a regular basis learners can well comprehend laboratory skills and different case-histories. A master's student opined:

"We comprehend to some extent but when it comes to practical implication we cannot perform well because we cannot read it adequately and practical skills are explained in a limited manner."

Respondents believed that Psychology is social science so theory and practice are equally important. According to them, comprehending various fields, methods, and principles of Psychology are possible through effective reading, and for this appropriate guidance is needed so that learners not only comprehend but also distinguish and apply it in related areas. These basic aspects are required at the initial level and Psychology students cannot move forward without grasping these issues. It is worth considering that a learner cannot make out of it unless one can read the basic aspects properly i.e. specific terminologies of Psychology, principles, schools of thought, and various fields of Psychology. It is believed by some of the respondents regarding laboratory skills and literature survey specific guidance should be provided to the learners. Laboratory skills can be well comprehended and performed when learners would get proper guidance in reading it as well as provided opportunities for doing practicals frequently. Likewise, the literature survey can be well comprehended when learners would get appropriate guidance in reading research related theories and complex relation of variables. According to the respondents regarding case history, a regular system is required in which learners would get training in studying previous cases, comprehending new cases, and preparing clinical reports about cases. Considering these needs of learners, concerned authorities must take necessary measures to provide guidance and training on a regular basis. In existing academic sessions learners do not get complete guidance about reading basic aspects due to which they cannot comprehend it well on their own and practical are also not frequently performed. A Master's student commented:

"Concerned authorities do not pay attention to proper training courses and it is not included in existing academic sessions on a regular basis. We fail to get complete awareness about it which we indeed deserve."

The majority of the respondents believed that not merely comprehending various aspects of Psychology is sufficient but application of it in the laboratory and research field is of great significance. According to them, proper guidance regarding areas of Psychology, different aspects of Psychology, laboratory skills, and literature survey must be provided to the learners so that they can well distinguish between different areas of Psychology and study them effectively in related contexts. Respondents believed that this proper guidance will prove beneficial in preparing learners for further practical tasks in the field of Psychology. One Master's student reported:

"I am finding various problems as I have not been provided adequate guidance regarding comprehending texts and preparing clinical and testing reports. Deducing important points from texts is seldom taught and guidance about practical implications is not frequently provided. So for fruitful results, concerned authorities must introduce specific courses that guide us and prove beneficial for learners.

4.2.4. Qualitative Analysis of Questionnaire for Teachers of Psychology

Open-ended items were also incorporated in the questionnaires for teachers of Psychology in which the respondents were required to mention their opinion related to reading proficiency of the BS Honors and Masters' students of Psychology in the following three areas: reading textbooks, specific areas related to Psychology, and areas of researches in Psychology. These open-ended questions were left unanswered by few respondents whereas other respondents gave their opinion. From the given responses of teachers of Psychology following one major theme is identified:

Theme: Complex structure of the Texts of Psychology

The respondents revealed this theme in their responses and considered that the complex structure of the texts of Psychology made it hard for the learners to comprehend. The complex structure includes scientific vocabulary and specific sentence structure which was considered difficult by the learners. A teacher of Psychology stated:

"The specific structure of texts of Psychology is so complex that learners find it difficult to read and comprehend."

Teachers of Psychology believed that complex structures, specifically the principles of Psychology, complex relation of variables, and research related theories creates basic problems in comprehending texts. The complexity of language also makes the text difficult to

read and comprehend. Learners made efforts to go through the texts but its specific structure and scientific vocabulary create difficulty for them. Another teacher commented in this way:

"The scientific vocabulary used in Psychology is different from the vocabulary used in general English and due to this learners find problems in reading texts of Psychology."

The participants believed that this scientific vocabulary and complex structure inclined learners to go for the short cut in the form of guide books and material presented in a simplified manner to comprehend the text. These short cuts prevent readers from reading the actual text that is required for adequate theoretical, and practical knowledge in academic settings. A teacher of Psychology said:

"Learners must have the ability to comprehend, distinguish, and identify different case-history, testing methods and can also prepare clinical reports and testing reports. In this context, they require appropriate reading of the actual texts of Psychology. For this, they need to read in detail, identify the problem areas, and then work on it. Adequate reading of the actual texts will give optimum results as it will help learners to perform well in an academic context."

Psychology teachers perceived that due to the incorporation of scientific terminologies learners avoid reading and do not work hard on ameliorating their reading skills. Moreover, teachers believed that our existing evaluation system provides opportunities for learners to avoid detailed reading and find shortcuts of success in examination by relying on short simplified material. A Psychology teacher stated:

"The complex structure of the texts of Psychology as well as the existing evaluation system discourages learners from reading and they consider reading a free-time, secondary activity."

Section: 2

4.3 Overall Analysis of Reading Skills

Considering the following three population groups: teachers of Psychology, BS Honors students and, Master's students' findings are presented in this chapter. These three population groups provided effective information on the linguistic adequacy of learners of Psychology in reading skills. By analyzing the questionnaires and reading test qualitative and quantitative findings are presented in this chapter. The detailed findings of the questionnaires presented above clearly exhibit that most of the students have inadequate proficiency in three sub-skills out of a total of five sub-skills regarding the reading of specific areas of Psychology. In the following two sub- skills: comprehending scientific terminologies of Psychology and comprehending various fields of Psychology findings reveal learners' average adequate proficiency. On the other hand, in the remaining three sub-skills that are comprehending principles of Psychology, distinguishing between schools of thought and models, and

comprehending various methods of Psychology findings reveal that more than 60% of learners have inadequate proficiency in it. Further, the detailed finding of the literature survey questions student's adequate proficiency is revealed in one sub-skill out of a total of four sub-skills. As for one sub-skill: comprehending the previous researches, respondents show satisfaction. In the following three sub-skills: comprehending the complex relation of variables, comprehending the research-related theories, and comprehending laboratory skills, respondents' answers exhibit learners' inadequate proficiency in these three sub-skills. The reason for learners' inadequacy in sub-skills is due to the complexity of language, unfamiliarity with reading skills, specific vocabulary, and difficult terminologies. A qualitative finding also exhibits learners' inadequacy in reading skills so there is a correlation between both qualitative and quantitative findings.

The detailed findings of the reading test exhibit students' below-average performance. It reveals learners' inadequate proficiency in reading skills. Therefore, through the findings it is concluded that even at BS and Masters' level students lack familiarity with this primary skill. This negligence of reading skills affects their studies. In order to overcome this negligence, improvement, guidance, and attention are required to make learners well familiar with this skill. Hence, the overall conclusion shows that the findings of three groups of research participants (BS Honors students, Masters' students, and teachers of Psychology) exhibit Psychology learners' inadequacy in reading skills.

CHAPTER 5

ANALYSIS OF WRITING SKILLS

The chapter consists of findings of writing skills regarding questionnaires and writing test. Questionnaires presented results of writing skills specifically concerning areas: organizing ideas, deducing the basic concept from the related theory, appropriate use of terminologies of Psychology in written work, mechanics of writing, being clear about the conclusion in written work, and showing a clear line of reasoning. To know the level of linguistic adequacy of the students of Psychology data was gathered from three population groups of psychology: teachers of Psychology, BS Honors students, and Masters' students. Considering these three separate questionnaires for each population group were formulated and distributed. Questionnaire 1 was for teachers of Psychology, questionnaire 2 was for BS Honors students and questionnaire 3 was for Masters' Students.

To analyze learners' writing skills, a writing test was also conducted. This writing test topic (Stress) related to their field of study was given to the students and they were required to write on it. The analysis of written material probes into the following traits: organization, content, cohesion, mechanical accuracy, and grammar. The data is statistically analyzed.

Generally, this chapter consists of three sections: students' perceptions, teachers' perceptions, and overall analysis of writing skills. In the first section, students' perceptions begin with an analysis of the writing test which includes BS Honors and Masters' students writing test analysis. After it, analysis of questionnaires has been presented, which consists of qualitative and quantitative analysis of BS Honors and Masters' students' questionnaires. Then there is a second section: teachers' perceptions. This section consists of an analysis of questionnaires which includes quantitative and qualitative analysis of teachers' questionnaires. Last, there is a third section overall analysis of writing skills.

Section: 1

5.1 Students' Perceptions: Analysis of Writing Skills

Section one begins with the writing test analysis of BS Honors and Masters' students which is followed by a writing test results. After it, analysis of questionnaires has been presented. In this first quantitative and qualitative analysis of questionnaires for BS Honors students have been given. Subsequently, quantitative and qualitative analysis of questionnaires for Masters' students has been presented which is followed by questionnaire results.

5.1.1. Writing Test Analysis

To assess the writing skills of BS Honors and Masters' students' test (writing activity) was conducted. The total number of BS Honors and Masters' students was 200 and they were

from the Psychology department, BZU, and its affiliated colleges in Multan. A related topic "stress" from their field of study (Psychology) was given to the research participants. They were required to write an essay on that topic within a given time. Thirty minutes was the total time for the writing activity. The researcher herself conducted the test. The analysis of written material probes into the following traits: organization, content, cohesion, mechanical accuracy, and grammar. The data is statistically analyzed.

The writing test is statistically analyzed through frequency, percentage table, and result. In each table, the term frequency refers to the number of students and percentage refers to the statistic percent derived according to the number of students. Following are the findings related to each writing skills traits; writing skills traits are taken from the writing skills model (Teep attribute writing scales weir, 1990). The test is enclosed in Appendix-H.

1. Relevancy and Adequacy of Content.

Content is one of the basic aspects of written language. Relevance and adequacy of the content revolve around originality, logical argumentation, and clarity to show clear, fluent, and effective communication of ideas. Relevance and adequacy of content aim is to transfer meanings precisely, simply, and clearly. The subjects' primary concern is the considerable nature of justification, reasoning, issue, and knowledge. The problem commenced with the settlement of words in a suitable register but gradually words started to settle down simply and directly.

Table 5.1: Traits of Writing Skills Model

a. Relevancy and adequacy of the content

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Inadequate Answer	35	14	35.0	14.0
Redundant Information	20	33	20.0	33.0
Limited Relevance	15	28	15.0	28.0
Adequate Answer	30	25	30.0	25.0
Total	100	100	100.0	100.0

The analysis reveals that BS Honors students' have low proficiency whereas the Masters' students possess writing skills at an average level regarding relevance and adequacy of the content.

2. Compositional Organization

In writing skills, compositional organization is a noteworthy element. The compositional organization of material is based on the nature of the topic. Various activities are included in writing like illustration, static, comparative, cause and effect discussion and narrative, etc. The compositional organization also demands cohesion, unity, paragraphing, and supportive argumentation.

Table 5.2: Traits of Writing Skills Model

b. Compositional organization

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Unorganized	25	18	25.0	18.0
Very Little Organized	30	14	30.0	14.0
Somehow Organized	35	56	35.0	56.0
Adequate Organized	10	12	10.0	12.0
Total	100	100	100.0	100.0

The analysis shows that compositional organization is present at an average level in writing skills of BS Honors students, and Masters' students' proficiency in writing skills concerning compositional organization is above average.

3. Cohesion

Cohesion is an essential part of writing. Nortledge (1990) mentions "the language is used as a direct instrument in diurnal for cudgeling our way through the cut and thrust of the events around us" (p. 29). Cohesion aims to provide unified meanings. It helps language in getting unified and in achieving meaning.

Table 5.3: Traits of Writing Skills Model

Cohesion

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Absence of Cohesion	03	05	03.0	05.0
Unsatisfactory Cohesion	76	60	76.0	60.0

Most part Satisfactory Cohesion	09	13	09.0	13.0
Satisfactory Cohesion	12	22	12.0	22.0
Total	100	100	100.0	100.0

The findings clearly show the low proficiency of BS Honors and Masters' students in writing skills specifically in cohesion.

4. Adequacy of Vocabulary for Purpose

Adequacy of vocabulary for purpose is the most striking feature in writing skills. It is the use of sophisticated words, masterly use of words, idioms choice and usage, phrases usage, and apt register. Adequacy of vocabulary for purpose makes more effective the overall power of self- expression. Whereas writing on any topic adequacy of vocabulary for purpose demands that there must be linkage, appropriate order of words, and construction that should not provide complexity to the reader.

Table 5.4: Traits of Writing Skills Model

Adequacy of Vocabulary for Purpose

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Inadequate Vocabulary	04	02	04.0	02.0
Frequent Inadequate Vocabulary	35	21	35.0	21.0
Limited Vocabulary	52	71	52.0	71.0
Adequate Vocabulary	09	06	09.0	06.0
Total	100	100	100.0	100.0

It can be inferred from the above analysis that BS Honors and Masters' students are not much competent in writing skills particularly in the adequacy of vocabulary for purpose.

5. Grammar

Grammar is the basic and complicated aspect of writing. Grammatically well-formed sentences or texts are widely accepted. It comprises tenses, articles, pronouns, prepositions, long and complex structures.

Table 5.5: Traits of Writing Skills Model: Grammar

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Inadequate Grammatical Patterns	05	02	05.0	02.0
Frequent Grammatical Inaccuracy	68	52	68.0	52.0
Some Grammatical Inaccuracy	27	44	27.0	44.0
No Grammatical Inaccuracy	0	02	0	02
Total	100	100	100.0	100.0

The analysis reveals that BS Honors and Masters' students possess low competency in writing skills regarding grammar.

6 Mechanical Accuracy 1 (Punctuation)

Punctuation is a minute category in writing skills but it is highly effective. Punctuation changes the sense of the sentences. Their proper use is quite significant for approved writing. It consists of quotation marks, exclamation marks, commas, colons, semi-colons, and many more effective items.

Table 5.6: Traits of Writing Skills Model: Mechanical Accuracy 1(Punctuation)

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Ignorance of Conventions of Punctuation	14	06	14.0	06.0
Frequent Inaccuracy in Punctuation	67	46	67.0	46.0
Some Inaccuracy in Punctuation	18	48	18.0	48.0
No Inaccuracy in Punctuation	01	0	01.0	0
Total	100	100	100.0	100.0

Through the above findings, it can be inferred that BS Honors and Masters' students have low writing proficiency in mechanical accuracy 1(punctuation).

7 Mechanical Accuracy 2 (Spelling)

Mechanical accuracy 2(Spelling) is essential in writing skills. It shows the correct use of lexical items in the text. The primary aim of spelling is to maintain clarity in ideas, obvious style, uniqueness, individuality, and apparent meanings.

Table 5.7: Traits of Writing Skills Model

Mechanical Accuracy 2(Spelling)

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
All Spelling Inaccurate	04	02	04.0	02.0
Low Accuracy in Spelling	38	55	38.0	55.0
Some Accuracy in Spelling	40	38	40.0	38.0
Accuracy in Spelling	18	20	18.0	20.0
Total	100	100	100.0	100.0

From the above analysis, it is evident that BS Honors students have average competency in writing skills concerning mechanical accuracy 2(spelling). On the other hand, the Masters' students have low competency in mechanical accuracy 2(spelling).

5.1.2. Writing Test Summary

These findings are particularly of the writing test conducted at BS Honors and Masters' level. In the following table 5.8 the sum-up of the findings of the writing test is presented:

Findings of BS Honors Students	Findings of Masters Students
Q1. BS Honors students have **low proficiency** regarding relevancy & adequacy of the content in writing skills.	Q1. Masters' students possess writing skills at an **average level** concerning relevancy & adequacy of the content.
Q2. In writing skills of BS Honors students, the compositional organization is present at an **average level**.	Q2. Masters' students competency in writing skills concerning compositional organization is **above average.**
Q3. Majority of the BS Honors students have **unsatisfactory cohesion** in writing skills.	Q3. Masters' students exhibited **unsatisfactory cohesion** in writing skills.

Q4. BS Honors students are **not competent** in adequacy of vocabulary for purpose in the context of writing skills.	Q4. Masters' students are **not proficient** in adequacy of vocabulary for purposes concerning writing skills. Majority of the students revealed limited vocabulary in the writing.
Q5. BS Honors students have **frequent grammatical inaccuracy** in writing skills.	Q5. Majority of the Masters' students revealed **low proficiency** in grammar regarding the writing skills.
Q6. BS Honors students have **frequent inaccuracy in punctuation** related to writing skills.	Q6. The findings of Masters' students highlighted **some inaccuracy in punctuation** pertaining to writing skills.
Q7. BS Honors students have **average competence in mechanical accuracy 2 (spelling)** concerning writing skills.	Q7. The Masters' students possess **low proficiency in mechanical accuracy 2 (spelling)** in the context of writing skills.

Table 5.8: Overall Summary of the findings of Writing Skills

The above findings clearly indicate that the students do not have the required proficiency in writing skills. Therefore, both BS Honors and Masters' students possess low (below average) competency in writing skills.

5.2. Analysis of Questionnaires

Regarding questionnaires of BS Honors students, Masters students and teachers of Psychology, the quantitative and qualitative information about the writing competency is presented. The research participants were 100 students of BS Honors level, 100 Masters' students and 10 teachers of Psychology from the Psychology department, BZU, and its affiliated colleges in Multan.

Overall, the questionnaires comprised four main items of language skills: reading, writing, speaking, and listening. The writing skills section in the questionnaires consisted of the following aspects: organizing ideas, deducing the basic concept from the related theory, appropriate use of terminologies of Psychology in written work, mechanics of writing, being clear about the conclusion in written work, and showing a clear line of reasoning. Further, the questionnaires incorporated some open-ended items related to the field of study. Both quantitative and qualitative data analysis is presented.

5.2.1 Quantitative Analysis of Questionnaires

In quantitative analysis the writing proficiency in the following six areas has been considered:

1. Organizing ideas
2. Deducing the basic concept from the related theory
3. Appropriate use of terminologies of psychology in written work
4. Mechanics of writing (vocabulary, grammar, etc.)

5. Being clear about the conclusion in written work
6. Showing a clear line of reasoning

Quantitative analysis is presented through questionnaires' variables table, frequencies, and computations table. Chi-square test has been used for data analysis. The questionnaire for teachers of Psychology is enclosed in Appendix-B, questionnaire for BS Honors students is enclosed in Appendix-C and questionnaire for Masters' students is enclosed in Appendix-D.

5.2.1.1 Association between learners writing proficiency regarding organizing ideas, deducing the basic concept from the related theory, and appropriate use of terminologies of psychology in written work.

Null Hypothesis= H0: Variables are independent

Alternative Hypothesis= H1: Variables are not independent

Level of Significance: 0.05

Chi-square test is generally used to compare observed data with expected data. Data regarding observed frequency is obtained through questionnaires. The expected frequency is obtained by dividing the total of each category by the total number of responses presented in the table. As the expected frequency in this particular section would be (11) multiply by (40) and divided by (100). The expected frequency for each category in the table is obtained in the same way. The deviation between expected data and observed are also considered through chi-square test to determine either hypothesis is consistent with the observed data or not. The chi-square test is enclosed in Appendix-L.

Chi-Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

$\sum$ = sum of

f_o = number of observed data

f_e = number of expected data (from hypothesis)

df = degree of freedom = *df* is used to check the critical values or table values given in chi-square table.

P- value= it is a probability value, it is a positive value and always greater than zero and less than one. P-value range is (0-1) means this value lies between zero (0) to one (1).

Table 5.9: Questionnaires' Variables

Options	Organizing Ideas			Deducing the Basic Concept from the related Theory			Appropriate use of the Terminologies of Psychology			Total		
	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers
Fully Satisfied	7	6	0	0	2	1	4	2	0	11	10	1
Satisfied	12	15	1	8	9	1	7	3	1	27	27	3
Dissatisfied	20	24	2	19	14	1	15	16	2	54	54	5
Fully Dissatisfied	0	0	1	3	3	0	2	4	0	5	7	1
No opinion	1	0	0	2	1	0	0	1	0	3	2	0
Total	40	45	4	32	29	3	28	26	3	100	100	10

Table 5.10: Frequencies and Computations

f_o			f_e			$(f_o - f_e)$			$(f_o - f_e)^2$			$\frac{(f_o - f_e)^2}{f_e}$		
BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers
7	6	0	4.4	4.5	0.4	2.6	1.5	-0.4	6.76	2.25	0.16	1.536	0.5	0.4
0	2	1	3.52	2.9	0.3	-3.52	-0.9	0.7	12.39	0.81	0.49	3.519	0.279	1.633
4	2	0	3.08	2.6	0.3	0.92	-0.6	-0.3	0.846	0.36	0.09	0.275	0.138	0.3
12	15	1	10.8	12.15	1.2	1.2	2.85	-0.2	1.44	8.1225	0.04	0.133	0.669	0.033
8	9	1	8.64	7.83	0.9	-0.64	1.17	0.1	0.409	1.3689	0.01	0.047	0.175	0.011
7	3	1	7.56	7.02	0.9	-0.56	-4.02	0.1	0.313	16.1604	0.01	0.041	2.302	0.011
20	24	2	21.6	24.3	2	-1.6	-0.3	0	2.56	0.09	0	0.119	0.004	0
19	14	1	17.28	15.66	1.5	1.72	-1.66	-0.5	2.95	2.7556	0.25	0.171	0.176	0.166
15	16	2	15.12	14.04	1.5	-0.12	1.96	0.5	0.014	3.8416	0.25	0.001	0.274	0.166
0	0	1	2	3.15	0.4	-2	-3.15	0.6	4	9.9225	0.36	2	3.15	0.9
3	3	0	1.6	2.03	0.3	1.4	0.97	-0.3	1.96	0.9409	0.09	1.225	0.463	0.3
2	4	0	1.4	1.82	0.3	0.6	2.18	-0.3	0.36	4.7524	0.09	0.257	2.611	0.3
1	0	0	1.2	0.9	0	-0.2	-0.9	0	0.04	0.81	0	0.033	0.9	0
2	1	0	0.96	0.58	0	1.04	0.42	0	1.08	0.1764	0	1.125	0.304	0

0	1	0	0.84	0.52	0	-0.84	0.48	0	0.70	0.2304	0	0.833	0.443	0

Chi-Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Pearson chi-square (BS Students) = 11.315

Pearson chi-square (Masters' Students) = 12.388

Pearson chi-square (Teachers of Psychology) = 4.22

Degree of freedom = *df* = (Rows in variables table-1) (Columns in variables table-1)

= (5-1) (3-1)

= 4 + 2

df = 6

P-value (BS Students) = 0.079

P-value (Masters' Students) = 0.054

P-value (Teachers of Psychology) = 0.647

Interpretation of a BS Students' Questionnaires (chi-square test)

Regarding the degree of freedom (*df*) 6, the calculated value is (11.315) which is Pearson chi-square value and the critical value (table value) is 12.592. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Thus in this analysis, we do not reject H0.

Similarly, now we compare our probability value with the level of significance. Here, we have the level of significance (0.05) and obtained P-value is (0.079). If P-value is greater than the level of significance, then we do not reject H0 and if P-value is less than the level of significance (0.05) then we reject H0. In this analysis P-value (0.079) is greater than the level of significance (0.05) so we do not reject H0.

Thus, the above analysis clearly shows that the BS Honors students are not completely satisfied with their writing competency specifically in organizing ideas and deducing the basic concept from the related theory.

Interpretation of a Masters' Students' Questionnaires (chi-square test)

As for the degree of freedom (df) 6 the calculated value is (12.388) which is Pearson chi-square value and the critical value (table value) is 12.592. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Hence in this analysis, we do not reject H0.

Here we have the level of significance (0.05) and obtained P-value is (0.054). In this analysis, P-value (0.054) is greater than the level of significance (0.05) so we do not reject H0. Hence, it has been analyzed that the Masters' students are not completely satisfied with their writing competency particularly in organizing ideas and appropriate use of terminologies of Psychology.

Interpretation of the Questionnaires for Teachers of Psychology (chi-square test)

Concerning the degree of freedom (*df*) 6 the calculated value is (4.22) which is Pearson chi-square value and the critical value (table value) is 12.592. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Therefore, in this analysis, we do not reject H0.

Now we compare our probability value with the level of significance. In this analysis P-value (0.647) is greater than the level of significance (0.05) thus, we do not reject H0.

Thus, the result indicates that teachers are dissatisfied with the learners writing competency concerning organizing ideas and appropriate use of terminologies of Psychology.

5.2.1.2 Association between writing proficiency regarding mechanics of writing, being clear about the conclusion in written work, and showing a clear line of reasoning

Null Hypothesis= H0: Variables are independent

Alternative Hypothesis= H1: Variables are not independent

Level of Significance 0.05

Chi-square test is generally used to compare observed data with expected data. Data regarding observed frequency is obtained through questionnaires. The expected frequency is obtained by dividing the total of each category by the total number of responses presented in the table. Like, the expected frequency in this particular section would be (5) multiply by (40) and divided by (100). In the same way, expected frequency for each category in the table is obtained. The deviation between expected data and observed are also considered through chi-square test to determine, either hypothesis is consistent with the observed data or not.

Chi-Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

$\sum$ = sum of

f_o = number of observed data

f_e = number of expected data (from hypothesis)

df = degree of freedom = *df* is used to check the critical values or table values given in chi-square table.

P- value= it is a probability value, it is a positive value and always greater than zero and less than one. P- value range is (0-1) means this value lies between zero (0) to one (1).

Table 5.11: Questionnaires' Variables

Options	Mechanics of Writing			Being clear about conclusion in the written work			Showing a clear line of reasoning			Total		
	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers
Fully Satisfied	2	5	0	2	4	1	1	2	0	5	11	1
Satisfied	9	8	1	11	12	0	5	9	1	25	29	2
Dissatisfied	24	18	2	23	17	1	11	13	2	58	48	5
Fully Dissatisfied	4	2	1	2	4	0	3	4	0	9	10	1
No opinion	1	1	0	0	0	1	2	1	0	3	2	1
Total	40	34	4	38	37	3	22	29	3	100	100	10

Table 5.12: Frequencies and Computations

f o			*f* e			(*f* o_ *f* e)			(*f* o_ *f* e)2			- $\frac{(f_o - f_e)^2}{f_e}$		
BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers
2	5	0	2	3.74	0.4	0	1.26	-0.4	0	1.5876	0.16	0	0.424	0.4
2	4	1	1.9	4.07	0.3	0.1	-0.07	0.7	0.01	0.0049	0.49	0.005	0.001	1.633
1	2	0	1.1	3.19	0.3	-0.1	-1.19	-0.3	0.01	1.4161	0.09	0.009	0.444	1.633
9	8	1	10	9.86	0.8	-1	-1.86	0.2	1	3.4596	0.04	0.1	0.351	0.05
11	12	0	9.5	10.73	0.6	1.5	1.27	-0.6	2.25	1.6129	0.36	0.237	0.150	0.6
5	9	1	5.5	8.41	0.6	-0.5	0.59	0.4	0.25	0.3481	0.16	0.045	0.041	0.267
24	18	2	23.2	16.32	2	0.8	1.68	0	0.64	2.8224	0	0.028	0.171	0
23	17	1	22.04	17.76	1.5	0.96	-0.76	-0.5	0.921	0.5776	0.25	0.042	0.031	0.167
11	13	2	12.76	13.92	1.5	-1.76	-0.92	0.5	3.097	0.8464	0.25	0.243	0.061	0.167
4	2	1	3.6	3.4	0.4	0.4	-1.4	0.6	0.16	1.96	0.36	0.044	0.576	0.9
2	4	0	3.42	3.7	0.3	-1.42	0.3	-0.3	2.016	0.09	0.09	0.589	0.024	0.3
3	4	0	1.98	2.9	0.3	1.02	1.1	-0.3	1.040	1.21	0.09	0.525	0.417	0.3
1	1	0	1.2	0.68	0.4	-0.2	0.32	-0.4	0.04	0.1024	0.16	0.033	0.151	0.4
0	0	1	1.14	0.74	0.3	-1.14	-0.74	0.7	1.299	0.5476	0.49	1.14	0.74	1.633
2	1	0	0.66	0.58	0.3	1.34	0.42	-0.3	1.795	0.1764	0.09	2.721	0.304	0.3

Chi Square Test = $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

= 5.761

Pearson chi-square (BS Students) = 5.761

Pearson chi-square (Masters' students) = 3.886

Pearson chi-square (Teachers of Psychology) = 8.75

Degree of freedom = *df* = (Rows in variables table-1) (Columns in variables table-1)

= (5-1) (3-1)

= 4 + 2

df = 6

P-Value (BS Students) = 0.450

P-Value (Masters' Students) = 0.692

P-Value (Teachers of Psychology) = 0.188

Interpretation of the Chi-square test (BS Honors Students)

Considering the degree of freedom (*df*) 6 the calculated value is (5.761) which is Pearson chi-square value and the critical value (table value) is 12.592. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. So in this analysis, we do not reject H0.

Likewise, now we compare our probability value with the level of significance. Here, we have the level of significance (0.05) and obtained P-value is (0.450). If P-value is greater than the level of significance, then we do not reject H0 and if P-value is less than the level of significance (0.05) then we reject H0. In this analysis P-value (0.450) is greater than the level of significance (0.05) thus we do not reject H0.

Thus, it has been concluded that BS Honors students are dissatisfied with their writing proficiency regarding the mechanics of writing and being clear about the conclusion in the written work.

Interpretation of the Chi-square test (Masters' Students)

Concerning the degree of freedom (*df*) 6 the calculated value is (3.886) which is Pearson chi-square value and the critical value (table value) is 12.592. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. So in this analysis, we do not reject H0. Likewise, now we compare our probability value with the level of significance. Here we have the level of significance (0.05) and obtained P-value is (0.692). In this analysis P-value (0.692) is greater than the level of significance (0.05) thus we do not reject H0.

The above analysis clearly shows that the Masters' students are dissatisfied with their proficiency in writing skills in the area of mechanics of writing and being clear about the conclusion in the written work.

Interpretation of the Chi-square test (Teachers of Psychology)

As for degree of freedom (*df*) 6 the calculated value is (8.75) which is Pearson chi-square value and the critical value (table value) is 12.592. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Thus in this analysis, we do not reject H0. Likewise, now we compare our probability value with the level of significance. Here, we have the level of significance (0.05) and obtained P-value is (0.188). In this analysis P-value (0.188) is greater than the level of significance (0.05) therefore we do not reject H0.

Thus, the result shows that teachers are dissatisfied with the learners' writing proficiency, particularly the mechanics of writing, and showing a clear line of reasoning.

5.2.2 Qualitative Analysis of Questionnaires for BS Honors students

The questionnaires consisted of open-ended items also in which the research participants (BS Honors students) were required to write their opinions regarding writing competency. Some of the candidates answered these open-ended questions while few candidates left it unanswered. From the given answers of the BS Honors students following two (2) basic themes emerged:

Theme 1: Inadequacy in organizing ideas

Theme 2: Inappropriate use of Mechanics of Writing

Theme 1: Inadequacy in organizing ideas

The respondents of this specific category believed that they have inadequate skills regarding the organization of ideas. Organizing ideas is crucial as well as the initial stage in writing so students need to be aware of it. Keeping in view its significance BS Honors students mentioned that they are not well- familiar with this skill and due to this they have low proficiency in writing skills. The majority of the students think that at school and college level guidance about organizing ideas in writing skills has not been provided and that is the main reason for inadequacy in organizing ideas. One BS Honors student commented:

"Due to lack of guidance regarding the organization of ideas at the initial stage, we cannot perform well in writing."

Students believed that inadequacy in organizing ideas affects their studies as important and less important ideas, information, etc. are received by students but effective writing demands appropriate organization of ideas. Moreover, they stated that proper familiarity of organizing ideas plays a significant role in good writing. A student reported:

"Inadequacy in organizing ideas creates a problem in effective writing."

Students mentioned that they find writing complex because they have no proper strategy to organize ideas and to present ideas in writing. Without proper organization haphazard opinion takes place. They believed that jumbled statements and unorganized writing material makes them less proficient in writing skills. One BS Honors student commented in the following words:

"We do not have appropriate writing skills as we are not guided properly to organize our ideas well."

Students believed that teachers should guide them in organizing ideas; they should make them proficient in it so that students can produce effective writing material. Lack of guidance from teachers made it difficult for the students to work on their own and learn about it. Students stated that this negligence creates hindrances in their academic work, particularly in writing skills. A BS Honor student commented:

"In academic context, writing is an important skill but we are not proficient in it because we do not know the appropriate way of expressing and organizing ideas."

Another student reported:

"The process of writing becomes difficult for us as we have multiple ideas and knowledge but all this jumbles up in our mind and we fail to organize these scattered ideas into coherent units and also to produce them in an effective piece of writing."

Generally, BS Honors students believe that unawareness and lack of guidance regarding organizing ideas in writing skills makes them less competent in writing skills and also creates a problem in an academic context.

Theme 2: Inappropriate use of Mechanics of Writing

The respondents of this category were BS Honors students. They believed that they have inadequate skills in the mechanics of writing such as spelling, punctuation, etc. Due to this inadequacy in the mechanics of writing they cannot write a single paragraph accurately in proper English. A BS Honors student commented:

"Inadequacy in the mechanics of writing prevents us from writing effectively."

According to the BS Honors student's mechanics of writing includes many important aspects that play a crucial role in writing but students are not properly familiar with the mechanics of writing. The inadequacy in grammar creates hindrances not only in effective communication but it is also problematic for the readers. In an academic context, this inadequacy creates a negative impact and students cannot secure good marks in exams.

The students stated that due to unfamiliarity with basic rules of grammar common mistakes in the use of tenses frequently happened in writing. Due to these mistakes , sentences in writing

often become incorrect. Meanings remain ambiguous and the written draft becomes ineffective. Another student said:

"We are not aware of the basics of grammar. We cannot well present our ideas in written form."

A BS Honors student mentioned:

"……without proper guidance no one can improve grammar. As I am not taught well at the initial level so I am poor in writing correctly."

The respondents believed that spelling mistakes in writing are frequently made by them due to their low proficiency in the mechanics of writing. However, whatever they learn the knowledge they have it all becomes vain when abundant spelling mistakes are made in writing. Students considered this inadequacy a great flaw in writing as writing is the output of knowledge and when it becomes ineffective due to spelling mistakes, the way of expressing ideas and knowledge also becomes ineffective. A BS Honors student commented in the following manner:

"In writing, we have frequent spelling mistakes which create a negative impact on our written work and we fail to write effectively."

According to BS Honors student's majority of the students commit mistakes in punctuation also which is another important aspect of the mechanics of writing. In punctuation, there are many things like colon, semicolon, comma, rules of capitalization, and various other punctuation marks. Most of the students are not aware of all these punctuation marks as they have not received proper guidance about these at the initial level. According to the students, inadequacy in the use of punctuation marks has a negative impact on written work and teachers evaluate written work by considering all these aspects. One BS Honors student stated:

"Regarding perfection in writing skills, punctuation matters a lot but we frequently commit mistakes in the area of punctuation due to inadequate knowledge of mechanics of writing while our teachers expect perfection from all angles."

Most of the BS Honors students feel that in initial academic years they were not taught the mechanics of writing properly. Due to this their adequacy in the written work is not up to the mark. However, some students of English medium background do not feel inadequacy in writing skill particularly the mechanics of writing.

Thus BS Honors students considered their inadequacy in the mechanics of writing a basic flaw in writing skills regarding adequacy in their written works.

5.2.3 Qualitative Analysis of Masters' Students Questionnaires

The questionnaires consisted of open-ended items also in which the research participants (Masters' Students) were required to write their opinions regarding writing proficiency. Some of the candidates answered these open-ended questions whereas few candidates left it unanswered. From the given answers of the Masters' students following theme emerged:

Theme: Inadequacy in the Use of Terminologies of Psychology

The respondents of this category were Masters' students of Psychology. They indicated that students at the Masters' level are not good at using the terminologies of Psychology in their written work. Like other disciplines, Psychology has its subject-specific language and terminologies which students have to follow in written work. In this context students specifically, Master's students' writing fall short of the mark.

Master's students indicated that they should have been taught a specific course regarding terminologies of Psychology and subject-specific language to make them familiar with patterns, items, and phrases of English used in the context of Psychology. A Master's student commented:

"…….familiarity with subject-specific language makes us competent and helps in writing well."

The students believed that guidance provided through specific courses helps in developing good writing skills and this made their writing per the conventions of the discipline (Psychology). According to Master's students' appropriate guidance and practice both significantly contribute to improving their proficiency in writing discipline-specific language. One Master's student indicated:

"If we were provided any practice regarding the use of subject-specific language in the discipline of Psychology then our performance in writing would have been comparatively much better from the initial stage."

Another student mentioned:

"Teachers expect us to write everything adequately used in the discipline otherwise our written work will be termed sub-standard."

The Masters' students suggested that there are some sources that can help them in attaining adequate proficiency in the use of terminologies of psychology in an academic context. In this regard first and the foremost source is the habit of reading texts of Psychology as maximum reading helps in effective writing. Further exposure to academic settings like seminars, presentations, etc. will also prove beneficial. These are some sources which have an input of subject-specific language and terminologies which subsequently prove helpful for

out-put that is the production of texts using terminologies of Psychology and subject-specific language. A Master's student stated:

"I suggest that different sources like maximum reading, presentations, etc. can be frequently beneficial for us in becoming familiar with terminologies of Psychology and in writing accordingly."

Therefore, according to the Master's students, their major flaw in writing is inadequacy in the terminologies of Psychology. Due to this they cannot write adequately with subject-specific language particularly terminologies of Psychology.

5.2.4. Qualitative Analysis of Questionnaires for Teachers of Psychology

In questionnaires for teachers of Psychology open-ended items were also included in which respondents were required to present their views regarding the writing competency of the BS Honors students and Masters' students of Psychology. From the given responses of teachers of Psychology, the following main theme was identified:

Theme: Inadequacy in Clarity in Writing

The Psychology teachers believed that clarity in writing is very essential and the majority of the students have the inadequate ability in producing and creating written drafts that are effective and have clarity regarding communication. Lack of clarity in writing effect assignments and students get low grades in their evaluation.

Teachers mentioned that students are not familiar with principles of clarity in writing and this creates a negative effect on their studies, specifically on writing skills. Unclear drafts written by students depict their confusion and lack of knowledge towards clarity in writing. One Psychology teacher commented:

"Jumbled and unorganized drafts written by students reflect students' inadequate ability in clarity in writing."

As teachers are required to read various writing texts of students so unclear writings first, solely waste teachers' time and second create a negative impact on students' work. Teachers believed that this inadequacy is problematic both for the teachers and students. A Psychology teacher stated:

"As teachers are busy they expect short and clear things in writing but most of the students write in a confused manner which confuses teachers as well."

According to teachers of Psychology, there are multiple reasons which made the writing of students unclear like inadequacy in organizing ideas, repetition of ideas, and over- elaborate. Due to these reasons, writing becomes unclear and it affects students' writing in an academic context. Assignments and written drafts are not well written and ideas remain unclear. Another Psychology teacher mentioned:

"Ambiguously written material creates a negative impact and it is difficult to evaluate it."

Teachers of Psychology perceived that organizing ideas and clarity in writing are interrelated things. If the written draft is not well-organized then obviously it will be unclear. It was mentioned by teachers that inadequacy in organizing ideas resultantly produces unclear texts. The text which is written without thinking and following principles of clarity certainly produced unclear and ambiguous text. A Psychology teacher commented in the following manner:

"Students' writing lacked clarity and organization which are essential in an effective writing and the academic context."

Therefore, teachers of Psychology believed that in writing the students' major flaw is inadequacy in clarity and this thing creates a negative effect.

Section: 2

5.3 Overall Analysis of Writing Skills

The findings are presented in this chapter considering three population groups: teachers of Psychology, BS Honors students, and Master's students of the Psychology department. These three population groups have provided worthwhile information about the linguistic adequacy of the students of Psychology in writing skills. Through analyzing the writing tests and questionnaires both quantitative and qualitative findings are presented in this chapter. The detailed findings of the questionnaires presented above reveal that the majority of the students possess inadequate competency in five areas out of a total of six areas of writing skills. In five areas: organizing ideas, appropriate use of terminologies of Psychology, mechanics of writing, showing a clear line of reasoning, and deducing the basic concept from the related theory findings reveal that more than 75% of students have inadequate proficiency. On the other hand, in one area: being clear about the conclusion in written works findings indicate that students have writing proficiency at an average level. The main reason for students' inadequacy in five areas of writing skills is unfamiliarity with the basics of writing skills. Qualitative findings also exhibit students' inadequacy in writing skills thus there is a correlation between both quantitative and qualitative findings.

The detailed findings of the writing test exhibit students' below-average performance. It reveals students' inadequate competency in writing skills. Hence through findings, it has been concluded that at BS Honors and Masters 'level students lack competency in primary academic skill. This negligence of writing skills certainly affects their studies. Therefore, to overcome this negligence, guidance and practice is essential to make students familiar with this skill. So the overall conclusion shows that the findings of the three population groups reveal Psychology students' inadequacy in writing skills.

CHAPTER 6

ANALYSIS OF LISTENING SKILLS

The chapter presents the findings regarding the listening skills of Psychology students. These findings were obtained through the analysis of questionnaires and results of the listening test. The findings of listening skills regarding questionnaires included the following areas: listening to class lectures, listening to presentations in class, listening to co-learners in pair and group work, listening to instructions of teachers in role-play, and listening with consistency. To assess the existing linguistic adequacy of the learners of Psychology in academic context data was collected from three population groups of Psychology: teachers of Psychology, BS Honors students, and Master's students. Three separate questionnaires for each population group were formulated and distributed. Questionnaire 1 was for Psychology teachers, questionnaire 2 was for BS Honors students and questionnaire 3 was for Master's students.

A Listening test was also conducted to analyze learners' listening skills in an academic context. The test consisted of a recorded lecture on the topic 'Social Psychology'. To analyze the listening skills Psychology students (BS Honors and Master's students) were made to listen to the recorded lecture. After listening to the recorded lecture students had to mark the suitable choice of MCQs related to the recorded lecture. Multiple skills related to listening were analyzed considering these MCQs. The multiple skills included vocabulary, concepts, terminology, identification of words, extracting meanings, input, etc.

This chapter is divided into three sections: students' perceptions, teachers' perceptions, and overall analysis of listening skills. In the first section students' perceptions begin with listening test analysis of BS Honors and Master's students. The next analysis of questionnaires has been presented which contains the quantitative and qualitative analysis of BS Honors and Master's students' questionnaires. The second section is about teachers' perceptions. This section consists of quantitative and qualitative analysis of teachers' questionnaires. The third section is about the overall analysis of listening skills.

Section: 1

6.1 Students' Perceptions: Analysis of Listening Skills

This section begins with a listening test analysis of BS Honors and Master's students which is followed by the summary of a listening test. After it analysis of questionnaires has been presented. Firstly, quantitative and qualitative analysis of questionnaires for BS Honors

learners has been mentioned. Secondly, quantitative and qualitative analysis of questionnaires for Master's students has been presented.

6.1.1. Listening Test Analysis

To analyze the listening skills of BS Honors and Masters' students, a listening test (activity) was conducted. The listening test consisted of a recorded lecture on the topic 'Social Psychology' and multiple-choice questions (MCQs) related to the topic.

Students are made to listen to a recorded lecture. After listening to the lecture they had to mark the suitable choice of MCQs. Through MCQs following skills related to listening were analyzed: vocabulary, input, terminology to identify words, assumed meanings, etc. The total number of BS Honors and Masters' students in the listening test was 200. The students were from the Psychology Department, BZU, and its affiliated colleges in Multan. The time given for the test was half an hour. The researcher herself conducted the test and gave instructions to the students about the test. The listening test is enclosed in Appendix-E.

The findings of each question are presented through frequency, and percentage tables. In each table, term frequency refers to the number of the students. Following are the findings related to each multiple-choice questions (MCQs) in the listening test:

Q.No.1 Social Psychology is the study of how people…….

(In this question students used 'input' to identify the correct answer.)

The findings in table 6.1 exhibit that majority of the students marked the incorrect option. On the other hand, the Masters' students' proficiency in selecting the right option concerning this question is also below average. So, it is concluded that BS Honors students and Masters' students show below average performance in marking appropriate options in this question.

Table 6.1 (Listening Test): Findings of Q. No. 1

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	29	48	29.0	48.0
Incorrect	71	52	71.0	52.0
Total	100	100	100.0	100.0

Q. No.2 Social Psychology is……

(In this question, listening sub-skill 'terminology to identify words' was used by the learners.)

The findings in the following table 6.2 shows that majority of the BS Honors students and Masters' Students were not proficient to mark the right option. Therefore, it is concluded that BS Honors and Masters' students' proficiency in identifying words regarding listening skills are not good.

Table 6.2 (Listening Test): Findings of Q. No. 2

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	18	31	18.0	31.0
Incorrect	82	69	82.0	69.0
Total	100	100	100.0	100.0

Q. No.3 Socialization agencies include……

(In this question, learners employed 'input' listening skill to select the correct option.)

In table 6.3 the results reveal that the listening skills (input) competency of BS Honors and Masters' students particularly in this question was below average. Thus, it is concluded that the students listening skills are not good as the majority of the students were not able to tick the right choice.

Table 6.3 (Listening Test): Findings of Q. No. 3

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	26	44	26.0	44.0
Incorrect	74	56	74.0	56.0
Total	100	100	100.0	100.0

Q. No.4 The infant (child) was born into an already existing group…….

(Concepts in listening skills were used by the students in this question.)

The following table 6.4 makes it clear that most of the BS Honors and Masters' students were not proficient to mark the correct option. Thus, it exhibits students below average listening skills.

Table 6.4 (Listening Test): Findings of Q. No. 4

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	16	37	16.0	37.0
Incorrect	84	63	84.0	63.0
Total	100	100	100.0	100.0

Q. No.5 Modes of socialization are……

(In this question, listening comprehension was used by the students.)

It is inferred from table 6.5 that the majority of the BS Honors and Masters' learners were not capable to tick the right option. Thus, it is concluded that the percentage for marking the correct option is below average.

Table 6.5 (Listening Test): Findings of Q. No. 5

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	36	21	36.0	21.0
Incorrect	64	79	64.0	79.0
Total	100	100	100.0	100.0

Q. No.6 Types of social group…….

(In this question students selected the right option through 'input'.)

It is clear in table 6.6 that the minimum number of students of BS Honors marked accurate options and maximum students marked inaccurate answers. Therefore, it reveals BS Honors

students' low proficiency in listening skills. On the other hand, the majority of the Masters' students marked the right answer in this question so, it reveals Masters' students' satisfactory competence in the listening skills

Table 6.6 (Listening Test): Findings of Q. No. 6

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	18	52	18.0	52.0
Incorrect	82	48	82.0	48.0
Total	100	100	100.0	100.0

Q. No.7 Reference group includes…….

(In this question, listening comprehension was used by the students.)

Table 6.7 indicates that the majority of the BS Honors and Masters' students ticked incorrect options. Hence it is concluded that most of the BS Honors and Masters' students possess low proficiency regarding identifying the correct option.

Table 6.7 (Listening Test): Findings of Q. No. 7

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	23	44	23.0	44.0
Incorrect	77	56	77.0	56.0
Total	100	100	100.0	100.0

Q. No.8 Definition of in-group and out-group…….

(In this question through 'input' learners identified the correct answer.)

The findings in table 6.8 signify that the majority of the BS Honors and Masters' students were less proficient to mark the appropriate option. Thus, it is clear that the percentage for selecting accurate options is below average.

Table 6.8 (Listening Test): Findings of Q. No. 8

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Correct	19	34	19.0	34.0
Incorrect	81	66	81.0	66.0
Total	100	100	100.0	100.0

6.1.2. Listening Test Summary

These findings are particularly of the listening test (activity) conducted at BS Honors and Master's level. The result shows that learners do not have adequate awareness of listening skills. The summary of the findings of the listening test are given below in a table 6.9:

Findings of BS Honors Students	Findings of Masters Students
Q1. BS Honors students show below average performance.	Q1. Masters' students have below average performance.
Q2. BS Honors students' proficiency in identifying words regarding listening skills are not good.	Q2. Masters' students competency in identifying words concerning listening skills are not good.
Q3. BS Honors students competency was below average.	Q3. Majority of the Masters' students were not proficient enough to tick the correct option.
Q4. BS Honors students possess below average proficiency in listening skills in this question.	Q4. Masters' students were not competent to select the correct option in this question.
Q5. BS Honors students' listening comprehension was not good particularly in this question.	Q5. Masters' students' listening comprehension was below average in this question.
Q6. BS Honors students have low proficiency in listening skills specifically related to this question.	Q6. Masters' students have satisfactory competence in listening skills concerning this question.
Q7. BS Honors students possess low proficiency.	Q7. The Masters' students marked incorrect options so have below average performance in listening skills.
Q8. BS Honors students were less proficient to mark the correct option.	Q8. The Masters' students revealed low competence in selecting the right option regarding this question.

Table 6.9: Overall Summary of the findings of Listening Skills

Thus, the ratio of selecting accurate options in the listening test at BS Honors and Masters' level is below average. It shows that the students required guidance regarding listening skills. Moreover, different activities should be introduced to bridge the gap in listening skills and to make learners position best in academic settings.

6.2. Analysis of Questionnaires

Regarding questionnaires of BS Honors, Masters' students and teachers of Psychology, the quantitative and qualitative details about the listening competency are presented. The questionnaires consisted of four main items of language skills: reading, writing, speaking, and listening. The listening skills section consisted of one main question: listening to English in specific areas of academic settings. The questionnaires also incorporated open-ended items related to the field of study. Quantitative and qualitative data analysis has been presented.

6.2.1. Quantitative Analysis of Questionnaires

For quantitative analysis, the following five areas of listening have been taken under consideration:

1. listening to class lectures
2. listening to presentations in class
3. listening to co-learners
4. listening to instructions of teachers
5. listening with consistency

Quantitative analysis is presented through questionnaires' variables table, frequencies, and computations table. Data has been analyzed through employing chi-square test. The questionnaire for teachers of Psychology is enclosed in Appendix-B, questionnaire for BS Honors students is enclosed in Appendix-C, questionnaire for Masters' students is enclosed in Appendix-D, and chi-square test is enclosed in Appendix-L.

6.2.1.1. Association between learners listening proficiency: lectures, presentations, and listening with consistency to co-learners as well as to the instruction of teachers.

Chi-Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

$\sum$ = sum of

f_o = number of observed data

f_e = number of expected data (from hypothesis)

df = degree of freedom = *df* is used to check the critical values or table values given in chi-square table.

P-Value= it is a probability value, it is a positive value and always greater than zero and less than one. P-Value range is (0-1) means this value lies between zero (0) to one (1).

Table 6.10: Questionnaires' Variables

Options	Listening to class lectures			Listening to presentations in class			Listening to co-learners			Listening with consistency			Listening to instructions of teachers in role play			Total		
	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teache
Fully Satisfied	6	4	0	3	2	1	8	6	0	2	1	0	0	2	0	19	15	1
Satisfied	4	5	1	5	4	1	9	5	0	6	4	0	2	3	0	26	21	2
Dissatisfied	5	7	2	7	7	1	12	9	0	4	12	1	4	6	1	32	41	5
Fully Dissatisfied	2	2	0	3	1	0	6	3	0	6	8	1	3	1	0	20	15	1
No opinion	0	0	0	0	0	0	2	2	1	1	4	0	0	2	0	3	8	1
Total	17	18	3	18	14	3	37	25	1	19	29	2	9	14	1	100	100	10

Table 6.11: Frequencies and Computations

f_o			f_e			$(f_o - f_e)$			$(f_o - f_e)^2$			$\frac{(f_o - f_e)^2}{f_e}$		
BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers
6	4	0	3.23	2.7	0.3	2.77	1.3	-0.3	7.672	1.69	0.09	2.375	0.626	0.3
3	2	1	3.42	2.1	0.3	-0.42	-0.1	0.7	0.176	0.01	0.49	0.051	0.005	1.633
8	6	0	7.03	3.75	0.1	0.97	2.25	-0.1	0.940	5.063	0.01	0.134	1.350	0.1
2	1	0	3.61	4.35	0.2	-1.61	-3.35	-0.2	2.592	11.223	0.04	0.718	2.58	0.2
0	2	0	1.71	2.1	0.1	-1.71	-0.1	-0.1	2.924	0.01	0.01	1.709	0.005	0.1
4	5	1	4.42	3.78	0.6	-0.42	1.22	0.4	0.176	1.488	0.16	0.039	0.394	0.267
5	4	1	4.68	2.94	0.6	0.32	1.06	0.4	0.102	1.124	0.16	0.022	0.382	0.267
9	5	0	9.62	5.25	0.2	-0.62	-0.25	-0.2	0.384	0.063	0.04	0.039	0.012	0.2
6	4	0	4.94	6.09	0.4	1.06	-2.09	-0.4	1.123	4.368	0.16	0.227	0.717	0.4
2	3	0	2.34	2.94	0.2	-0.34	0.06	-0.2	0.115	0.004	0.04	0.049	0.001	0.2
5	7	2	5.44	7.38	1.5	-0.44	-0.38	1.5	0.193	0.144	1.5	0.035	0.019	0.167
7	7	1	5.76	5.74	1.5	1.24	1.26	1.5	1.537	1.588	1.5	0.267	0.277	0.167
12	9	0	11.84	10.25	0.5	0.16	-1.25	0.5	0.025	1.563	0.5	0.002	0.152	0.5
4	12	1	6.08	11.89	1	-2.08	0.11	1	4.326	0.012	1	0.712	0.001	0
4	6	1	2.88	5.74	0.5	1.12	0.26	0.5	1.254	0.068	0.5	0.435	0.012	0.5

2	2	0	3.4	2.7	0.3	-1.4	-0.7	0.3	1.96	0.49	0.3	0.576	0.181	0.3
3	1	0	3.6	2.1	0.3	-0.6	-1.1	0.3	0.36	1.21	0.3	0.1	0.576	0.3
6	3	0	7.4	3.75	0.1	-1.4	-0.75	0.1	1.96	0.563	0.1	0.265	0.150	0.1
6	8	1	3.8	4.35	0.2	2.2	3.65	0.2	4.84	13.323	0.2	1.274	3.063	3.2
3	1	0	1.8	2.1	0.1	1.2	-1.1	0.1	1.44	1.21	0.1	0.8	0.576	0.1
0	0	0	0.51	1.44	0.3	-0.51	-1.44	0.3	0.260	2.074	0.3	0.509	1.440	0.3
0	0	0	0.54	1.12	0.3	-0.54	-1.12	0.3	0.291	1.254	0.3	0.539	1.119	0.3
2	2	1	1.11	2	0.1	0.89	0	0.1	0.792	0	0.1	0.714	0	8.1
1	4	0	0.57	2.32	0.2	0.43	1.68	0.2	0.184	2.822	0.2	0.323	1.216	0.2
0	2	0	0.27	1.12	0.1	0.98	0.88	0.1	0.960	0.774	0.1	3.556	0.691	0.1

Chi Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Pearson chi- square (BS Honors Students) = 15.47

Pearson chi-square (Masters' Students) = 15.545

Pearson chi-square (Teachers of Psychology) = 18.001

Degree of freedom = *df* = (Rows in variables table-1) (Columns in variables table-1)

= (5-1) (5-1)

= 4 + 4

df = 8

P-Value (BS Honors Students) = 0.05

P-Value (Masters' Students) = 0.049

P-Value (Teachers of Psychology) = 0.02

Interpretation of the Chi-square test (BS Honors Students)

Considering the degree of freedom (*df*) 8, the calculated value is (15.47) which is Pearson chi-square value and the critical value (table value) is 15.507. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Thus in this analysis, we do not reject H0. Similarly, now we compare our probability value with the level of significance. In this analysis we have the level of significance 0.05 and the obtained P-value is 0.05. If P-value is greater than the level

of significance, then we do not reject H0 and if P-value is less than the level of significance 0.05 then we reject H0. Here P-value 0.05 is equivalent to the level of significance 0.05 and it is statistically significant so we do not reject H0.

Through the above analysis, it is evident that variables are independent so we do not reject H0. Further, the BS students are not completely satisfied with their listening competency specifically in the areas of listening to presentations in class and listening to co-learners.

Interpretation of the Chi-square test (Masters' Students)

Regarding the degree of freedom (*df*) 8 the calculated value is 15.545 which is Pearson chi-square value and the critical value (table value) is 15.507. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Thus in this analysis, we reject H0. Likewise, now we compare our probability value with the level of significance. In this analysis we have the level of significance 0.05 and the obtained P- value is 0.049. The P-value 0.049 is less than the level of significance 0.05 which is statistically significant so we reject H0.

Through the above analysis, it is evident that variables are not independent so we reject H0. Further, the Masters' students are not completely satisfied with their listening proficiency particularly in the following areas: listening to lectures in class, listening to co-learners, and listening with consistency.

Interpretation of the Chi-square test (Teachers of Psychology)

Regarding degree of freedom (*df*) 8 the calculated value is 18.001 which is Pearson chi-square value and the critical value (table value) is 15.507. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Therefore, in this analysis, we reject H0. Likewise, now we compare our probability value with the level of significance. In this analysis, we have the level of significance 0.05 and the obtained P-value is 0.02 which is statistically significant. The P-value 0.02 is smaller than the level of significance 0.05 so we reject H0.

Thus, the analysis makes clear that the teachers of Psychology are not completely satisfied with the Psychology students' listening proficiency particularly in the areas of listening to lectures in class, listening to co-learners, and listening with consistency.

6.2.2. Qualitative Analysis of Questionnaires for BS Honors Students

The questionnaires were also open-ended items in which the BS Honors students were required to write down their opinion regarding listening proficiency. These open-ended questions were left unanswered by some of the candidates while others gave their opinion. From the given responses of BS Honors students following theme emerge

Theme: Concentration is key to good listening

In open-ended questions in questionnaires, the majority of the respondents reflected this theme. Students commented that no doubt concentration is a key to good listening but for them maintaining concentration in listening is not easy. While listening to lectures, presentations, and instructions, students' minds cannot fully concentrate on it. As concentration is maintained with interest and lectures fail to attract students' attention and interest. Consequently, important points of the lecture are not comprehended. One BS Honors student commented:

"It is difficult to attend lectures with concentration as teachers' lecture delivery techniques are very boring."

Learners reported in questionnaires that as lectures are not interesting so their minds start wandering during the lecture. The complexity of lectures is also a reason due to which students fail to concentrate. Learners commented that teachers do not make it understandable for us and it is above our mental level. We fail to grasp the points in lectures as teachers use complex structures in lectures. Points and themes needed to be elucidated in general English so that we can comprehend it. Students believed that lectures should go from general to specific so that their interest and concentration in listening remain maintained.

A BS Honor student said:

"Teachers should interestingly deliver lectures so that we can conveniently comprehend it with full concentration."

In response to open-ended items, BS Honors students commented that they try their best to maintain full concentration during the lectures but due to obsolete teaching methodology students fail to maintain their concentration. Teachers behaved like a machine in the class which continuously kept on speaking without including students in any encouraging activities in lectures without any students' participation and any change in tone. Teachers have just one aim to complete the topic in a lecture without considering whether we comprehend it or not. A comment by a BS Honors student is worth mentioning:

"Lectures are boring, monotonous and due to this despite our efforts, we cannot fully concentrate on it."

Generally, students' responses indicated that listening plays a significant part in an academic context. In this regard concentration and listening with consistency is very crucial. But teachers' obsolete teaching methodology and the complexity of lectures prevented students from maintaining concentration in listening.

Students reported that due to lack of concentration in listening, the problem arises in comprehension and many important points remain ambiguous in their mind and resultantly it affects their studies. A BS Honor student said:

"Listening with consistency is necessary and we need help from teachers in this regard."

6.2.3. Qualitative Analysis of Questionnaires for Masters' Students

The questionnaires were also open-ended items in which the Masters' students were required to present their opinions regarding listening proficiency. These open-ended questions were left unanswered by some of the candidates while others gave their opinion. From the given responses of Masters' students following theme emerged:

Theme: Extraction is essential in effective listening

The Masters' students reflected the theme in response to open-ended items in questionnaires that extracting the meaning of familiar words and the whole crux is essential regarding effective listening. Respondents believed that listening becomes meaningful when extracting the gist of lectures, presentations, topics, etc. is convenient. Without any inkling of doubt extraction helps in comprehension but for them extracting the whole crux of the topic is a difficult task. A Masters' student commented:

"I feel difficulty in extracting the whole crux of the related topic as lectures have a complex structure and my listening skills are not good."

Learners commented in questionnaires that due to poor extracting skills they feel a problem in the comprehension of syntax, lexis, and discourse of academic texts. For this group of respondents' extraction in listening is a problem. Due to this flaw they cannot properly comprehend the lecture, presentations, etc. and have minimum knowledge about the related topic. One student said:

"Sometimes lectures go above our mind and we fail to extract the meaning of familiar words from it."

Masters' students reported that low proficiency in extracting meaning creates a problem for them in exams as they cannot perform well due to insufficient knowledge. When they cannot comprehend well in lectures, presentations, etc. then they have inadequate knowledge about the related topic. They want teachers to guide them in this context. A masters' student mentioned:

"We tried to listen carefully to the class, the lectures, presentations, etc. but then we couldn't comprehend important parts of the lectures, etc. as we could not extract well. Due to this, we suffer a lot in one way or the other."

Learners' responses indicated that listening is crucial in an academic context but inadequacy in extracting the meaning of familiar words and the whole crux causes a problem for them.

Meaning and concepts remain unclear in the mind due to inadequacy in extraction. Due to this inadequacy, they make guesses about the meaning which mostly are incorrect.

Masters' students believed that lectures of teachers are of great significance as it is their learning stage. So learners want to comprehend every point, they want to have command on all the related topics. Missing any part of the lecture can negatively affect their studies. Learners reported in questionnaires that most of them hesitate in asking teachers to repeat the points they already mentioned. Therefore, extraction is essential regarding listening skills as through it they grasp the main points and meanings. The following comment of a Masters' students is worth quoting:

"At first I failed to comprehend points and answers so I ask my teachers to repeat it and they get annoyed by this. They say I do not listen properly and pay no attention to lectures."

Another student said:

"When we ask teachers to repeat the points of lectures some teachers consider it a sign of disrespect and they seldom repeat it."

The analysis of Masters' students' responses makes it obvious that students considered extraction essential for effective listening. Extraction helps in comprehension of lectures and elaboration of important points. The majority of the students commented that they have poor listening skills specifically in extracting meanings of familiar words and whole crux. They did not receive adequate guidance about it from teachers which subsequently affects their studies.

6.2.4. Qualitative Analysis of Questionnaires for Teachers of Psychology

Open-ended items were also incorporated in the questionnaires in which the teachers of Psychology were required to give their opinions considering the listening proficiency of the BS Honors and Master's students of Psychology. These open-ended questions were left unanswered by few respondents whereas other respondents gave their opinion. From the given responses of teachers of Psychology following one major theme was identified:

Theme: Academic Background determines adequacy in listening

This theme emerged from teachers' responses. In questionnaires teachers of Psychology reported that adequacy in listening skills depends upon learners' academic background. The learner comes from diversified backgrounds but students with an English medium background possess adequate proficiency regarding listening skills. On the other hand, students with an Urdu medium background have inadequate proficiency. English medium students can easily comprehend lectures, presentations, and discussions and feel not much difficulty in this regard. On the other hand, for students from Urdu medium background comprehending English lectures is a difficult task. They do not understand the concepts and

due to their low proficiency teachers also have to deliver lectures in the Urdu language. This comprehension problem persists at the initial stage and subsequently students develop an understanding regarding English lexis and syntax. A Teacher said:

"At first learners felt difficulty in comprehending lectures in English language and demanded Urdu translation of lectures. Gradually they started comprehending lectures to some extent and after a few months developed a complete understanding of English lectures. On the contrary, students from an English medium background conveniently comprehend entire English lectures from the initial stage."

Teachers of Psychology believed that Urdu medium students find it hard to grasp lectures in the English language. Their difficulty in listening to lectures in the English language and understanding is evident. One teacher of Psychology commented:

"Students' blank faces during lectures made it clear to us that they do not comprehend lectures and due to this they suffer in exams and even cannot participate effectively in class-discussion."

Some teachers of Psychology indicated in response to open-ended questions in the questionnaire that while considering students' low proficiency in listening to lectures in English language teachers have to deliver English lectures mixed with Urdu translation. They cannot deliver full lectures in the English language as it is not understandable for learners, specifically learners from Urdu medium backgrounds. A teacher of Psychology stated:

"I want to deliver lectures throughout the English language but as learners cannot comprehend lectures delivered in English language due to Urdu medium background. Therefore, I decided to use Urdu translation in English lectures especially in the first few months of the session."

Another teacher mentioned:

"Due to students' low proficiency in listening skills regarding lectures in the English language I decided to switch over to the Urdu language to make concepts clear to students."

Therefore, through the analysis of teachers' responses, it is evident that Psychology teachers strongly believed that students have inadequate listening skills particularly students from Urdu medium background cannot comprehend full lectures in the English language so, teachers have to deliver lectures mixed with Urdu translation.

Section: 2

6.3. Overall Analysis of Listening Skills

Regarding the following three population groups: BS Honors students, Master's students, and teachers of Psychology the findings are presented in this chapter. The three population groups provided useful information regarding the linguistic adequacy of learners of Psychology in

listening skills. Qualitative and Quantitative findings are presented by analyzing questionnaires and listening test. The detailed findings of the questionnaires presented above clearly show that the majority of the students have inadequate proficiency in four areas out of a total of five areas of listening skills. In one area: listening to co-learners, findings reveal students' adequate listening competence. In the remaining four areas: listening to lectures, listening to presentations, listening to instructions of teachers in role-playing, and listening with consistency, the result indicates that more than 70% of students have inadequate competency in it. The reason for learners' inadequacy in listening skills is a lack of concentration, extraction, and diversified academic background. Qualitative findings also show students' low proficiency in listening skills thus there is a correlation between both qualitative and quantitative findings.

The result of the listening test exhibits learners' below-average performance. It indicates that students have inadequate competency in listening skills. Thus through findings, it has been concluded that at BS Honors and Masters' level students possess inadequate listening proficiency. This inadequate listening proficiency made it clear that different activities should be introduced to bridge the gap in listening skills and also to make learners position better in academic settings.

In a nutshell, the overall conclusion reveals that the findings of three population groups exhibit Psychology students' inadequacy in listening skills.

CHAPTER 7

ANALYSIS OF SPEAKING SKILLS

To know the existing level of linguistic adequacy of the students of Psychology, findings of speaking skills considering an analysis of questionnaires and speaking test are presented in this chapter. In this regard, data was collected from the following three population groups of Psychology: Psychology teachers, BS Honors Students, and Masters' Students. Three separate questionnaires for each population group were formulated and distributed. Questionnaire 1 was for Psychology teachers, questionnaire 2 was for BS Honors Students and questionnaire 3 was for Masters' Students. A speaking test was also conducted to assess the students' speaking skills in the academic context.

The questionnaire data was analyzed by considering the following elements of speaking skills: asking questions to teachers in the class, giving presentations, pair and group work in class, role-play, expressiveness in speech, appropriate word choice, and distinctness in speech.

The speaking test included an activity 'Schizophrenic Disorder'. The activity 'Schizophrenic Disorder' contains a few questions which students had to discuss with each other. Through the discussion of students, the following elements of speaking skills were analyzed: fluency, accent, tone, speed, clarity, vocabulary, and hesitation. For analysis of the elements, an evaluation sheet was formulated to assess the extent of Psychology students' competency in English speaking skills.

This chapter comprises three sections: students' perceptions, teachers' perceptions and overall analysis of speaking skills. In the first section students' perceptions begin with BS Honors students and Master's students speaking test analysis. After it, analysis of questionnaires has been presented and it consists of quantitative and qualitative analysis of BS Honors and Masters' students' questionnaires. The second section is about teachers' perceptions. This section consists of a quantitative and qualitative analysis of teachers' questionnaires. The third section is about overall analysis of speaking skills.

Section: 1

7.1 Students' Perceptions: Analysis of Speaking Skills

The section begins with a speaking test analysis of BS Honors and Masters' students and is followed by the summary of the speaking test. After it, analysis of questionnaires has been presented. Quantitative and qualitative analysis of questionnaires for BS Honors students has been given. Subsequently, quantitative and qualitative analysis of questionnaires for Masters' students has been presented.

7.1.1. Speaking Test Analysis

To assess the speaking skills of BS Honors and Masters' students speaking test (activity) was conducted. In the speaking activity, an extract entitled 'Schizophrenic Disorder' along with the questions (entitled oral interaction) was provided to the students. The research participants were 100 BS Honors and 100 Masters' students from the Psychology Department, BZU, and its affiliated colleges in Multan. The students were in groups, three to four students in a group discussed questions of speaking activity with each other. Through discussion following elements of speaking skills were analyzed: fluency, accent, vocabulary, speed, tone, clarity, and hesitation. For the speaking activity, thirty minutes were given to the students. The researcher herself conducted the test and provided instructions to the Psychology students. The speaking test is enclosed in Appendix-F.

The findings of the speaking test are presented through frequency, and percentage tables. In each table, the term frequency refers to the number of the students. The following are the findings of the speaking test:

1. **Hesitation**

Hesitation is a hindrance to a smooth and fluent speech. It is the main hurdle in speaking skills. In an academic setting, students face hesitation at many speaking stages.

Table 7.1(Speaking Test): Findings of Hesitation

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Not at all	0	4	0.0	4.0
Little extent	18	29	18.0	29.0
Some extent	34	53	34.0	53.0
Great extent	48	14	48.0	14.0
Total	100	100	100.0	100.0

The above findings of the speaking test concerning the element 'hesitation' reveal that it is present at a "great extent" in the speaking skills of BS Honors students whereas to "some extent" in the speaking skills of the Masters' students.

2. **Fluency**

Fluency indicates smooth and fluent speech. It is a sign of positive speaking skills.

Table 7.2 (Speaking Test): Findings of Fluency

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Not at all	22	2	22.0	2.0
Little extent	49	33	49.0	33.0
Some extent	29	64	29.0	64.0
Great extent	0	1	0.0	1.0
Total	100	100	100.0	100.0

The result shows that the element of 'fluency' is present to "little extent" in the speaking skills of BS Honors students while it is present at "some extent" in the speaking skills of the Masters' students.

3. **Vocabulary**

In speaking skills vocabulary is the most significant aspect. Concepts and thoughts are first wrapped up in a good vocabulary and then it is effectively presented so as to have a positive impact on the listener. Proper order and construction of words is essential in vocabulary.

Table 7.3 (Speaking Test): Findings of Vocabulary

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Not at all	2	1	2.0	1.0
Little extent	55	41	55.0	41.0
Some extent	39	52	39.0	52.0
Great extent	4	6	4.0	6.0
Total	100	100	100.0	100.0

The above findings made it clear that appropriate 'vocabulary' is present "at little extent" in the speaking skills of BS Honors students whereas it is present at "some extent" in the speaking skills of the Masters' students.

4. **Accent & Pronunciation**

It is the most striking feature of speaking skills. Accents show the way speech takes place. Everybody has a different accent and pronunciation. Learners at BS Honors and Masters'

level indicate different accent and pronunciation. In speaking skills through accent thoughts are presented.

Table 7.4 (Speaking Test): Findings of Accent & Pronunciation

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Not at all	6	4	6.0	4.0
Little Extent	59	62	59.0	62.0
Some extent	35	34	35.0	34.0
Great extent	0	0	0	0
Total	100	100	100.0	100.0

The above result indicates that 'accent and pronunciation' trait is maintained at a "little extent" in the speaking skills of the BS Honors and Masters' students.

5. Distinctness in Speech

Distinctness in speech means clarity in speech. While speaking, concepts and thoughts should be vivid and there should be no ambiguity in speech. Distinctness in speech indicates positive speech.

Table 7.5 (Speaking Test): Findings of Distinctness in Speech

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Not at all	2	2	2.0	2.0
Little extent	53	37	53.0	37.0
Some extent	39	58	39.0	58.0
Great extent	6	3	6.0	3.0
Total	100	100	100.0	100.0

The above analysis clearly shows that 'distinctness in speech' is maintained to a "little extent" in the speaking skills of BS Honors students. On the other hand, this speaking skill is maintained to "some extent" in the speaking skills of the Masters' students.

6. Tone

The tone is crucial in speaking skills. The tone indicates whether the speaker is angry, happy, gloomy, etc. Rise and fall of the tone also affect the speech.

Table 7.6 (Speaking Test): Findings of Tone

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Not at all	0	0	0	0
Little extent	48	42	48.0	42.0
Some extent	51	55	51.0	55.0
Great extent	1	3	1.0	3.0
Total	100	100	100.0	100.0

The finding reveals that 'tone' is managed to "some extent" in speaking skills of BS Honors and Masters' students.

7. Speed

Speed varies among speakers. In speaking skills speed is the ratio at which speakers convey their messages. Speed can be very slow and it can be very rapid also.

Table 7.7 (Speaking Test): Findings of Speed

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Not at all	3	4	3.0	4.0
Little extent	57	63	57.0	63.0
Some extent	38	31	38.0	31.0
Great extent	2	2	2.0	2.0
Total	100	100	100.0	100.0

The result indicates that 'speed' is maintained at a "little extent" in the speaking skills of BS Honors and Masters' students.

8. Clarity

Clarity is the decency of speech and message. In speaking skills, clarity means that speech should be simple and clear so that it can be well comprehended

Table 7.8 (Speaking Test): Findings of Clarity

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Not at all	6	3	6.0	3.0
Little extent	53	26	37.0	26.0
Some extent	37	64	53.0	64.0
Great extent	4	7	4.0	7.0
Total	100	100	100.0	100.0

The above analysis exhibits that the element of 'clarity' is present to "some extent" in the speaking skills of Masters' students and to "little extent" in the speaking skills of BS Honors students.

7.1.2 Speaking Test Summary

These findings are particularly of the speaking test conducted at BS Honors and Masters' level. The findings show that the students do not have adequate awareness about speaking skills. The detailed sum up of the findings of the speaking test are presented below in table 7.9.

Findings of BS Honors Students	Findings of Masters' Students
Q1. Hesitation is present to a **great extent** in the speaking skills of BS Honors students.	Q1. Hesitation is at **some extent** in the speaking skills of the Masters' students.
Q2. Fluency is at **little extent** in the speaking skills of the BS Honors students.	Q2. Fluency is at **some extent** in the speaking skills of the Masters' students.
Q3. Use of appropriate Vocabulary is at **little extent** in the speaking skills of BS Honors students.	Q3. The Masters' students' use of appropriate vocabulary is present at **some extent** in the speaking skills.
Q4. Accent and pronunciation is appropriately maintained to a **little extent** in the speaking skills of the BS Honors students.	Q4. To a **little extent** the accent and pronunciation is properly focused on the speaking skills of the Masters' students.
Q5. In the speaking skills of the BS Honors students, the distinctness of speech is present to a **little extent.**	Q5. The distinctness of speech is maintained to **some extent** in the speaking skills of the Masters' students.

Q6. BS Honors students managed tone to **some extent** in their speaking skills.	Q6. To **some extent** Masters' students maintained appropriate tone in their speaking skills.
Q7. In the speaking skills of BS Honors students proper speed is focused at a **little extent.**	Q7. The Masters' students maintained adequate speed in speaking skills to a **little extent.**
Q8. Clarity is present at **little extent** in the speaking skills of the BS Honors students.	Q8. The Masters' students revealed clarity to **some extent** in the speaking skills.

Table 7.9: Overall Summary of the findings of Speaking Skills

Hence, the findings indicate that the BS Honors and Masters' students do not have the required competency in speaking skills.

7.2 Analysis of Questionnaires

Regarding questionnaires of BS Honors students, Masters' students and teachers of Psychology, quantitative and qualitative information about the speaking proficiency is presented. 100 students of BS Honors, 100 Masters' students and ten teachers from the Psychology Department, BZU, and its affiliated colleges in Multan were selected as research participants. The questionnaires comprised four main items of language skills: writing, speaking, listening, and reading. The speaking skills section in the questionnaires consisted of the following aspects: asking questions to teachers in the class, giving presentations, pair and group work in class, role-play, expressiveness in speech, appropriate word choice, and distinctness in speech. Moreover, the questionnaires included some open-ended items related to the field of study. Both quantitative and qualitative data analysis is presented.

7.2.1. Quantitative Analysis of Questionnaires

In quantitative analysis the speaking proficiency in following seven areas has been considered:

1. Asking questions to teachers in the class
2. Giving presentations
3. Pair and group work in class
4. Role play
5. Expressiveness in speech
6. Appropriate word choice
7. Distinctness in speech

Quantitative analysis is presented through questionnaires' variables table, frequencies, and computations table. Chi-square test has been used for data analysis. The questionnaire for Teachers of Psychology is enclosed in Appendix-B, the questionnaire for BS Honors students

is enclosed in Appendix-C, and the questionnaire for Masters' students is enclosed in Appendix-D.

1. Association between speaking proficiency regarding asking questions to teachers, giving presentations, appropriate word choice, and distinctness in speech.

Chi Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

$\sum$ = sum of

f_o = number of observed data

f_e = number of expected data (from hypothesis)

df = degree of freedom = *df* is used to check the critical values or the table values given in chi-square table.

P-value= it is a probability value, it is a positive value and always greater than zero and less than one. P-Value range is (0-1) means this value lies between zero (0) to one (1).

Table 7.10: Questionnaires' Variables

Table 7.11: Frequencies and Computation

f o			*f* e			(*f* o_ *f* e)			(*f* o_ *f* e)2			- $\frac{(f_o - f_e)^2}{f_e}$		
BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers	BS	Masters	Teachers
6	4	0	3.4	1.69	0	2.6	2.31	0	6.76	5.3361	0	1.988	3.157	0
3	2	0	3.06	2.21	0	-0.06	-0.21	0	0.0036	0.0441	0	0.001	0.019	0
2	3	0	2.38	1.95	0	-0.38	1.05	0	0.1444	1.1025	0	0.061	0.565	0
1	0	0	1.7	1.82	0	-0.7	-1.82	0	0.49	3.3124	0	0.288	1.82	0
0	2	0	1.87	2.08	0	-1.87	-0.08	0	3.4969	0.0064	0	1.87	0.003	0
2	0	0	1.87	1.69	0	0.13	-1.69	0	0.0169	2.8561	0	0.009	1.69	0
3	2	0	2.72	1.56	0	0.28	0.44	0	0.0784	0.1936	0	0.029	0.124	0
5	3	2	5.2	3.25	1.2	-0.2	-0.25	0.8	0.04	0.0625	0.64	0.008	0.019	0.533
4	4	1	4.68	4.25	0.8	-0.68	-0.25	0.2	0.4624	0.0625	0.04	0.099	0.015	0.05
6	4	0	3.64	3.75	0.4	2.36	0.25	-0.4	5.5696	0.0625	0.16	1.530	0.017	0.4
3	3	0	2.6	3.5	0.4	0.4	-0.5	-0.4	0.16	0.25	0.16	0.062	0.071	0.4
2	4	1	2.86	4	0.4	-0.86	0	0.6	0.7396	0	0.36	0.259	0	0.9
3	5	0	2.86	3.25	0.4	0.14	1.75	-0.4	0.0196	3.0625	0.16	0.007	0.942	0.4
3	2	0	4.16	3	0.4	-1.16	-1	-0.4	1.3456	1	0.16	0.323	0.333	0.4
7	5	1	6.4	5.2	1.5	0.6	-0.2	-0.5	0.36	0.04	0.25	0.056	0.008	0.167
5	8	1	3.2	6.8	1	1.8	1.2	0	3.24	1.44	0	1.013	0.212	0
4	5	1	4.48	6	0.5	-0.48	-1	0.5	0.2304	1	0.25	0.051	0.167	0.5
2	6	1	3.2	5.6	0.5	-1.2	0.4	0.5	1.44	0.16	0.25	0.45	0.029	0.5
5	5	0	3.52	6.4	0.5	1.48	-1.4	-0.5	2.1904	1.96	0.25	0.622	0.306	0.5
4	6	1	3.52	5.2	0.5	0.48	0.8	0.5	0.2304	0.64	0.25	0.065	0.123	0.5
5	5	0	5.12	4.8	0.5	-0.12	0.2	-0.5	0.0144	0.04	0.25	0.001	0.008	0.5

2	1	0	3.8	2.08	0	-1.8	-1.08	0	3.24	1.1664	0	0.853	0.561	0
6	3	0	3.42	2.72	0	2.58	0.28	0	6.6564	0.0784	0	1.946	0.029	0
1	2	0	2.66	2.4	0	-1.66	-0.4	0	2.7556	0.16	0	1.036	0.067	0
2	2	0	1.9	2.24	0	0.1	-0.24	0	0.01	0.0576	0	0.005	0.026	0
3	4	0	2.09	2.56	0	0.91	1.44	0	0.8281	2.0736	0	0.396	0.81	0
2	2	0	2.09	2.08	0	-0.09	-0.08	0	0.0081	0.0064	0	0.004	0.003	0
3	2	0	3.04	1.92	0	-0.04	0.08	0	0.0016	0.0064	0	0.001	0.003	0
0	0	0	1.2	0.78	0.3	-1.2	-0.78	-0.3	1.44	0.6084	0.09	1.2	0.78	0.3
0	0	0	0.6	1.02	0.2	-0.6	-1.02	-0.2	0.36	1.0404	0.04	0.6	1.02	0.2
1	1	0	0.84	0.9	0.1	0.16	0.1	-0.1	0.0256	0.01	0.01	0.030	0.011	0.1
2	3	0	0.6	0.84	0.1	1.4	2.16	-0.1	1.96	4.6656	0.01	3.267	5.554	0.1
1	1	0	0.66	0.96	0.1	0.34	0.04	-0.1	0.1156	0.0016	0.01	0.175	0.002	0.1
0	0	0	0.66	0.78	0.1	-0.66	-0.78	-0.1	0.4356	0.6084	0.01	0.66	0.78	0.1
2	1	1	0.96	0.72	0.1	1.04	0.28	0.9	1.0816	0.0784	0.81	1.127	0.109	8.1

Chi Square Test= $\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$

Pearson chi-square (BS Honors Students) = 20.092

Pearson chi-square (Masters' Students) = 19.383

Pearson chi-square (Teachers of Psychology) = 14.75

Degree of freedom = *df* = (Rows in variables table-1) (Columns in variables table-1)

= (5-1) (7-1)

= 4 + 6

df= 10

P-Value (BS Honors Students) = 0.028

P-Value (Masters' Students) = 0.036

P-Value (Teachers of Psychology) = 0.141

Interpretation of the Chi-square test (BS Honors Students)

With regard to degree of freedom (*df*) 10, the calculated value is 20.092 that is Pearson chi-square value and the critical value (table value) is 18.307. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Thus in this analysis, we reject H0. Similarly, now we compare our probability value with the level of significance. Here we have the level of significance 0.05 and the obtained P-value is 0.028. If P-value is greater than the level of significance, then we do not reject H0 and if P-value is less than the level of significance 0.05 then we reject H0. In this analysis P-value 0.028 is smaller than the level of significance 0.05 so we reject H0.

Thus, it is concluded that the BS Honors students are not completely satisfied with their speaking proficiency particularly in the following areas: asking questions to teachers, giving presentations, expressiveness in speech, and distinctness in speech.

Interpretation of the Chi-square test (Masters' Students)

Concerning degree of freedom (*df*) 10, the calculated value is 19.383 that is Pearson chi-square value and the critical value (table value) is 18.307. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Hence in this analysis, we reject H0. Likewise, now we compare our probability value with the level of significance. Here we have the level of significance 0.05 and the obtained P-value is 0.036. In this analysis P-value 0.036 is smaller than the level of significance 0.05 therefore we reject H0.

The above analysis indicates that variables are not independent due to which we reject H0. Hence, the Masters' students are not completely satisfied with their speaking competency mostly in giving presentations, role play, and appropriate word choice.

Interpretation of the Chi-square test (Teachers of Psychology)

Regarding the degree of freedom (*df*) 10, the calculated value is 14.75 that is Pearson chi-square value and the critical value (table value) is 18.307. If the critical value is greater than the calculated value, then we do not reject H0 and if the critical value is less than the calculated value then we reject H0. Thus in this analysis, we do not reject H0. In the same way, now we compare our probability value with the level of significance. Here we have the level of significance 0.05 and the obtained P-value is 0.141. In this analysis P-value 0.141 is greater than the level of significance 0.05 therefore we do not reject H0.

Through the above analysis, it is clear that variables are independent due to which we do not reject H0. Moreover, the teachers of Psychology are not completely satisfied with students'

speaking proficiency particularly in the following areas: asking questions to teachers, giving presentations, appropriate word choice, role- play, and group work.

7.2.2 Qualitative Analysis of Questionnaires for BS Honors Students

The questionnaires also contain open-ended items in which the BS Honors students were required to mention their opinion regarding speaking competency in specific areas related to Psychology. These open-ended questions were left unanswered by some of the students while others gave their opinion. From the given responses of the BS Honors students following theme emerged:

Theme: Shyness

The majority of the BS Honors students indicated in the open-ended items in the questionnaires that shyness is the major factor regarding inadequacy in speaking skills. Shyness prevents them from speaking in an academic context and it also affects their studies. One BS Honors student commented:

"We comprehend topics of the syllabus in class and want to comment on it but shyness prevents us from doing so."

The learners believed that shyness creates hindrance in communication and many important questions were not asked by the students due to this inefficiency in speaking skills. A BS Honors student mentioned:

"I want to ask questions about points not clear to me but due to shyness neither I can ask questions nor I can participate in class discussion."

According to the students' class, discussion and presentations required good speaking skills but shyness is a major flaw in becoming proficient in speaking skills. Shyness diverts their attention and they feel complex. It also refrains them from participating in class discussion. They believed that students should be motivated so that shyness can be removed and their proficiency in speaking skills can be improved. Another student stated:

"We encounter problems in speaking the English language specifically in presentations and class discussion due to shyness."

A BS Honors student reported:

"There is input in our mind but the output of ideas and knowledge needs effective speaking skills which we lack due to shyness."

Students believed that speaking skills are important in social skills as well as in academic skills but they have not been given proper guidance about it. The shyness that is also known as 'diffidence' creates problems in speaking the English language so students should be provided guidance to overcome this flaw. They mentioned that opportunities must be given to

them so that they can develop good speaking skills. The following comment by a BS Honors student is worth mentioning here:

"Teachers should ask questions in a less direct and intimidating manner to encourage students to speak up in the class."

Shyness or feeling of apprehension is a barrier to effective speaking. Students indicated in questionnaires that in academic context speaking plays an important role but it is not given attention by teachers and due to this, students have ineffective speaking skills. Supervision and proper guidance make them proficient in speaking and it can help them in overcoming this flaw of speaking skills.

Therefore, the qualitative analysis of questionnaires indicated that BS Honors students should be provided appropriate guidance to improve their speaking skills and to make them competent in it.

7.2.3. Qualitative Analysis of Questionnaires for the Masters' Students

The questionnaires also included open-ended items in which the Masters' students were required to mention their opinion regarding speaking proficiency in specific areas related to Psychology. These open-ended questions were left unanswered by some of the students while others gave their opinion. From the given responses of the Masters' students following theme emerged:

Theme: Lack of Opportunities for Speaking

In response to open-ended items in the questionnaire, the Masters' students reflected this theme that due to lack of opportunities they were not proficient in speaking the English language. They indicated that students have inadequate speaking ability because speaking has never been included in the teaching agenda at any level. In this context, some very good English medium schools are exceptional cases. Access to these English medium schools is not convenient for all school-going population therefore minimum percentage is related to it. Hence Psychology students who studied in English medium schools can communicate well in the English language as compared to students from Urdu medium background. A Masters' student said:

"Ample opportunities for speaking the English language are provided in English medium schools due to which students of these schools are proficient in speaking the English language. In Urdu medium schools, English is a neglected subject and the spoken aspect of English has never been considered. Thus most of the Psychology students from Urdu medium schools cannot speak the English language."

In this context, it is worth mentioning that at the college level students have not been given opportunities to improve their spoken English. Moreover, through students' responses, it was clear that in most colleges the subject of English is taught in Urdu which deprives students from speaking in English. This also creates hindrances for students in speaking English as they do not get the required exposure and eventually they fail to become competent in speaking English. Another Masters' student mentioned:

"Students deserve exposure to speak the English language and to perform well but in most schools and colleges it has not been provided to students which affects their speaking skills."

Masters' students believed that providing speaking opportunities at an initial level can bring good results but in the existing education system such opportunities are provided in the limited section that is in English medium institutes. On the other hand, the significance of such opportunities for speaking English is not being considered in a wide section that is in Urdu medium institutes in which the majority of the students' secure admissions and get an education. In this context following comment is worth mentioning:

"Negligence in providing opportunities for speaking English in Urdu medium institutes creates a wide difference between students of English medium and Urdu medium. It also creates various problems for students of Urdu medium to speak good English."

In questionnaires, the Masters' students indicated in their responses that no specific courses are introduced at the college level to ameliorate spoken English of students. Due attention is not given to guide students regarding speaking skills. A Masters' student stated:

"Neither in schools nor colleges had teachers guided speaking English. I tried to become proficient in speaking English by following different spoken courses but then even, I realized that I cannot speak English appropriately. As I had never been taught properly, my spoken English is weak."

Hence the qualitative analysis shows that the Psychology students need to improve their spoken English in an academic context but they did not get guidance about it moreover in the existing system due attention is not given to this aspect.

7.2.4 Qualitative Analysis of Questionnaires for the Teachers of Psychology

Open-ended items were also included in the questionnaires, in these open-ended items the teachers of Psychology were required to mention their opinion regarding speaking proficiency of the BS Honors and Master's students of Psychology in specific areas related to Psychology. These open-ended questions were left unanswered by few respondents while other respondents gave their opinion. From the given responses of the teachers of Psychology following one major theme was identified:

Theme: Need to Develop Confidence

Through responses in the questionnaires a significant number of teachers of Psychology identified that the reason for students' inadequacy in spoken language is lack of confidence. So for this students need to develop confidence as in the Pakistani academic context an English speaker is assessed not only for what the speaker says but also for how one says that is the manner of speaking counts a lot. It is commonly perceived that a proficient English speaker is well educated and possesses the ability to perform one's required academic tasks effectively. Keeping in view these general perceptions, teachers of Psychology mentioned that students should develop confidence to control their anxiety which arises while speaking the English language. One Psychology teacher said:

"Students fail to express their views in the English language and they lack fluency in speaking English language. In an academic context, their anxiety level arises during speaking English as they fear that people will laugh at their mistakes. So they feel it is convenient to speak in the Urdu language instead of the English language."

The responses in questionnaires show that teachers believed that lack of confidence regarding speaking skills affects students' performance in an academic context. Students remain anxious and lack of confidence on their part in academic activities such as presentations, group, and pair work restrict them from performing effectively. As students possess low confidence so neither they present well their viewpoints nor effectively communicate in the English language. Teachers indicated that students considered presentations a difficult task because in presentations their speaking skills are minutely observed by the teachers. Another Psychology teacher commented:

"Students' nervousness is evident during presentations. Stage fright and lack of confidence collectively prevent them from performing well. As they know that they have been observed by their teachers and in grading their performance spoken English is deeply considered. Therefore, it all seems very difficult for students regarding speaking the English language."

The teachers of Psychology feel that the majority of the students need to develop confidence in speaking the English language. In class, while asking questions the teachers' students are required to speak in the English language but due to lack of confidence, a very small percentage of students ask questions in the English language. Further teachers revealed that in class discussion as well as in answering teachers' questions in the class students feel hesitation in speaking English language. In role-play also students cannot properly communicate in English language as they do not have sufficient exposure so they need to develop confidence. According to the teachers due to a large number of students and limited

time all students do not get opportunities for speaking in the academic session. A Psychology teacher commented in the following words:

"In teaching mostly focus is on field (Psychology) related subjects and due to that much opportunity for spoken English cannot be provided in the class. Despite that class activity such as presentations, role-play, group, and pair work specifically deal with the spoken task. The main purpose of these activities is to provide training to the students regarding speaking the English language in an academic context. Due to limited time and the number of students' problem arises in providing a speaking opportunity to all students. I assess that students need to develop confidence and with that practice is also required to become proficient in speaking skills."

Section: 2

7.3 Overall Analysis of Speaking Skills

As for three population groups: teachers of Psychology, BS Honors students, and Master's students the findings regarding speaking skills are presented in this chapter. These three population groups provided effective information about the existing linguistic adequacy of the students of Psychology in speaking skills. In this regard by analyzing the speaking test, and questionnaires both qualitative and quantitative findings are presented in this chapter.

The detailed findings of the questionnaires mentioned above clearly indicate that the majority of the students possess inadequate competency in six sub-skills out of a total of seven sub skills regarding speaking in specific areas of Psychology. In one sub-skill: pair and group work, the result shows students' average adequate proficiency. On the other hand, in the remaining six sub-skills: asking questions to teachers, giving presentations, appropriate word choice, distinctness in speech, role-play, and expressiveness in speech findings reveal that more than 80% of students possess inadequate competency concerning speaking skills. The reason for students' inadequacy in speaking skills is due to the lack of opportunities and confidence. A qualitative finding also exhibits students' inadequacy in speaking skills thus there is a correlation between both qualitative and quantitative findings.

The detailed findings of the speaking test indicate students' below-average performance. It shows students' inadequate competency in speaking skills. Hence through findings, it is concluded that even at BS Honors and Masters' level students lack familiarity with this primary skill. This negligence of speaking skill affects their studies. To overcome this negligence improvement, guidance and attention are required to make students well familiar with this skill. Therefore, the overall conclusion shows that the findings of the three groups of

research participants (BS Honors students, Masters' students, and Teachers of Psychology) exhibit Psychology students' inadequacy in speaking skills.

CHAPTER 8

ANALYSIS OF THE MATERIALS EVALUATION QUESTIONNAIRE

This chapter presents an analysis of the materials evaluation questionnaires regarding perceptions of Psychology students. Perceptions of BS Honors and Masters' students are reported in this chapter. It begins with an introduction. Then the quantitative analysis is presented followed by a conclusion and a short content analysis.

8.1 Introduction

The purpose of this study is to evaluate the syllabus of English being taught at BS Honors and Masters' level in the Psychology Department at three institutes. To evaluate the syllabus of English (English component) information was gathered from three population groups: teachers of the English component, BS Honors, and Masters' students. In this context, a questionnaire for a BS Honors and Masters' students was formulated and the interview questions for teachers of the English syllabus (component) were prepared. A questionnaire for students included the following items: physical qualities of English material, context, and subject matter, vocabulary, reading skills, writing skills, speaking skills, listening skills, illustrative matter, supplementary material, and availability of material. Questionnaire data were analyzed quantitatively.

This chapter is divided into two sections. In the first section, the findings of the questionnaire for BS Honors and Masters' students are presented. In the second section, the overall conclusion is given.

Section: 1

8.2 Analysis of the Questionnaires of Materials Evaluation

Concerning the English language teaching materials in the Psychology Department, the perceptions of a BS Honors and Masters' students were obtained through the questionnaires. In this regard, the total number of BS Honors and Masters' students was 200. The materials evaluation questionnaire incorporated 10 questions. The findings of each question in questionnaires were statistically analyzed and presented in the form of frequency, and percentage table. In each table, the term frequency refers to the number of the students. The materials evaluation questionnaire is enclosed in Appendix-K. Following are the findings related to each question (item):

Q No. 1. Are the physical qualities of the text of existing English material acceptable for the students?

The result shows that 12% of BS Honors students and 08% of Masters' students indicated that the physical qualities of the text of the English syllabus are not acceptable whereas 56% of BS Honors students and 19% of Masters' students mentioned that it is acceptable 'to some extent' while 44% of BS Honors students and 73% of Masters' students marked option 'yes'. Hence, it is concluded that the physical qualities of the existing English language teaching materials are acceptable for BS Honors and Masters' students. The findings are presented below in table 8.1:

Table 8.1 (Materials Evaluation): Findings of Q No. 1

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Yes	44	73	44.0	73.0
No	12	08	12.0	08.0
To some extent	56	19	56.0	19.0
Total	100	100	100.0	100.0

Q. No.2. Are the content and subject matter of the currently used English textbooks interesting?

The findings reveal that 66% of BS Honors students and 32% of Masters' students considered the content and subject matter of the existing English syllabus to be uninteresting while 20% of BS Honors students and 14% of Masters' students found it interesting 'to some extent'. On the other hand, 14% of BS Honors students and 54% of Masters' students were satisfied with the existing content and the subject matter. So it is overall concluded that for BS Honors students the content and subject matter of the existing English component are not interesting whereas for Masters' students the content and subject matter of the existing English component are satisfactory. The result is presented below in table 8.2:

Table 8.2 (Materials Evaluation): Findings of Q No. 2

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Yes	14	54	14.0	54.0
No	66	32	66.0	32.0
To some extent	20	14	20.0	14.0
Total	100	100	100.0	100.0

Q.No.3. Does the currently used English textbook provide sufficient practice to the students in learning vocabulary specifically related to the discipline of Psychology?

The result shows that 72% of BS Honors students and 59% of Masters' students indicated that the existing English language teaching materials do not provide sufficient practice in learning vocabulary related to the discipline of Psychology. On the other hand, 11% of BS Honors students and 08% of Masters' students marked option 'to some extent' whereas 17% of BS Honors students and 32% of Masters' students were positively satisfied with the current status of the English textbooks in learning vocabulary. Therefore, overall it is concluded that the majority of the BS Honors and Masters' students do not consider the existing English component helpful in learning vocabulary related to the discipline of Psychology. Following is the analysis in table 8.3:

Table 8.3 (Materials Evaluation): Findings of Q No. 3

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Yes	17	32	17.0	32.0
No	72	59	72.0	59.0
To some extent	11	08	11.0	08.0
Total	100	100	100.0	100.0

Q No. 4. To give practice in the reading skills do the currently used English textbooks provide materials i.e., reading texts that specifically belong to the discipline of Psychology?

The analysis exhibit that 28% of BS Honors students and 64% of Masters' students considered that the existing English materials do not provide the required practice in reading skills related to the field of Psychology while 36% of BS Honors students and 14% of Masters' students considered it appropriate 'to some extent' and only 36% of BS Honors students and 22% of Masters' students were satisfied with the existing English textbooks. Hence, it is concluded by the responses of the BS Honors students that the existing English syllabus provide appropriate reading practice required in the field of Psychology whereas the findings of the Masters' students revealed that the existing English syllabus fails to give appropriate reading practice specifically required in the discipline of Psychology. The findings are presented below in table 8.4:

Table 8.4 (Materials Evaluation): Findings of Q No. 4

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Yes	36	22	36.0	22.0
No	28	64	28.0	64.0
To some extent	36	14	36.0	14.0
Total	100	100	100.0	100.0

Q No. 5. To give practice in the writing skills do the existing English textbooks provide materials i.e., writing tasks specifically required in academic situations relating to the discipline of Psychology?

The findings reveal that 64% of BS Honors and 57% of Masters' students selected option 'no' and disagreed whereas 13% of BS Honors and 05% of Masters' learners were satisfied "to some extent" with the material of the existing English textbooks while 23% of BS Honors and 38% of Masters' student completely agree with the existing English material. Considering these findings, it is overall concluded that the writing tasks and activities in the

current English syllabus do not fulfill the specified goal required specifically in the discipline of Psychology. The findings are presented below in table 8.5:

Table 8.5 (Materials Evaluation): Findings of Q No. 5

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Yes	23	38	23.0	38.0
No	64	57	64.0	57.0
To some extent	13	05	13.0	05.0
Total	100	100	100.0	100.0

Q No. 6. To give practice in the listening skills do the existing English textbooks provide materials i.e., listening tasks and activities specifically required in academic situations relating to the discipline of Psychology?

The analysis shows that 57% of BS Honors and 77% of Masters' learners indicated that the existing English language teaching materials do not prove beneficial in the listening skills regarding Psychology while 18% of BS Honors and 07% of Masters' students considered it helpful 'to some extent' whereas 25% of BS Honors and 16% of Masters' students were satisfied with the relevancy of the material of the existing English textbooks. Therefore, it is concluded from the findings of BS Honors and Masters students that the existing English component do not provide practice in listening activities specifically related to the discipline of Psychology. The result is presented below in table 8.6:

Table 8.6 (Materials Evaluation): Findings of Q No. 6

Options	Frequency		Percentage	
	BS Students	Masters' Students	BS Students	Masters' Students
Yes	25	16	25.0	16.0
No	57	77	57.0	77.0

To some extent	**18**	**07**	**18.0**	**07.0**
Total	**100**	**100**	**100.0**	**100.0**

Q No. 7. To give practice in speaking skills do the existing English textbooks provide materials i.e., speaking tasks and activities specifically required in academic situations relating to the discipline of Psychology?

The result indicates that 60% of BS Honors and 30% of Masters' students marked option 'no' to highlight that the current English language teaching materials fail to provide appropriate guidance of speaking skills regarding the field of Psychology whereas 20% of BS Honors students and 40% of Masters' students considered the existing English material relevant "to some extent", to the speaking skills while 20% of BS students and 30% of Masters' students were satisfied with the existing English material and ticked the option 'yes'. So through this analysis, it is concluded that according to BS Honors students speaking activities and tasks in the existing English materials do not provide the required practice in the discipline of Psychology while according to the Masters' students it provides the required practice in the related field. The result is presented below in table 8.7:

Table 8.7 (Materials Evaluation): Findings of Q No. 7

Options	**Frequency**		**Percentage**	
	BS Students	**Masters' Students**	**BS Students**	**Masters' Students**
Yes	**20**	**30**	**20.0**	**30.0**
No	**60**	**30**	**60.0**	**30.0**
To some extent	**20**	**40**	**20.0**	**40.0**
Total	**100**	**100**	**100.0**	**100.0**

Q No. 8. Does the illustrative material of the existing English syllabus enhance the understanding of the subject matter?

The findings exhibit that 40% of BS Honors and 70% of Masters' students considered that illustrative material in the existing teaching materials of English do not enhance the comprehension of the subject matter while 50% of BS students and 10% of Masters' students ticked the option 'to some extent' whereas 10% of BS learners and 20% of Masters' students marked the option 'yes'. Hence, it is concluded by the responses of both the groups that BS Honors students and Masters' students considered that the illustrative material in the existing English syllabus does not provide adequate comprehension of the subject matter. The findings are presented below in table 8.8:

Table 8.8 (Materials Evaluation): Findings of Q No. 8

Options	**Frequency**		**Percentage**	
	BS Students	**Masters' Students**	**BS Students**	**Masters' Students**
Yes	**10**	**20**	**10.0**	**20.0**
No	**40**	**70**	**40.0**	**70.0**
To some extent	**50**	**10**	**50.0**	**10.0**
Total	**100**	**100**	**100.0**	**100.0**

Q No. 9. Does the supplementary material enhance the effectiveness of the existing English textbooks?

The result shows that 30% of BS Honors and 80% of Masters' learners marked option 'no' and indicated that the supplementary material does not enhance the effectiveness of the existing English textbooks whereas 40% of BS Honors and 10% of Masters' students considered the supplementary material effective to some extent while 30% of BS Honors students and 10% of Masters' students marked option 'yes'. Hence it is concluded by the responses of both the groups that the supplementary material is not effective in enhancing the current English material. The analysis is presented below in table 8.9:

Table 8.9 (Materials Evaluation): Findings of Q No. 9

Options	**Frequency**		**Percentage**	
	BS Students	**Masters' Students**	**BS Students**	**Masters' Students**
Yes	**30**	**10**	**30.0**	**10.0**

No	**30**	**80**	**30.0**	**80.0**
To some extent	**40**	**10**	**40.0**	**10.0**
Total	**100**	**100**	**100.0**	**100.0**

Q No. 10. How readily are the materials available?

The analysis depicts that 60% of BS Honors and 70% of Masters' students marked option 'easily available' while 40% of BS Honors students and 30% of Masters' students selected the option 'limited stock'. Therefore, through the findings, it is concluded that English language material is in easy access to BS Honors and Masters' students of the Psychology Department. The analysis is presented below in table 8.10:

Table 8.10 (Materials Evaluation): Findings of Q No. 10

Options	**Frequency**		**Percentage**	
	BS Students	**Masters' Students**	**BS Students**	**Masters' Students**
Easily	**60**	**70**	**60.0**	**70.0**
Limited stock	**40**	**30**	**40.0**	**30.0**
Total	**100**	**100**	**100.0**	**100.0**

Section: 2

8.3 Conclusion

Regarding the English language teaching materials taught in the Psychology Department, effective information was collected through questionnaires from BS Honors and Masters' students of the Psychology Department. In the following table 8.11, the sum up of the above questions is given:

Findings of BS Honors Students	**Findings of Masters' Students**
Q1. Physical qualities are **acceptable**.	Q1. Physical qualities are **acceptable**.
Q2. The content and subject matter of the existing English component are **not interesting**.	Q2. The content and subject matter of the existing English component are **satisfactory**.
Q3. Majority of the students **do not consider it helpful** in learning the vocabulary.	Q3. The Masters' students **do not consider** the existing English material helpful in learning the vocabulary related to the discipline of Psychology.
Q4. The existing English syllabus **provides appropriate reading practice** related to the field of Psychology.	Q4. The existing English syllabus **fails to give appropriate reading practice** specifically required in the discipline of Psychology.
Q5. The writing tasks and activities in the current English syllabus **do not fulfill** the specified goal related to the discipline of Psychology.	Q5. The writing tasks and activities in the existing English material **do not fulfill** the required goal specifically in the discipline of Psychology.
Q6. The existing English component **does not provide** practice in listening activities specifically in the discipline of Psychology.	Q6. The existing English material **does not provide** required practice in listening tasks and activities related to the discipline of Psychology.
Q7. The speaking activities and tasks in the existing English materials **do not provide** the required practice specifically in the discipline of Psychology	Q7. The speaking activities and tasks in the existing English materials **provide** the required practice.
Q8. The illustrative material in the existing English syllabus **does not provide** adequate comprehension of the subject matter.	Q8. The illustrative material in the existing English component **does not provide** the required understanding of the subject matter specifically in the discipline of Psychology.
Q9. The supplementary material in the existing English component is **not effective.**	Q9. The supplementary material associated with the existing English component is **not effective** in enhancing the material related specifically with the field of Psychology.
Q10. English language material is in **easy access** for BS Honors students of the Psychology Department.	Q10. English language material is in **easy access to the** Masters' students of the Psychology Department.

Table 8.11: Overall summary of the findings of Materials Evaluation (Questionnaire)

Thus, the findings of the above mentioned questions were statistically analyzed and through these findings, it is evident that the English syllabus does not cater to the needs of the Psychology learners.

8.4 Content Analysis

Register, vocabulary, grammar and discourse are the main ingredients of the content and through above analysis it is evident that these are related to General English and are not specific to in terms of the content or language which is encountered by the Psychology students. That is why the language of the existing English component, in the Psychology Department is not subject specific as it pertains to General English.

CHAPTER 9

ANALYSIS OF INTERVIEWS: MATERIALS EVALUATION and EAP (Language Skills)

This chapter has two main sections. The first section presents the analysis of interviews in the context of materials evaluation whereas the second section deals with the analysis of interviews in the field of EAP, that is further classified in two sub-parts: Part 1 presents the analysis of language skills & teaching strategies while Part 2 contains analysis of miscellaneous academic questions.

FIRST SECTION

In this section analysis of interviews regarding materials evaluation (English component) is presented. For this interview, four teachers of the English Language Center (ELC), Bahauddin Zakariya University, Multan specifically associated with the Psychology Department were interviewed. As mentioned in the earlier chapters in this research the Department of Psychology was taken under consideration. Information from teachers was obtained about the materials evaluation questions. The four academic skills (reading, writing, listening, and speaking) along with other materials evaluation aspects were considered in the interview. The interview questions regarding materials evaluation are enclosed in Appendix-J. It was a structured interview which included the following questions:

1. In your view, are the physical qualities of the text of existing English material acceptable or not?
2. Does the currently used English textbook provide sufficient practice in learning vocabulary specifically related to the discipline of Psychology?
3. To give practice in the reading skills do the existing English textbooks provide materials i.e., reading texts that specifically belong to the discipline of Psychology?
4. To give practice in the writing skills do the existing English textbooks provide materials i.e., writing tasks specifically required in academic situations relating to the discipline of Psychology?
5. To give practice in the listening skills do the existing English textbooks provide materials i.e., listening tasks and activities specifically required in academic situations relating to the discipline of Psychology?

6. To give practice in the speaking skills do the existing English textbooks provide materials i.e., speaking tasks and activities specifically required in academic situations relating to the discipline of Psychology?
7. Does the illustrative material enhance the understanding of the subject matter?
8. Does the supplementary material enhance the effectiveness of the existing English textbooks?

Four teachers of the ELC associated with the Psychology Department were interviewed. In the interview, teachers were asked questions about the English component being taught by them to the Psychology students. The answers related to these questions were noted. Further key words were chosen from the answers. In obtaining information four academic skills: writing, reading, listening, and speaking along with important aspects of materials evaluation were considered. The analysis of the interview is presented in key words in the following table 9.1:

Table 9.1: Showing Teachers' Responses Regarding Materials Evaluation

English Department	Physical Qualities of the Text	Vocabulary	Reading Skills	Writing Skills	Listening Skills	Speaking Skills	Illustrative matter	Supplementary material
Teacher A	Acceptable	No, not accurately	No, not exactly	No, not exactly	To some extent	No, not exactly	Yes, to a good extent	Helpful in enhancing.
Teacher B	Need to be improved	At average level	No, not completely	No, not completely	No, not completely	To some extent	A satisfactory level	To a good extent, helpful.
Teacher C	Need to be improved	No, not exactly	To some extent	No, not exactly	No, not exactly	No, not exactly	To some extent	At average level
Teacher D	Need to be improved	No, not accurately	No, not exactly	No, not completely	No, not completely	No, not completely	A satisfactory level	It is beneficial in this context

9.1 Description of Interview Analysis (Materials Evaluation)

Q1. Physical Qualities of the Text

According to the teachers, the physical qualities of the materials used for teaching the English language need to be improved. They are not attractive in a way that they lack a pretty layout. The font of the printed words also needs improvement.

Q2. Vocabulary

Teachers reported that existing English language teaching materials do not provide the required practice in learning vocabulary related to the field of Psychology. The vocabulary in English material is not helpful for students as they do not require it in their specific field.

Q3. Reading Skills

Teachers indicated that English material does not provide the required reading practice related to the field of Psychology. No specific activity for developing reading skills is designed. Due to this, the Psychology students fail to read the text fluently and appropriately.

Q4. Writing Skills

According to the teachers, the existing English component completely fails to provide practice in writing skills particularly related to the field of Psychology. The existing teaching materials do not contain specific activities related to writing skills.

Q5. Listening Skills

Teachers stated that materials used for teaching the English language do not provide the required listening skills practice to the Psychology students.

Q6. Speaking Skills

Teachers mentioned that English language teaching materials do not include specific speaking skills activities required in the field of Psychology. Due to this, Psychology students face problems in speaking the English language in an academic context.

Q7. Illustrative Material

According to the teachers, the illustrative material in the existing English language teaching material enhances the understanding of the subject matter at the satisfactory (good) level.

Q8. Supplementary Material

According to the teachers, the supplementary material proved helpful in enhancing the effectiveness of the materials used for teaching the English language.

Conclusion

Hence it is concluded from the ELC teachers' responses that specific practice in reading, writing, speaking, and listening skills related to the field of Psychology is not provided to the BS Honors and Master's students. Moreover, vocabulary in materials used for teaching the English language does not provide sufficient practice to the Psychology students. The physical qualities of the materials used for the English language need improvement. As far as illustrative material and supplementary material are concerned both are at an average (satisfactory) level in existing English language teaching materials.

In a nutshell, the English language teaching materials do not completely cater to the needs of the Psychology students in the academic context. So, English materials need to be improved to meet the requirements of the Psychology students.

SECOND SECTION

The analysis of the EAP interviews is presented in this section. It is further classified in two sub-parts. Part 1 presents the analysis of teaching strategies and language skills whereas Part 2 contains an analysis of miscellaneous academic questions. This analysis is based on information gathered particularly from the teachers of the Psychology Department. The interview was conducted with teachers of the Psychology Department at Bahauddin Zakariya University and its affiliated colleges in Multan. The total number of teachers was ten. Information was obtained through interviews regarding the required academic skills and the existing proficiency of the students. The interview questions for teachers of Psychology are enclosed in Appendix-I. It was a structured interview comprised of the following questions:

1. What is your teaching strategy?
2. Are you asked by the learners to translate or elucidate your lecture in Urdu?
3. Do you think learners face problems in comprehending your lecture?
4. If yes then according to you which are the main elements causing the problem in comprehending lecture i.e. accent, difficult subject matter, or difficult vocabulary?
5. What are the prerequisites of speaking skills in the academic settings of the Psychology Department in your institute?
6. What is the existing level of proficiency of Psychology students regarding the required speaking skills?
7. How frequently do you assign Psychology students a written assignment; never, regular, or seldom?
8. Do you check and notably consider Psychology students' English language proficiency while marking their exam papers and written assignments?
9. What are the prerequisites of writing skills in the academic settings of the Psychology Department in your institute?
10. What is the existing level of proficiency of Psychology students regarding the required writing skills?
11. How frequently do you assign reading assignments to the Psychology students?
12. What are the prerequisites of reading skills in the academic settings of the Psychology Department in your institute?

13. What is the existing level of proficiency of Psychology students regarding the required reading skills?
14. What are the prerequisites of listening skills in the academic settings of the Psychology Department in your institute?
15. What is the existing level of proficiency of Psychology students regarding the required listening skills?
16. Are you satisfied with the Psychology students' present command of English?
17. Do you agree that the solution to the Psychology students' problem is an EAP course?

The analysis of the interview is divided into two sections. The first section deals with the responses of Psychology teachers regarding teaching strategies and language skills that are reading, writing, speaking and listening, whereas the second section presents teachers' responses concerning miscellaneous academic questions. The answers to all these questions were noted. Subsequently keywords were chosen from the answers. The detail is presented below in two separate sections.

9.2 Part-1

In this Part, the data gathered from the teachers of the Psychology Department pertaining to teaching strategies and language skills is presented. The interview was analyzed in the form of keywords. The keywords have been presented below in table 10.1 and 10.2

TABLE 9.2: Showing Teachers' Responses Regarding Teaching Strategies and Languages Skills

Department of Psychology	Teaching strategy	Writing skills		Reading skills		Speaking skills		Listening skills	
		Required	Existing	Required	Existing	Required	Existing	Required	Existing
Teacher A	Lecture, Multimedia	Library Consultation Self-composition, Logical-Arrangement	Below Average	Pronunciation, comprehension, focusing point	Average	Input, Accent, Vocabulary, confidence	Average	Concentration, Mentally alert, variety of the words	Satisfactory
Teacher B	Lecture, Discussion, Multimedia	Organization, Cohesion, grammar, Style, meaning, vocabulary	Un-Satisfactory	Comprehension, skimming, scanning, critical reading	Unsatisfactory	Vocabulary, Fluency, Organization of words, expression	Un-Satisfactory	Concentration, Active Participants, Terminologies, a general idea	Average
Teacher C	Lecture, Class Discussion	Creativity, cohesion, logical arrangement, punctuation	Average	Comprehension, knowledge, scanning, recall	Unsatisfactory	Organization ability, clarity of Ideas and thoughts, pronunciation	Unsatisfactory	Understanding, Active Participation, Penetrating minds	Unsatisfactory
Teacher D	Lecture, Multimedia	Self-creativity, scientific writing skills, cohesion, organization	Average	Comprehension, extensive reading, concept making	Better	Clarity of ideas and thoughts, input, fluency, pronunciation	Satisfactory	Keen listening, to cope with the entire phrase, Mentally alert	Unsatisfactory
Teacher E	Lecture	Style, cohesion, relevant material, sentence structure	Un-Satisfactory	Comprehension, scanning, skimming, extensive reading	Unsatisfactory	Exposure, fluency, accent, justifying, selection of words	Unsatisfactory	Understanding of vocabulary, concentration, active participants	Average

TABLE 9.3: Showing Teachers' Responses Regarding Teaching Strategies and Language Skills

Department of Psychology	Teaching strategy	Writing skills		Reading skills		Speaking skills		Listening skills	
		Required	Existing	Required	Existing	Required	Existing	Required	Existing
Teacher F	Lecture	Self-composition, S-V-O order, mind map, tenses	Un-Satisfactory	Vocabulary, comprehension, Scanning	Better	Confidence, Fluency, Accent	Un-Satisfactory	Vocabulary identification of the words, Understanding	Average
Teacher G	Lecture and Class Discussion	Cohesion, Emphasis upon theme grammar, Style	Un-Satisfactory	Comprehension, Concept making, Crux of reading	Average	Explanation, Sense of speaking, Selection of words	Below average	Terminologies, Keen Listening, Vocabulary	Average
Teacher H	Lecture, Class Discussion, and Multimedia	Grammatical command, Creativity, Structures, References	Average	Comprehending the idea, key points, skimming	Unsatisfactory	Clarity of Ideas, Pronunciation, Grammatical order, Confidence	Unsatisfactory	Penetrating minds, Proper environment, Exposure of Listening	Unsatisfactory
Teacher I	Lecture and Multimedia	The Logical arrangement, Sufficient depth, S-V-O order	Un-Satisfactory	Books reading, mind map, dictionary usage, phrases	Below Average	Input, How to speak? Pronunciation, Description	Average	Mentally alert, Active participants, Comprehension	Below Average
Teacher J	Lecture, Multimedia, and Class Discussion	Well assembling, Content relevancy, accurate spelling, grammatical structures, Cohesion	Below Average	Analyzing ability, Scanning, Context, Pronunciation, Intensive reading	Unsatisfactory	Justification, Exposure, Motivation, Confidence, Input	Unsatisfactory	Concentration, Vocabulary, Identification of the words	Un-Satisfactory

9.2.1 Description of Interview Analysis (EAP)

1. Teaching Strategy

The Psychology teachers stated that their teaching strategy consists of lectures, class discussions, and multimedia.

2. Writing Skills (Pre-requisites and existing)

Common prerequisites of writing skills mentioned by the majority of the Psychology teachers are organization, cohesion, logical arrangement, style, grammatical structure, S-V-O order, content relevancy, self-composition, sentence structure, and accurate spelling. On the other hand, most of the Psychology teachers stated that the existing level of competency of Psychology students in English writing skills is not satisfactory.

3. Reading Skills (Pre-requisites and existing)

In reading skills, common prerequisites identified by most of the Psychology teachers are comprehension, skimming, scanning, vocabulary, concept making, and context. According to the Psychology teachers, the existing level of competency of Psychology students in English reading skills is not good.

4. Speaking Skills (Pre-requisites and existing)

Concerning speaking skills, most of the respondents believed that common prerequisites are vocabulary, fluency, accent, input, confidence, exposure, pronunciation, and clarity of ideas. The majority of the teachers reported that the existing proficiency of the Psychology students in English speaking skills is not satisfactory.

5. Listening Skills (Pre-requisites and existing)

According to most of the Psychology teachers, the common pre-requisites of listening skills are concentration, active participation, mental alertness, understanding, keen listening, identification of the words, and exposure of listening. As far as the existing situation is concerned the Psychology teachers made it clear that Psychology students possess inadequate listening skills in English.

Conclusion

Through findings, it is concluded that there are three teaching strategies: lecture, class discussion, and multimedia. Further, there are four language skills, the first is writing skills. It is divided into the required and existing skills section. According to the information provided by the respondents, some common required writing skills are organization, cohesion, logical arrangement, style, grammatical structure, S-V-O order, content relevancy, self-composition, sentence structure, and accurate spelling. On the other hand, Psychology students' existing proficiency in writing skills is unsatisfactory.

The information related to reading skills is also divided into two sections. The information provided by the Psychology teachers reveals the following commonly required reading skills: comprehension, skimming, scanning, vocabulary, concept making, and context. On the other hand, the Psychology students' existing competency in reading skills is not satisfactory.

Regarding speaking skills, Psychology teachers' responses indicated that commonly required speaking skills are vocabulary, fluency, accent, input, confidence, exposure, pronunciation, and clarity of ideas. As far as the existing proficiency of Psychology students is concerned it is unsatisfactory.

Psychology teachers' responses concerning listening skills made it clear that the commonly required listening skills are concentration, active participation, mental alertness, understanding, keen listening, identification of the words, and exposure of listening. On the other hand, Psychology students existing competency in listening skills is not satisfactory

9.3 Part-2: The data collected from the teachers of Psychology regarding miscellaneous academic questions have been presented in this Part. The interview was analyzed in the form of keywords. The keywords have been presented below in table 10.3 and 10.4:

TABLE 9.4: Showing Teachers' Responses Regarding Miscellaneous Questions

Department of Psychology	Student's demand for Urdu translation of a lecture	Comprehension of a lecture by students	Assigning learners written assignment	Considering learners English language proficiency in writing	Assigning learners reading assignment	Learner's present Command of English	The Solution lies in EAP Course
Teacher A	Mostly students demand translation	Not completely comprehend lectures	Regular	Frequently it is considered	Regular	Not satisfactory, need to be improved	Yes it can prove beneficial
Teacher B	Frequently, they ask for a translation	Comprehension level is unsatisfactory	Seldom	It is always considered	Mostly it is assigned	Unsatisfactory, need to be improved	Obviously, it can be helpful
Teacher C	Frequently students demand translation	Not Satisfactory	Sometimes	Frequently it is considered	Regular	Not satisfactory, need to be focused	It can overcome the academic problem
Teacher D	Always they demand translation	Comprehension is at an average level.	Not on a regular basis	Obviously, it is mostly considered	Frequently	Existing command of English is not good	Yes, this course will be helpful in this context
Teacher E	To some extent, they demand translation	Somehow students comprehend.	Seldom	Frequently it is considered	Not regularly	It's not at an adequate level	Of course, this course can prove beneficial

TABLE 9.5: Showing Teachers' Responses Regarding Miscellaneous Questions

Department of Psychology	Student's demand for Urdu translation of a lecture	Comprehension of a lecture by students	Assigning learners written assignment	Considering learners English language proficiency in writing	Assigning learners reading assignment	Learner's present Command of English	The Solution lies in EAP Course
Teacher F	Yes mostly demand translation	Not so bad, Somehow good	Not frequently	It is essentially considered	Often it has been assigned	It is below a satisfactory level	Definitely, it can be helpful
Teacher G	Seldom students demand translation	Comprehension is below a satisfactory level	Regular	Mostly it is considered	Sometimes	Students present command of English is not good	Yes, EAP course can be useful
Teacher H	Frequently, they demand translation	Not Satisfactory	Seldom it has been assigned	Frequently it is considered	Regularly	Not satisfactory, need to be improved	It can provide a solution
Teacher I	Frequently students ask for a translation	Unsatisfactory	Not much	To a good extent, it has been considered	Frequently	Un satisfactory	By all means, this course will be helpful in this context
Teacher J	Little bit they demand translation	Comprehension is at an average level	Sometimes it has been given	Frequently it is considered	To some extent, reading task has been given	Not satisfactory, need to be focused	Yes, this course can prove beneficial

9.3.1 Description of Interview Analysis (EAP)

1. Students' demand for Urdu Translation of Lectures

According to the majority of the respondents, Psychology students in class frequently demand Urdu translation of lectures from teachers. As they feel difficulty in comprehending complete lectures in English. So they demand its Urdu translation from the teachers.

2. Comprehension of Lecture by Students

Most of the Psychology teachers mentioned that the existing comprehension level of Psychology students in an academic context is not satisfactory.

3. Assigning Learners' Written Assignments

It is indicated by the Psychology teachers that written tasks are not frequently assigned to the students.

4. Considering Learners' English Language proficiency in writing

All of the Psychology teachers stated that in academic context English language proficiency of the Psychology students in writing (exams, assignments, and written activities) is frequently and essentially considered by the teachers.

5. Assigning Learners Reading Assignments

According to most of the Psychology teachers reading assignments are frequently assigned to the students.

6. Learners' present command of English

The majority of the Psychology teachers made it clear that Psychology students' existing command of the English language is neither good nor at a satisfactory level.

7. Solution lies in EAP course

All of the respondents (Psychology teachers) collectively believe that the EAP course can prove helpful in providing a solution to the Psychology students' problems in an academic context.

Conclusion

It is concluded from the above analysis that there are seven sections in the table of miscellaneous academic questions. First is the demand for lecture translation Psychology teachers' responses reveal that most of the Psychology students frequently demand to translate English lectures into Urdu. In the second category the information provided by the respondents shows that the comprehension of a lecture by the learners is unsatisfactory. Concerning third section teachers reported that written assignments are seldom given to the students. As far as writing skills are concerned all Psychology teachers reported that they are essentially considered. Further, there is a section of assigning learners' reading assignments,

the Psychology teachers' responses indicated that they frequently assign reading tasks to the students. The second last section is about Psychology students' present command of English. The information provided by the respondents strongly shows that Psychology students' existing command of English is unsatisfactory and improvement is required. The last section is related to the question of whether the Psychology teachers agree that academic problems solution lies in the EAP course or not. In response to this question all teachers fully agree that the EAP course will prove beneficial in providing solutions regarding academic problems. In a nutshell, it is helpful in an academic setting.

CHAPTER 10
CONCLUSION

This chapter aims to recommend a course of English language for the students of Psychology at BZU and its affiliated colleges in Multan while considering the findings of needs analysis as presented in the previous chapters. This chapter consists of three sections. Section A provides the overall findings of this research work. Section B explains the rationale for course designing whereas Section C gives recommendations by providing a course outline. This chapter ends with some concluding remarks regarding the proposed course and some suggestions are also presented for further advance research in the field of English for Academic Purposes (EAP). Related research for re-designing the existing course of English language for Psychology students is also recommended in conclusion.

10.1. Section A

Overall Findings

This section provides the overall findings of the study based on the detailed analyses of previous chapters. The findings provide answers to the research questions presented in the initial chapter of the study. The study aimed to suggest an English for Specific Purposes (EAP) course for Psychology students at BZU and its affiliated colleges in Multan and to evaluate the effectiveness of the existing English material (syllabus) used in the Psychology Department for the Psychology students. Hence the two major research questions were:

a. What is the existing level of linguistic proficiency of the students of Psychology in academic activities?
b. What are the Psychology students' perceptions towards the usefulness of the ESP teaching material in use?

The subsidiary research questions were:

i. What is the existing level of linguistic proficiency of the students of Psychology concerning reading skills in an academic setting?
ii. What is the existing level of linguistic proficiency of the students of Psychology pertaining to writing skills in an academic setting?
iii. What is the existing level of linguistic proficiency of the students of Psychology regarding speaking skills in an academic setting?
iv. What is the existing level of linguistic proficiency of the students of Psychology related to listening skills in an academic setting?

In this study, the data was collected from teachers of Psychology, BS Honors students, Masters' students, and teachers of the English Language Centre. The data was interpreted and analyzed both qualitatively and quantitatively. Regarding close-ended items of the questionnaires, respondents were given different options. These options included a range of two extreme situations along with an option of 'no opinion'. The following options were given in the questionnaires 'extremely satisfied', 'satisfied', 'dissatisfied', 'extremely dissatisfied', and 'no opinion'. Further questionnaires incorporated open-ended items. In the summary of the previous chapters the qualitative findings regarding the open-ended items was presented.

Moreover, four tests (activities) based on four basic academic skills: writing, reading, speaking, and listening were analyzed in this study. The findings of these tests show different aspects of the four academic skills relating to Psychology students. Firstly, reading skills were analyzed. To analyze it, a comprehension test was given to the Psychology students. After reading the comprehension passage the Psychology students had to answer Multiple Choice Questions (MCQs) given at the end of the comprehension passage. Secondly, writing skills were analyzed. In these various traits of writing skills: cohesion, grammar, spelling, punctuation, vocabulary, relevance, and adequacy of content, compositional organization were analyzed. Thirdly speaking skills were analyzed. Various elements of speaking skills were particularly evaluated and overall findings were presented. At the end listening skills were analyzed. This listening activity was given to the students and this activity reveals their retaining power and mental alertness. The detail was mentioned in the previous chapters.

In this chapter to provide answers to the research questions initially major research questions will be answered and then subsidiary research questions. The following are the major research questions and their answers:

1. What is the existing level of linguistic proficiency of the students of Psychology in the academic context?

The findings of this question revealed that Psychology students' command of the English language is not up to the mark as they do not have the required linguistic skills and sub-skills to perform tasks in an academic context. Thus the learners possess inadequate linguistic proficiency.

2. What are the Psychology students' perceptions towards the usefulness of the ESP teaching material in use?

According to the Psychology students (BS Honors and Masters') and ELC teachers' responses, it is clear that the existing English syllabus does not cater to the needs of Psychology students. Specifically, practice in writing, reading, listening and speaking skills related to the field of Psychology is not provided to the students. Due to this Psychology students' command of the English language falls short of the mark. Students cannot perform the tasks well in the academic context. Thus the findings revealed that the course contents of the syllabus of English for the discipline of Psychology do not reflect the needs of students.

The subsidiary research questions and their answers are the following:

i. What is the existing level of linguistic proficiency of the students of Psychology concerning reading skills in an academic setting?

The respondents provided information regarding the level of linguistic adequacy of the students of Psychology in the skills of reading textbooks, skills in comprehending specific areas related to Psychology (comprehending scientific terminologies, principles of Psychology, schools of thought, various methods of research in Psychology, and various fields of Psychology) and skills in reading and comprehending researches of Psychology.

Findings of Questionnaires- Quantitative Analysis

In questionnaires considering reading of textbooks and skills in comprehending specific areas related to Psychology, the findings reveal that most of the students' reading skills in comprehending specific areas of Psychology are not adequate in three sub-skills out of a total of five sub-skills. In this regard, more than 60% of students revealed inadequacy in comprehending principles of Psychology, schools of thought & models as well as various methods of Psychology. On the other hand, in two sub-skills i.e., comprehending various fields of Psychology and terminologies of Psychology, learners demonstrated adequate proficiency. Thus the general impression is that students of Psychology have inadequate proficiency in reading specific areas of Psychology.

For reading researches of Psychology according to the perceptions of the Psychology teachers and Masters' students it is evident that in researches of Psychology students did not have adequate proficiency in three sub-skills out of a total of four sub-skills. In one sub-skill: comprehending the previous research, learners showed adequate competence. In the other three sub-skills i.e., comprehending the complex relation of variables, comprehending

laboratory skills, and comprehending the research related theories more than 70% of students' level of adequacy was not up to the mark.

Findings of Questionnaires- Qualitative Analysis

Findings of the qualitative analysis in questionnaires made it clear that reading was taken for granted in the class. The second scientific language of Psychology makes comprehension difficult due to this the respondents feel that specific courses and guidance are required to comprehend that scientific language. Therefore, it is concluded from the analysis that skills related to reading textbooks, reading specific areas of Psychology, and reading literature surveys are not adequate.

Findings of Reading Test

A reading skills test (activity) was also conducted in the Psychology Department. The findings revealed that more than 70% of students marked incorrect answers while the ratio of correct answers was below average. The test (activity) included a comprehension passage and 10 MCQs and students were required to select the appropriate answers. Therefore, the results of some questions indicated the average percentage of students whereas in some questions results indicated students' below average percentage. Overall this test revealed students' below average percentage. The findings showed that Psychology students have inadequate proficiency in reading skills.

To sum up, the respondents believe that students of Psychology have inadequate reading skills regarding texts of Psychology in an academic context.

ii. What is the existing level of linguistic proficiency of the students of Psychology pertaining to writing skills in an academic setting?

The findings related to the teachers of Psychology, BS Honors, and Master's students reveal that Psychology students have inadequate writing skills in an academic context.

Findings of Questionnaires- Quantitative Analysis

In questionnaires, the quantitative analysis showed that out of the total of six sub-skills the students have an inadequacy in five skills. In this regard more than 75% of respondents mentioned that Psychology students had inadequacy in five sub- skills i.e., organizing ideas, appropriate use of terminologies of Psychology, mechanics of writing, showing a clear line of reasoning, and deducing the basic concept from the related theory. On the other hand, in one sub-skill that is being clear about the conclusion in written works the respondents feel that students had proficiency at an average level. It means that more than 75% of respondents believed that Psychology students have inadequate proficiency in writing skills.

Findings of Questionnaires- Qualitative Analysis

In questionnaires, the qualitative data showed that Psychology students have inadequate proficiency in writing skills. The respondents believed that the main reason in this regard was the inappropriate use of mechanics of writing. The other problem mentioned by the respondents was inadequacy in the use of terminologies of Psychology. Inadequacy in clarity in writing was also reported.

Findings of Writing Test

Writing skills were also analyzed through a writing test (activity). Writing skills consist of various traits i.e., adequacy and relevance of content, cohesion, spelling, compositional organization, grammar, adequacy of vocabulary for purpose, and punctuation. The writing test revealed that Psychology students did not have adequate knowledge of writing skills. Resultantly at various levels specifically in cohesion, grammar, punctuation, etc. students' results were below average. It revealed their inadequacy regarding writing skills.

Thus it is concluded that Psychology students have inadequate writing skills in an academic context.

iii. What is the existing level of linguistic proficiency of the students of Psychology regarding speaking skills in an academic setting?

According to the perceptions of the three population groups i.e., teachers of Psychology, BS Honors, and Master's students, Psychology students have inadequate speaking skills in the academic context.

Findings of Questionnaires- Quantitative Analysis

In questionnaires, the quantitative findings of speaking skills reveal that more than 80% Psychology students possess inadequate speaking skills regarding the English language in different academic situations that are asking questions to teachers, giving presentations, pair & group work in class, role- play, expressiveness in speech, appropriate word choice and distinctness in speech.

Findings of Questionnaires- Qualitative Analysis

In questionnaires, the qualitative analysis of speaking skills revealed that Psychology students have the inadequate ability in this skill. As there is a lack of opportunities for speaking, students lack confidence while speaking the English language in an academic context. Another main reason for inadequacy in this skill is shyness. Quantitative and Qualitative findings both correlate with each other.

Findings of the Speaking Test

The speaking skills test (activity) was conducted in the Psychology Department. Speaking skills is a primary skill but then even various elements affect this primary skill. These different elements are vocabulary, fluency, accent, pronunciation, and hesitation, distinctness in speech, tone, speed, and clarity. The findings of the speaking skills test showed that Psychology students did not have adequate knowledge about the proper use of this skill. Due to this inadequacy in speaking skills Psychology students' results were below average. This indicated that Psychology students have inadequate proficiency in speaking skills. Generally, a vast majority perceived that Psychology students are inadequate in speaking the English language in an academic context.

iv. What is the existing level of linguistic proficiency of the students of Psychology related to listening skills in an academic setting?

Regarding listening skills analysis five areas of listening were considered i.e., listening to presentations in class, listening to class lectures, listening to co-learners, listening to the instruction of teachers, and listening with consistency in an academic context. According to the analysis, most of the respondents perceived that Psychology students have inadequate competence in listening skills.

Findings of Questionnaires- Quantitative Analysis

As far as quantitative analysis of listening skills is concerned the findings revealed that in the academic context more than 70% Psychology students had inadequate ability in the following four areas of listening: listening to presentations in class, listening to class lectures, listening to instructions of teachers and listening with consistency in an academic context. However, listening skills were considered to be adequate in one area: listening to co-learners.

Findings of Questionnaires- Qualitative Analysis

On the other hand, the qualitative analysis made it clear that academic background determines adequacy in listening as it plays a significant role in listening skills. No doubt concentration is a key to good listening but it has been noticed that students face problems in listening with concentration.

Findings of the Listening Test

Listening skills were evaluated in the Psychology Department through a listening skill test (activity). Eight MCQs were given to each student and they had to mark the correct option of each question after listening to the audio recording in the class. The findings of the test

revealed that the ratio of accurate responses marked by the students was below average. It showed students' listening skills fall short of the mark as they cannot comprehend and mostly marked incorrect options. More than 80% of students in most of the questions marked incorrect options. It showed that this primary skill is present at a nominal level and students have inadequate proficiency in listening skills. Hence it is concluded that Psychology students have inadequate proficiency regarding listening skills in the academic context.

10.2. Section B

10.2.1. The Rationale for Course Designing

This section focuses on the basics of course design. Initially, it presents the overall findings of the needs analysis. Second, it specifies the objectives and aims of the concerned course. Third, there is a discussion on determining a suitable approach regarding the proposed course. Fourth it considers the issues of sequencing and grading. The last part of the section deals with considerations that are important to choose topics for course contents.

10.2.2. Summary of the Findings of Needs Analysis

To prepare an outline of the proposed course both qualitative and quantitative findings of need analysis are considered which have been presented in the previous chapters. The following key points can be inferred from the findings of the study:

1. English has a significant position in the academic context.
2. Students' proficiency regarding English falls short of the mark particularly linguistic skills and sub-skills which are required to perform various academic tasks in academic settings.
3. To cope with the problem, a specific course for English (EAP) is required.

10.2.3. Aims and Objectives of the Course

According to Newby (2000), Bruce (2005) and many others, aims and objectives are essential for a course because it provides framework and direction in designing this academic activity. Widdowson (1983) specifies "through aims and objectives I mean the plans in which learning would take place as course ends" (p. 7). The concerned course aims to let students of Psychology read, write, speak, and listen effectively in the English language to perform well in their present academic settings. The purpose of the objectives is to deliver measurable results that demands accountability as the teaching of the syllabus takes place. Romo (2006) mentions "the objectives are set to be parallel with the aims of the course" (p. 127). The purpose is concerned with the following four areas of language skills: writing, reading, listening, and speaking. At the end of the course learners will be able to:

In Reading

A. Comprehend textbooks
B. Comprehend specific areas related to Psychology
i. Comprehending terminologies of Psychology
ii. Comprehending principles of Psychology
iii. Comprehending schools of thought and models
iv. Comprehending various methods of Psychology
v. Comprehending various fields of Psychology
vi. Comprehending laboratory skills
C. Comprehending researches of Psychology
i. Comprehending the complex relation of variables
ii. Comprehending the previous researches
iii. Comprehending the research related theories

In Writing

A. Organizing ideas
B. Deducing the basic concept from the related theory
C. Appropriate use of terminologies of Psychology in written work
D. Mechanics of writing
E. Being clear about the conclusion in written work
F. Showing a clear line of reasoning

In Speaking

A. Asking questions to teachers in the class
B. Giving presentations
C. Pair and group work in class
D. Role play
E. Expressiveness in speech
F. Appropriate word choice
G. Distinctness in speech

In Listening

A. Listening to class lectures
B. Listening to presentations in class
C. Listening to co-learners in pair and group work

D. Listening to instructions of teachers in role- play
E. Listening with consistency

10.2.4. Specification of Course Contents

The choice of subject content topics for the proposed subjects was based on the findings of the needs analysis, the objectives of the studies and the literature review in the language of psychology as described in Chapter 2.

10.2.5. Grading/ Sequencing

Rowntree (1981), Corbel (1985), Clark (1985b) and Nunan (1987a; 1988) provided useful insights regarding grading/ sequencing. Taking insights from them the following points for grading and sequencing the course contents has been considered:

1. Objectives of the course
2. Findings of needs analysis
3. Processing problems of the language tasks, items, content particular genres, and input
4. The extent to which the background knowledge of the students could be utilized
5. Pertinence/ Applicability
6. Students' expected motivation
7. Concentration on the integration of skills
8. Concentrate on specific genres
9. Concentrate on specific topics or skills

10.3 Section C

Outline of the Recommended Course

This section comprises the contents of the proposed course. The proposed course is organized into five units. The start of each unit presents the following detail:

a. The objective of the unit
b. Teaching methodology
c. Skills to be practiced in the unit

After providing information on above-mentioned points each unit further lists topics to be added in the unit.

Unit 1: Reading

a. Objective: After the completion of the reading unit the students will be able to read the following appropriately in the academic context:

1. Textbooks of Psychology
2. Journals of Psychology

3. Researches

b. Teaching Methodology: Communicative Language Teaching (CLT) / Eclectic

c. Skills: Concentrate on reading (integrated with speaking, listening, and writing skills)

d. Topics:

1. Reading research
2. Highlighting the topic sentences
3. Using topic sentences to summarize
4. Preparation for reading research
5. Topic development
6. Reading for the main idea
7. Critical thinking
8. Reading graphs and charts
9. Comprehending the complex structures
10. Reading textbooks
11. Identifying subject-verb-object in long sentences
12. Paraphrasing
13. Reading and comprehending complex sentences
14. Comprehending fixed phrases
15. Comprehending 'Given' and 'New' information in sentences
16. Essay types
17. Comprehending complex sentences with passives
18. Comprehending passives in dependent clauses
19. Recognizing fixed phrases from Psychology
20. Recognizing digressions
21. Identifying stance and level of confidence
22. Inferring implicit ideas
23. Recognizing levels of confidence in research
24. Recognizing 'marked' words
25. Identifying the parts of a long sentence
26. Identifying linking ideas in a text
27. Recognizing appropriate quotations and paraphrase material
28. Comprehending research reports

Unit 2: Vocabulary

a. Objective: After the completion of the vocabulary unit students of Psychology will acquire great knowledge of vocabulary and then can use this technique for multiple purposes in an academic context.

b. Teaching Methodology: Eclectic / Communicative Language Teaching (CLT)

c. Skill: Concentrate on Vocabulary (Integrated with speaking, reading, writing and listening)

d. Topics:

1. Prefixes and Suffixes
2. Guessing words in context
3. Using an English-English dictionary
4. Usage of Stress within words
5. Computer jargon
6. Verb and Noun Suffixes
7. Abbreviations and Acronyms
8. Word sets: synonyms, antonyms etc.,
9. Vocabulary sets
10. Stance
11. Paraphrasing at sentence level
12. Reporting findings
13. Compound nouns
14. Fixed phrases
15. Recognizing fixed phrases from Psychology/Academic English
16. Nouns from Verbs
17. Understanding new words: using definitions
18. Understanding direction verbs in essay titles
19. Psychological terms
20. 'Neutral' and 'Marked' words
21. Linking ideas and words in a text
22. Using words with similar meanings to refer back in a text
23. Introductory verbs
24. Referring to quantities and group sizes in a research report

Unit 3: Writing

a. Objective: After the completion of the writing unit the students will be able to

1. edit their written texts adequately
2. write new texts (lecture notes, research reports, essays etc.,) in a coherent way

b. Teaching Methodology: Eclectic / Communicative Teaching Methodology

c. Skill: Concentrate on coherent writing (integrated with listening, reading, and speaking skills)

d. Topics:

1. Writing topic sentences
2. Summarizing
3. Using research questions
4. Stress within words
5. Using information sources
6. Reporting research findings
7. Note-taking symbols
8. Lecture language
9. Writing complex sentences
10. Writing sentences to give a special focus
11. Writing essay plans
12. Writing essays
    12.1. Situation-problem-solution-evaluation essays
13. Using the Cornell note-taking system
14. Ellipsis

Unit 4: Speaking

a. Objective: After the completion of the speaking unit students will be able to speak appropriately in an academic context.

b. Teaching Methodology: Eclectic / Communicative Language Teaching (CLT)

c. Skill: Concentrate on spoken skill (integrated with writing, reading, and listening skills)

d. Topics:

1. Speaking from notes (a short talk in a seminar on a research topic)
2. Giving presentations

3. Asking for information of the lecture
4. Role play
5. Report the lecture to a class fellow
6. Getting information from other people
   6.1.Ask questions from a lecturer
   6.2.Ask other students information after a lecture
   6.3.Ask a direct question by adding a polite introduction
7. Lecture language
8. Making effective contributions to a seminar
9. Stance words in spoken language
10. Signpost language in a lecture
11. Seminar language
12. Using fixed phrases from Psychology and ways of giving special focus
13. Clarifying points
14. Referring to other people's ideas (through speaking)
15. Building an argument
16. Maintain the link of a discussion to a previous point
17. Summarizing a source (in a lecture or seminar, a summary of the source)

Unit 5: Listening

a. Objective: After the completion of the listening unit the students will be able to listen adequately and perform well in the academic context.

b. Teaching Methodology: Communicative Language Teaching (CLT)

c. Skill: Concentrate on listening skill (integrated with speaking skill)

d. Topics:

1. Preparing for a lecture
2. Students predicting the lecture content
3. Listening and making lecture notes
4. Listening and identifying stress within words
5. Listening lecture organization
6. Note-taking symbols
7. Listening to seminars
8. Listening to lectures

10.3. Identify the fixed phrases from Psychology

10.4. Sequencing information in sentences
9. Listening and completing the summary
10. Listening and answering the review questions
11. Comprehending signpost language in lectures
12. Listening and recognizing the speaker's point of view
13. Identifying digressions in lectures

Conclusion

In this chapter, a course for students of Psychology at BZU and its affiliated colleges in Multan has been recommended. The recommended course is based on the potential linguistic needs of the Psychology students and materials evaluation which have been investigated in this study. The course is beneficial and comprehensive for Psychology students as it can be implemented at BZU and its affiliated colleges in Multan to improve the standard of education in the discipline of Psychology.

The following five units are recommended in the course: writing, reading, vocabulary, listening, and speaking. In these institutes the semester system is in practice thus the course could be applied in this system. Regarding this, the teacher will fix their teaching plans considering the semester system. Thus teachers must cover the contents of the course outline. Considering the level of linguistic adequacy of students of Psychology and the availability of resources, above-mentioned units are arranged in the proposed course. The Communicative teaching methodology is recommended for each unit. Further, an eclectic approach is also suggested to teach the course.

The purpose of this research was to investigate the potential linguistics needs of the students of Psychology and materials evaluation at BZU and its affiliated colleges in Multan. Considering the findings, a course has been recommended for implementation. The findings of this study prove beneficial in investigating further unexplored areas regarding English for Academic Purposes (EAP) and materials evaluation in the discipline of Psychology.

Recommendations for Future Research

A recommendation regarding further research is to work on materials development for the English for Academic Purposes Course (EAP) in the discipline of Psychology in such a way that the particular textbook could be compiled that will cater to the particular needs of the students of Psychology at BZU and its affiliated colleges in Multan. Another potential area for further research is research in English for Academic Purposes (EAP) teachers' training specifically in the discipline of Psychology while considering the findings of this research project. Research can also be carried out to redesign the existing component of English

language for Psychology students at BZU and its affiliated colleges in Multan. Moreover, exploring new teaching methods is another potential area for future research. In this context, there are five new teaching methods (personalized learning, project- based learning, place-based education, formative assessment and real- world learning) which needs to be carried in future researches from a multiple perspective by the researchers.

Appendix- A

List of Topics for Questionnaires

Reading:

1. Teachers, evaluation of learners, reading skills for textbooks.
2. Teachers, evaluation of learners, reading skills for the following categories?
   a. comprehending terminologies of Psychology
   b. comprehending Principles of Psychology
   c. distinguishing between schools of thought and models
   d. comprehending various methods of Psychology
   e. comprehending various fields of Psychology
   f. comprehending laboratory skills
3. In Psychological researches, teachers, evaluation of learners, reading proficiency regarding literature review are:
   a. comprehending the complex relation of variables
   b. comprehending the previous researches
   c. comprehending the research related theories
4. Teachers general comments on reading skills of learners of Psychology?

Writing:

1. Teachers, evaluation of learners, writing skills in the following areas?
   a. organizing ideas
   b. deducing the basic concept from the related theory
   c. appropriate use of Psychological terminologies in written work
   d. mechanics of writing (vocabulary, grammar, etc.)
   e. being clear about conclusion in their written works
   f. showing a clear line of reasoning
2. Teachers general comments on writing skills of learners of Psychology?

Speaking:

1. Teachers, evaluation of learners, speaking skills in the following areas?
   a. asking questions to teachers in the class
   b. giving presentations (models, charts, etc.)
   c. pair and group work in class
   d. role-play
   e. expressiveness in speech
   f. appropriate word choice
   g. distinctness in speech

2. Teachers' general comments on speaking skills of learners of Psychology?

Listening:

1. Teachers, evaluation of learners' listening skills in the following areas?
   a. listening to class lectures
   b. listening to presentations in class
   c. listening to co-learners in group and pair work
   d. listening to instructions of teachers in role-play
   e. listening with consistency
2. Teachers' general comments on listening skills of learners of Psychology?

Appendix- B

Questionnaire 1

Questionnaire to Collect Information Considering Needs as Perceived by Teachers of Psychology

This research project has been carried out at Bahauddin Zakariya University and its affiliated colleges in Multan. This questionnaire is a research tool to collect information in order to measure the English language proficiency of the students of Psychology at BS Honors and Masters level so that their lacking and problematic areas could be identified and according to that suggestions could be provided in order to ameliorate the standard of English in the field of Psychology.

The results of this research project will lead to recommending an English for Specific Purposes (ESP) course formulated on the basis of particular needs of the students. The course could be implemented in the Psychology department at BZU and its affiliated colleges in Multan in order to improve the linguistic capabilities of the students of Psychology.

For this research project three questionnaires have been formulated in order to collect information regarding the English language needs as perceived by the three significant members of the discourse community of the Psychology i.e. teachers of Psychology, BS Honors students and Masters' students.

Questionnaire 1 is for the teachers of Psychology. Questionnaire 2 and3 are formulated respectively for BS Honors and Masters' students.

Please read the following and mark the appropriate option.

READING

Q1. How do you assess the reading proficiency of your learners regarding reading textbooks?

a. Fully satisfied
b. Satisfied
c. Dissatisfied
d. Fully dissatisfied
e. No opinion

Q2. For the areas mentioned below, how do you assess your learners reading comprehension for specific areas related to Psychology?

Comprehending terminologies of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending Principles of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending schools of thought and models
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending various methods of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending various fields of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending laboratory skills
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding your learners' reading proficiency?

Q3. In Psychological researches how do you assess your learners' reading proficiency regarding literature survey?

Comprehending the complex relation of variables
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending the previous researches
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending the research related theories
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding the reading proficiency of your learners in Psychological researches?

WRITING

Q4. How do you assess your learners' writing skills in the following areas?

Organizing ideas
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Deducing the basic concept from the related theory
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Appropriate use of terminologies of Psychology in written work
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Mechanics of writing (vocabulary, grammar etc.,)
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Being clear about conclusion in written work
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Showing a clear line of reasoning
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other points regarding the writing skills of your learners?

SPEAKING

Q5. How do you assess your learners' speaking skills regarding English in the following areas?

Asking questions to teachers in the class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Giving presentations (models, charts etc.,)
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Pair and group work in class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Role-play
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Expressiveness in speech
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Appropriate word choice

a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Distinctness in speech
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other points regarding the speaking skills of your learners?

LISTENING

Q6. How do you assess your learners' listening to English in the following areas?

Listening to class lectures
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening to presentations in class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening to co-learners in group and pair work
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening to instructions of teachers in role-play
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening with consistency
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other points regarding the listening skills of your learners?

Q7. Do you agree that it is important for the learners to have adequate proficiency in English for academic needs?
a. fully agree
b. agree
c. disagree
d. fully disagree
e. neither agree nor disagree

Q8. Any other comment:

Appendix- C

Questionnaire 2

Questionnaire to Collect Information Considering Needs as Perceived by BS Honors Students of Psychology

This research project has been carried out at Bahauddin Zakariya University and its affiliated colleges in Multan. This questionnaire is a research tool to collect information in order to measure the English language proficiency of the students of Psychology at BS Honors and Masters level so that their lacking and problematic areas could be identified and according to that suggestions could be provided in order to ameliorate the standard of English in the field of Psychology.

The results of this research project will lead to recommending an English for Specific Purposes (ESP) course formulated on the basis of particular needs of the students. The course could be implemented in the Psychology department at BZU and its affiliated colleges in Multan in order to improve the linguistic capabilities of the students of Psychology.

For this research project three questionnaires have been formulated in order to collect information regarding the English language needs as perceived by the three significant members of the discourse community of the Psychology i.e. teachers of Psychology, BS Honors students and Masters' students.

Questionnaire 2 is for the BS Honors students of Psychology. Questionnaires 1and 3 are formulated for teachers of Psychology and Masters' students.

Please read the following and mark the appropriate option.

READING

Q1. How do you assess your reading comprehension regarding textbooks while studying in BS Psychology?
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Q2. For the areas mentioned below, how do you assess your reading comprehension regarding specific areas related to Psychology?

Comprehending terminologies of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending principles of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending schools of thought and models
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending various methods of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending various fields of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding reading comprehension in Psychology at BS level?

WRITING

Q3. How do you assess your writing skills at BS level in Psychology in the following areas?

Organizing ideas
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Deducing the basic concept from the related theory
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Appropriate use of terminologies of Psychology in written work
a. fully satisfied
b. satisfied
c. Dissatisfied
d. Fully dissatisfied

e. No opinion

Mechanics of writing (vocabulary, grammar etc.,)
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Being clear about conclusion in written work
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Showing a clear line of reasoning
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding writing skills at BS level in Psychology?

SPEAKING

Q4. How do you assess your speaking skills at BS level in Psychology in the following areas?

Asking questions to teachers in the class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Pair and group work in class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Giving presentations (models, charts etc.,)
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Expressiveness in speech
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Appropriate word choice
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Distinctness in speech
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding speaking skills at BS level in Psychology?

LISTENING

Q5. How do you assess your listening of English at BS level in Psychology in the following areas?

Listening to class lectures
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening to presentations in class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening to co-learners in group and pair work
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening with consistency
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other points regarding listening skills at BS level in Psychology?

Q6. Do you agree that it is important for a learner at BS level to have adequate proficiency in English in order to perform well in their academic settings?

a. fully agree
b. agree
c. disagree
d. fully disagree
e. neither agree nor disagree

Q7. Any other related comment:

Appendix- D

Questionnaire 3

Questionnaire to Collect Information Considering Needs as Perceived by Masters' Students of Psychology

This research project has been carried out at Bahauddin Zakariya University and its affiliated colleges in Multan. This questionnaire is a research tool to collect information in order to measure the English language proficiency of the students of Psychology at BS Honors and Masters' level so that their lacking and problematic areas could be identified and according to that suggestions could be provided in order to ameliorate the standard of English in the field of Psychology.

The results of this research project will lead to recommending an English for Specific Purposes (ESP) course formulated on the basis of particular needs of the students. The course could be implemented in the Psychology department at BZU and its affiliated colleges in Multan in order to improve the linguistic capabilities of the students of Psychology.

For this research project three questionnaires have been formulated in order to collect information regarding the English language needs as perceived by the three significant members of the discourse community of the Psychology i.e. teachers of Psychology, BS Honors students and Masters' students.

Questionnaire 3 is for the Masters' students of Psychology. Questionnaires 1and 2 are formulated for teachers of Psychology and BS Honors students.

Please read the following and mark the appropriate option.

READING

Q1. How do you assess your reading proficiency regarding textbooks while pursuing your masters in Psychology?
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Q2. For the areas mentioned below, how do you assess your reading proficiency for specific areas related to Psychology while pursuing your Masters in Psychology?

Comprehending terminologies of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending principles of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied

d. fully dissatisfied
e. no opinion

Comprehending schools of thought and models
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending various methods of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending various fields of Psychology
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending laboratory skills
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding your reading comprehension while pursuing your Masters in Psychology?

Q3. In Psychological researches, how do you assess your reading proficiency regarding literature survey while pursuing your Masters in Psychology?

Comprehending the complex relation of variables
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending the previous researches
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Comprehending the research related theories
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other points regarding your reading proficiency related to Psychological researches?

WRITING

Q4. How do you assess your writing skills in the following areas while you were pursuing your Masters in Psychology?

Organizing ideas
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Deducing the basic concept from the related theory
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Appropriate use of terminologies of Psychology in written work
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Mechanics of writing (vocabulary, grammar etc.,)
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Being clear about conclusion in written work
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Showing a clear line of reasoning
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding your writing skills while you were pursuing your Masters in Psychology?

SPEAKING

Q5. How do you assess your speaking skills regarding English in the following areas, while you were pursuing your Masters in Psychology?

Asking questions to teachers in the class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Giving presentations (models, charts etc.,)
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Pair and group work in class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Role-play
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Expressiveness in speech
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Appropriate word choice
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Distinctness in speech
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding your speaking skills in English while you were pursuing your Masters in Psychology?

LISTENING

Q6. How do you assess your listening of English in the following areas while you were pursuing your Masters in Psychology?

Listening to class lectures
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening to presentations in class
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening to co-learners in pair and group work
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening to instructions of teachers in role-play
a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Listening with consistency

a. fully satisfied
b. satisfied
c. dissatisfied
d. fully dissatisfied
e. no opinion

Would you like to highlight any other point regarding your listening skills in English while pursuing your Masters in Psychology?

Q7. Any other related comment:

b. In-group and out-group
c. Reference group
d. A, B and C are correct

7. Reference group includes ……..
   a. Family members
   b. Friendship group
   c. Residents of community group
   d. A, B and C are correct

8. Definition of in-group and out-group ……..
   a. In-group is group with which we belong
   b. Out-group is group with which we do not belong
   c. Both A and B are correct
   d. Both A and B are not correct

Appendix- E

Listening Test

The purpose of this research is to assess the existing proficiency of the Psychology students regarding English as English has become a compulsory medium of instruction and examination in almost all departments. The evaluation will help to recommend a need based English language course to be implemented in the Psychology department at Bahauddin Zakariya University and its affiliated colleges in Multan. In this regard, a listening test has been conducted.

Instruction: Listen to it carefully and tick the correct answer while listening.

Issue: Social Psychology

1. Social Psychology is the study of how peoples…….. are affected by others.
   a. Thoughts
   b. Feelings
   c. Actions
   d. A,B and C are correct

2. Social Psychology is…….
   a. Social Science
   b. Behavioral Science
   c. Both A and B are correct
   d. Both A and B are not correct

3. Socialization agencies include ……..
   a. Family and peer group
   b. School and working place
   c. Mass media
   d. A, B and C are correct

4. The infant (child) born into an already existing group of family which has……..
   a. Standardization modes of behavior
   b. Values and attitudes
   c. Both A and B are correct
   d. Both A and B are not correct

5. Modes of socialization are ……
   a. Direct instruction and shaping
   b. Modeling and imitation
   c. Both A and B are correct
   d. Both A and B are not correct

6. Types of social groups ……..
   a. Primary and secondary group

Appendix- F

Speaking Test

The purpose of this research is to assess the existing proficiency of the Psychology students regarding English as English has become a compulsory medium of instruction and examination in almost all departments. The evaluation will help to recommend a need based English language course to be implemented in the Psychology department at Bahauddin Zakariya University and its affiliated colleges in Multan. In this context, a speaking test has been conducted.

Read the following extract entitled SCHIZOPHRENIC DISORDER and discuss in groups of three or four students, the questions given in the section entitled Oral interaction.

SCHIZOPHRENIC DISORDER

The schizophrenic disorders are a puzzling group of psychotic conditions seen throughout the world. The psychotic individual must be hospitalized. His personality is extremely disorganized; he is incapable of functioning society in normal way. The symptoms of schizophrenia vary a lot, there are positive and negative symptoms. Delusions, hallucinations and peculiar behaviors have been called positive symptoms. Negative symptoms include flat affect, lack of enjoyment or pleasure and poor persistence in work or activities.

During psychotic episodes, some schizophrenics show a fairly consistent cluster of symptoms, called subtypes; these include disorganized schizophrenia, paranoid schizophrenia, catatonic schizophrenia, undifferentiated schizophrenia and residual schizophrenia.

Psychosocial and physical stressors may cause schizophrenic disorders. Heredity plays a part in the development of at least some schizophrenic disorders. Both psychoanalytic and behaviorist psychologists assume that family life contributes to the disorder. Physiological environmental factors may also contribute to schizophrenia.

Schizophrenia is a serious disorder that is still only partially understood. Two major forms of therapy have emerged as relatively successful approaches to the treatment of schizophrenia. Many psychologists argue that medications alone are not enough. Behavior based programs in hospitals can be taught to improve their self-care and interpersonal behavior and to acquire work skills. Behaviorists help the patients to be more realistic in their thinking and improve their attention and learning.

ORAL INTERACTION

1. Discuss whether psychotic individuals should be hospitalized?

2. If you agree then in hospitals should they be categorized according to
   a. Subtypes of schizophrenia?
   b. Age group?
   c. Intensity of disorder in patients?

3. In your opinion what are the causes of schizophrenia
   a. Biological and heredity factors?
   b. Bio psychological factors?

c. Both ‘a’ and ‘b’ are correct.

4. Symptoms of schizophrenia psychosis are
   a. feeling of being plotted against
   b. delusions of grandeur
   c. the most common system of persecution
   d. all above mentioned symptoms

5. Maximum hallucination and delusions can be seen in which type of Schizophrenia?
   a. catatonic schizophrenia
   b. paranoid schizophrenia
   c. disorganized schizophrenia
   d. undifferentiated schizophrenia

6. Merely medications alone are not enough for the treatment of Schizophrenia disorder, Behavior based programs in hospitals should also be carried out with it. Give reasons for eac

Source: (A Textbook of Psychology)

Appendix- G

Reading Test

The purpose of this research is to assess the existing proficiency of the Psychology students regarding English as English has become a compulsory medium of instruction and examination in almost all departments. The evaluation will help to recommend a need based English language course to be implemented in the Psychology department at Bahauddin Zakariya University and its affiliated colleges in Multan.

Read the following extract and answer the given questions.

Piaget’s Cognitive Development Theory

The famous Swiss psychologist Jean Piaget (1896-1980) proposed an important theory of cognitive development. **Piaget’s theory** states that children actively construct their understanding of the world and go through four stages of cognitive development. Two processes underlie this cognitive construction of the world: organization and adaptation. To make sense of our world, we organize our experiences. For example, we separate important ideas from less important ideas. We connect one idea to another. But not only do we organize our observations and experiences, we also adapt our thinking to include new ideas because additional information furthers understanding. Piaget (1954) believed that we adapt in two ways: assimilation and accommodation.

Assimilation occurs when individuals incorporate new information into their existing knowledge. **Accommodation** occurs when individuals adjust to new information. Consider a circumstance in which a 9-year old girl is given a hammer and nails to hang a picture on the wall. She has never used a hammer, but from observation and vicarious experience she realizes that a hammer is an object to be held, that it is swung by the handle to hit the nail, and that it is usually swung a number of times. Recognizing each of these things, she fits her behavior into the information she already has (assimilation). However, the hammer is heavy, so she holds it near the top. She swings too hard and the nail bends, so she adjusts the pressure of her strikes. These adjustments reveal her ability to alter slightly her conception of the world (accommodation).

Piaget thought that assimilation and accommodation operate even in the very young infant’s life. Newborns reflexively suck everything that touches their lips (assimilation), but, after several months of experience, they construct their understanding of the world differently. Some objects, such as fingers and the mother’s breast, can be sucked, but others, such as fuzzy blankets, should not be sucked (accommodation).

Piaget also believed that we go through four stages in understanding the world. Each of the stages is age-related and consists of distinct ways of thinking. Remember, it is the different way of understanding the world that makes one stage more advanced than another; knowing more information does not make the child’s thinking more advanced, in the Piagetian view. This is what Piaget meant when he said the child’s cognition is qualitatively different in one stage compared to another (Vidal, 2000). **A** What are Piaget’s four stages of cognitive development like?

B The sensorimotor stage, which lasts from birth to about 2 years of age, is the first Piagetian stage. In this stage, infants construct an understanding of the world by coordinating sensory experiences (such as seeing and hearing) with physical, motoric actions- hence the term sensorimotor. **C** At the end of the stage, 2-years olds have sophisticated sensorimotor patterns and are beginning to operate with primitive symbols.

D The preoperational stage, which lasts from approximately 2 to 7 years of age, is the second Piagetian stage. In this stage, children begin to represent the world with words, images and drawings. Symbolic thought goes beyond simple connections of sensory information and physical action. However, although preschool children can symbolically represent the world, according to Piaget, they still lack the ability to perform operations, the Piagetian term for internalized mental actions that allow children to do mentally what they previously did physically.

The concrete operational stage, which lasts from approximately 7 to 11 years of age, is the third Piagetian stage. In this stage, children can perform operations, and logical reasoning replaces intuitive thought as long as reasoning can be applied to specific or concrete examples. For instance, concrete operational thinkers cannot imagine the steps necessary to complete an algebraic equation, which is too abstract for thinking at this stage of development.

The formal operational stage, which appears between the ages of 11 and 15, is the fourth and final Piagetian stage. In this stage, individuals move beyond concrete experiences and think in abstract and more logical terms. As part of thinking more abstractly, adolescents develop images of ideal circumstances. They might think about what an ideal parent is like and compare their parents to this ideal standard. They begin to entertain possibilities for the future and are fascinated with what they can be. In solving problems, formal operational thinkers are more systematic, developing hypotheses about why something is happening the way it is then testing these hypotheses in a deductive manner.

Mark the appropriate answer.

1. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
   a. Our new experiences require that we adjust in order to understand information that we have never seen.
   b. Understanding new ideas is easier if we include observations and personal experiences.
   c. We engage in both organizations of what we see and experience and adaptation of novel ideas.
   d. Thinking must include direct observation and experiences in order to organize the information.

2. Why does the author mention a hammer in paragraph 2?
   a. To explain the concepts of assimilation and accommodation
   b. To demonstrate how a 9-year-old girl responds to a new Experience
   c. To prove that a young child cannot engage in problem solving
   d. To provide an example of the first stage of cognitive Development

Paragraph 2 is marked with an arrow [ ].

3. The word alter in the passage is closest in meaning to
   a. change
   b. improve
   c. hide
   d. find

4. The word others in the passage refers to
   a. months
   b. objects
   c. fingers
   d. blankets

5. The word distinct in the passage is closest in meaning to
   a. new
   b. simple
   c. different
   d. exact

6. **The word sophisticated in the passage is closest in meaning to**
   a. limited
   b. complex
   c. useful
   d. necessary

7. Based on the information in paragraph 6, which of the following best explains the term “operations”?
   a. symbolic thought
   b. mental actions
   c. physical activity
   d. abstract reasoning

Paragraph 6 is marked with an arrow [ ].

8. According to paragraph 7, why would a 10-year-old be unable to solve algebra problems?
   a. Algebra requires concrete operational thinking
   b. A 10-year-old has not reached the format operational stage
   c. A child of 10 does not have logical reasoning abilities
   d. An algebra problem has too many steps in order to solve it.

Paragraph 7 is marked with an arrow [ ].

9. In paragraph 8, the author mentions parents because
   a. teenagers are already thinking about their roles in the future
   b. parents are very important teachers during the final stage of development
   c. the comparison of real and ideal parents is an example of abstract thinking
   d. adolescents tend to be critical of their parents as part of their

development

Paragraph 8 is marked with an arrow [ ].

10. What can be inferred from the passage about people who are older than 15 years of age?

a. They must have completed all of Piaget's stages of cognitive Development
b. They are probably in the formal operational stage of development
c. They have mastered deductive reasoning and are beginning to learn intuitively
d. They may still not be able to solve problems systematically.

Source: Sharpe, J.P. (2007). TOEFL: Internet- Based Test (12th Ed.), Lahore: Jahangir Book Depot Press.

Appendix- H

Writing Test

The purpose of this research is to assess the existing proficiency of the Psychology students regarding English as English has become a compulsory medium of instruction and examination in almost all departments. The evaluation will help to recommend a need based English language course to be implemented in the Psychology department at Bahauddin Zakariya University and its affiliated colleges in Multan. In this context a writing test has been conducted.

Statement of test:
What is the Psychological view about Stress? What are its sources and how it affects an individual's life in different ways? Elucidate your answer in detail with examples.

Writing time: 30 minutes
Word limit: 300-350 words

Appendix- I

Questions for the Interview of Psychology Teachers

The purpose of the present study is to explore the extent to which students' competence is adequate in the use of English for academic purposes. The result of this study will be useful to all the learners, the instructors and the course developers. Your views on the issue will be of great assistance.

1. Name
2. Qualification
3. Designation and Institutes' name?
4. Your teaching strategy?
5. Are you asked by the learners to translate or elucidate your lecture in Urdu?
6. Do you think learners face problems in comprehending your lecture?
7. If yes then according to you which are the main elements causing the problem in comprehending lecture i.e. accent, difficult subject matter, or difficult vocabulary?
8. What are the prerequisites of speaking skills in the academic settings of the Psychology department in your institute?
9. What is the existing level of proficiency of Psychology students regarding the required speaking skills?
10. How frequently do you assign Psychology students a written assignment; never, regular or seldom?
11. Do you check and notably consider Psychology students' English language proficiency while marking their exam papers and written assignments?
12. What are the prerequisites of writing skills in the academic settings of the Psychology department in your institute?
13. What is the existing level of proficiency of Psychology students regarding the required writing skills?
14. How frequently do you assign reading assignments to the Psychology students?
15. What are the prerequisites of reading skills in the academic settings of the Psychology department in your institute?
16. What is the existing level of proficiency of Psychology students regarding the required reading skills?
17. What are the prerequisites of listening skills in the academic settings of the Psychology department in your institute?
18. What is the existing level of proficiency of Psychology students regarding the required listening skills?
19. Are you satisfied with the Psychology students' present command of English?
20. Do you agree that the solution to the Psychology students' problem is an EAP course?

Appendix-J

Interview Questions for Teachers regarding Materials Evaluation

The purpose of the present study is to firstly explore the extent to which students' competence is adequate in the use of English for academic purposes. Secondly it aims to evaluate the existing English component (syllabus, material) of the Psychology students. The result of this study will be useful to all the learners, the instructors and the course developers. Your views on the issue will be of great assistance.

1. In your view, are the physical qualities of the text of existing English material acceptable or not?
2. Does the currently used English textbook provide sufficient practice in learning vocabulary specifically related to the discipline of Psychology?
3. To give practice in the reading skills do the existing English textbooks provide materials i.e., reading texts that specifically belong to the discipline of Psychology?
4. To give practice in the writing skills do the existing English textbooks provide materials i.e., writing tasks specifically required in academic situations relating to the discipline of Psychology?
5. To give practice in the listening skills do the existing English textbooks provide materials i.e., listening tasks and activities specifically required in academic situations relating to the discipline of Psychology?
6. To give practice in the speaking skills do the existing English textbooks provide materials i.e., speaking tasks and activities specifically required in academic situations relating to the discipline of Psychology?
7. Does the illustrative material enhance the understanding of the subject matter?
8. Does the supplementary material enhance the effectiveness of the existing English text books?

6. To give practice in the listening skills do the existing English textbooks provide materials i.e., listening tasks and activities specifically required in academic situations relating to the discipline of Psychology?
   a. Yes
   b. No
   c. To some extent

7. To give practice in the speaking skills do the existing English textbooks provide materials i.e., speaking tasks and activities specifically required in academic situations relating to the discipline of Psychology?
   a. Yes
   b. No
   c. To some extent

8. Does the illustrative material of the existing English syllabus enhance the understanding of the subject matter?
   a. Yes
   b. No
   c. To some extent

9. Does the supplementary material enhance the effectiveness of the existing English textbooks?
   a. Yes
   b. No
   c. To some extent

10. How readily are the materials available?
    a. Easily
    b. Limited stock

Appendix-K

Materials Evaluation Questionnaire for Psychology Students

This research project has been carried out at Bahauddin Zakariya University and its affiliated colleges in Multan. This materials evaluation questionnaire helped in evaluating English components (syllabus, material) of the Psychology students at BS and Masters' level.
This materials evaluation questionnaire is to be completed by the Psychology students.

1. Are the physical qualities of the text of existing English material acceptable for the students?
   a. Yes
   b. No
   c. To some extent

2. Are the content and subject matter of the currently used English text books interesting?
   a. Yes
   b. No
   c. To some extent

3. Does the currently used English textbook provide sufficient practice to the students in learning vocabulary specifically related to the discipline of Psychology?
   a. Yes
   b. No
   c. To some extent

4. To give practice in the reading skills do the currently used English textbooks provide materials i.e., reading texts that specifically belong to the discipline of Psychology?
   a. Yes
   b. No
   c. To some extent

5. To give practice in the writing skills do the existing English textbooks provide materials i.e., writing tasks specifically required in academic situations relating to the discipline of Psychology?
   a. Yes
   b. No
   c. To some extent

Appendix-M

Evaluation Sheet

1. To what extent the students feel hesitation in speaking the English language?
   - Not at all
   - Little extent
   - Some extent
   - Great extent

2. To what extent do the students exhibit distinctness in speech, specifically the English language?
   - Not at all
   - Little extent
   - Some extent
   - Great extent

3. To what extent the students show fluency in speaking the English language?
   - Not at all
   - Little extent
   - Some extent
   - Great extent

4. To what extent do the students have difficulty in the appropriate use of vocabulary?
   - Not at all
   - Little extent
   - Some extent
   - Great extent

5. To what extent the students possess adequate proficiency in accent and pronunciation particularly in the English language?
   - Not at all
   - Little extent
   - Some extent
   - Great extent

6. To what extent the students maintain the appropriate tone in the speaking skills of the English language?
   - Not at all
   - Little extent
   - Some extent
   - Great extent

7. To what extent the students reveal the clarity in speaking the English language?
    - Not at all
    - Little extent
    - Some extent
    - Great extent

8. To what extent do the students maintain the speed in speaking skills?
    - Not at all
    - Little extent
    - Some extent
    - Great extent

Appendix N

PROPOSED REVISED COURSE OUTLINE BS (4-YEARS) IN APPLIED PSYCHOLOGY, SESSION 2012 to onwards

Semester Year	Name of Subjects	Credit Hours
Semester-I		
ENG-101	English – I: Speaking and Listening Skills, Functional English	3+0
Semester-II		
ENG-102	English –II: (Reading, Writing Skills and Other Communication Skills	3+0
Semester-III		
ENG-201	English –III: Novels, Short Stories and Prose	3+0
Semester-IV		
ENG-202	English – IV(Drama, Poetry & Literary Criticism)	3+0

PROPOSED REVISED COURSE OUTLINE BS (4-YEARS) IN THE PSYCHOLOGY DEPARTMENT AT BZU AND ITS AFFILIATED COLLEGES IN MULTAN

ENG-101 ENGLISH – I Credit Hours: 03

Basics of Grammar
- Parts of speech and their functions

(Nouns, Pronoun, Verb, Adverb, Adjective, Conjunction, Inter junction)
- Use of articles
- Sentence Skills

Classification by purpose
(Declarative, Interrogative, Imperative, Exclamative)
Classification by Structure
(Complex, Compound, Compound complex)
- **Analysis of phrase and clause**
- **Preposition**
- **Transitive and intransitive verbs**
- **Active and Passive Voice**
- **Speaking Skills**

Communication via Dialogue formation
Expressing your likes and dislikes
Group discussion
My Dreams
Picture description
Games activities
- **Listening Skills**

Aims of Listening
Kinds of Listening
Extensive and Intensive listening
- **Speaking Skills**

Traits of speaking skills
Effective classroom interaction
- **Dictionary Skills**

(Meaning, Usage, Pronunciation, Syllabication, Etymology, Stress, Parts of speech, Synonyms, Antonyms)

ENG-102 English –II Credit Hours: 03

Reading Skills:
Strategies to improve reading speed
Skimming Scanning Inference
Prediction Anticipation
Stages of reading
Writing Skills:
Paragraph Writing (Techniques of writing: descriptive, Narrative, Expository, Argumentative)
Letter Writing (Invitation, Regrets, Routines)
Emails writing
Note taking and note making
Outlining and summarizing
Brainstorming
Communication Skills:
Introduction
Kinds of communication
Communication Styles

ENG-201 English III (Novel, Short Stories & Prose) Credit Hours: 03

Objectives: This course will enable the students:
1. To have a full understanding of 18th and 19th century novels which are rich in diversity as well as creativity.
2. To closely study the English society of these centuries and its impact upon human lives, and its complex psychological phenomena.
3. To develop an insight into various factors responsible for the appeal of the subject matter of these novels which was not only enjoyed by readers of the centuries in which they were written but by Victorian readers or even for modern readers of contemporary times.

Course Contents
- Henry Fielding *Joseph Andrews* (1742)
- Jane Austen *Pride and Prejudice* (1813)
- Charles Dickens *Hard Times* (1854)
- George Eliot *The Mill on the Floss* (1860)
- Thomas Hardy *The Return of the Native* (1878)

Recommended books:

- Bloom, Harold. (1988) *George Eliot's the Mill on the Floss (Bloom's Modern Critical Interpretations)*. Chelsea House Pub.
- Allen, Walter *The English Novel*
- Ashton, Rosemary. *George Eliot: A Life*. London, 1996.
- Battestin, Martin C. *The Moral Basis of Fielding's Art: A study of Joseph Andrews*
- Beer, Gillian. *George Eliot.* Brighton, 1986.
- Butt, John *Fielding*
- Church, Richard *The Growth of the English Novel*.
- Collins, Philip, *Dickens: The Critical Heritage*, 1971
- Copeland, Edward and McMaster, Juliet, *The Cambridge Companion to Jane Austen,* 1997
- Elliot, Albert Pettigrew. *Fatalism in the Works of Thomas Hardy,* 1935
- Forster, E.M. *Aspects of the Novel*.(Pelican Paperback)
- Gard, Roger. *Jane Austen's Novels: The Art of Clarity,* 1998
- Hardy, Barbara. *The Novels of George Eliot.* London, 1959.
- Kettle, Arnold *Introduction to the English Novel* (vol. .I & II)
- Lubbock, P. *The Craft of Fiction*. Jonathan Cape,
- MacDonaugh, Oliver, *Jane Austen: Real and Imagined Worlds*. 1993
- Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective). Ca*mden House.
- Neill, Edward. *The Politics of Jane Austen,* 1999
- Smith, Grahame, *Charles Dickens: A Literary Life,* 1996
- Thomas, Jane. *Thomas Hardy, Femininity and Dissent,* 1999
- Watt, Ian *The Rise of Novel*. Chatto Windus, London, (1955-7)

ENG-202 English, (IV) Drama, Poetry and literacy, Criticism Credit Hours: 03

Letter Writing
- Good News Letter
- Bad News Letter

Special Letters
- Letter of Congratulation
- Letter about reservation

- Letter of invitation
- Letter of condolence

TECHNICAL COMMUNICATION

Report Writing

Technical report writing
Investigation report writing
Short report writing

Professional Skills

CV writing & job application
Interview skills
English Literature

Poetry

- The man he killed (Thomas Hardy)
- Across the Indus (Taufeeq Rafat)
- Meeting at night (Robert Browning)
- Slopping by Woods on a Snowy Evening (Robert Frost)
- We are Seven (William Wordsorth)
- Echoing Green (William Blake)

Prose & Essays

- Three days to see (Helen Keller)
- Of Marriage & Single life
- Of Parents and children

Short Story

- The Necklace (Maupassant)
- TA-NA-E-KA (Mary Whitebird)

Drama (Selected Readings)

- Romeo & Juilet(Balcony Scene:Act-II Scene-2)
- Hamlet (4th Soliloquy: Act-III Scene-I)
- Merchant of venice(Court Scene:Act-IV Scene –I)

Suggested Reading:

1. English for Undergraduates Oxford University Press
2. Himstreet & Baty (1984) business communication. Principles and Methods (Seventh Edition) Boston, Massachusetts: Kent Publishing company.
3. Howe, D.H (2005) English for Undergraduates ,Karachi: QUP
4. Raman , Mr, & Singh , P (2006) Business Communication , New Delhi Oxford University Press.

M.Sc PSYCHOLOGY PROGRAM

Duration: 2yr (4 Semesters) **Total Credit Hours: 72**

Semester Year	Course Title	Credit Hours
Semester-I		
Course Codes	**Course Title**	**Credit Hours**

PSY-326	English Language Skills	3+0

SYLLABUS MSc 1st SEMESTER
IN THE PSYCHOLOGY DEPARTMENT AT BZU AND ITS AFFILIATED COLLEGES IN MULTAN

PAPER 1 *(PSY-326)* ENGLISH LANGUAGE SKILLS (*H # 3)*

- Dictionary Skills
- How to Listen Effectively
- Note Taking
- Reading Skills
- Skimming
- Scanning
- Sq3r
- Finding The Main Idea
- How to Become Faster & Effective Reade
- How to Tackle a Book
- Note Making
- Basic of English Grammar (Sentence Construction, Tenses, Direct/Indirect, Narration, Active /Passive Voice)
- Writing Skills
- Spellings
- Punctuation
- Précis Writing
- Writing Essay Assignment
- Vocabulary Building Strategies
- Speaking Skills
- Giving One's Profile
- Academic Interaction
- Oral Presentation

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