The Forms and Functions of English for Army Personnel in Pakistan with a Specific Reference to Pakistan Military Academy, Kakul

PhD Thesis

By

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Thesis submitted in requirement of the degree of Doctor of Philosophy

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SUPERVISOR’S CERTIFICATE

It is certified that the work contained in the thesis entitled, “The Forms and Functions of English for Army Personnel in Pakistan, with specific reference to Pakistan Military Academy, Kakul” has been carried out by Qamar Khushi under my supervision and is approved for submission in partial fulfillment of the requirement for the reward of the degree of Doctor of Philosophy in English.

__________________________
Dr. Mubina Talaat
DECLARATION

I hereby declare that the work in the thesis entitled “The Forms and Functions of English for the Army Personnel in Pakistan, with specific reference to Pakistan Military Academy, Kakul” is the result of my own independent investigation. I also declare that this thesis has not been submitted for any other degree elsewhere.

Qamar Khushi
Dedicated to the

loving memory of my parents
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ABSTRACT

Most of the ESL programmes in Pakistan do not cater to the potential needs of the learners, both in their academic as well as professional settings. This is due to the fact that the prescribed English syllabi are not in accordance with the specific needs of the learners. The professional institutions as such fail to equip the learners with the required linguistic and communicative competence. The Pakistan Military Academy (PMA), Kakul, the target research site of the project, one of the multiple cases in point, is also facing the same problem. The present study chooses to focus on the evaluation of the English Teaching Programme (ETP) of the PMA, Kakul, to discover those factors, which may have decreased the efficiency of the syllabus and attempts to find out as to why it does not achieve the desired goals. This research is also a thorough investigation to measure the level of existing linguistic adequacy of the PMA cadets with reference to the specific roles they are required to perform so that their problem areas could be systematically identified and subsequently reported with recommendations.

A mixed methods approach has been followed to investigate the academic and professional language needs of the learners. In this regard, information was obtained through questionnaire and interviews from three population groups of the discourse community of army: cadets, ex-cadets and instructors. The Statistical Package for Social Sciences (SPSS Version 13) was used for analyzing the quantitative data and thematic analysis was used for analyzing the qualitative data. In addition, an eclectic checklist based on the criteria suggested by various scholars was prepared to evaluate the textbooks taught at the PMA.
The findings indicate that knowledge of English is a decisive factor for success in Pakistan Army. However, the results revealed that there is plenty of scope for improvement in the present courses that are being taught at the PMA and that a literature oriented general English course does not help the cadets achieve the required proficiency in English language. In identifying the language needs of cadets, a vast majority of all the population groups have ranked writing and speaking skills as the most important language skills required, followed by reading and listening. The results also provided a clear picture of the learners’ level of inadequacy in the skills required for performing academic and professional roles in military settings. It was also found that some changes need to be made in teaching style in order for courses to be more effective. Based on the findings of this study, a needs-based course has been proposed for implementation at the PMA.

The study concludes with various recommendations that may help improve the English language teaching and learning at the PMA.
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<tr>
<td>ACR</td>
<td>Annual Confidential Report</td>
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<tr>
<td>BA</td>
<td>Bachelors in Arts</td>
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<tr>
<td>BSc</td>
<td>Bachelors in Science</td>
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<tr>
<td>BBC</td>
<td>British Broadcast Corporation</td>
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<tr>
<td>CNP</td>
<td>Communication Needs Processor</td>
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<tr>
<td>EAP</td>
<td>English for Academic Purposes</td>
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<td>EMP</td>
<td>English for Military Purposes</td>
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<tr>
<td>EOP</td>
<td>English for Occupational Purposes</td>
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<tr>
<td>EPP</td>
<td>English for Professional Purposes</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESP</td>
<td>English for Specific Purposes</td>
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<td>EST</td>
<td>English for Science and Technology</td>
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<td>ETP</td>
<td>English Teaching Programme</td>
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<tr>
<td>FSc</td>
<td>Fellow of Science</td>
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<tr>
<td>GC</td>
<td>Gentleman Cadet</td>
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<tr>
<td>GHQ</td>
<td>General Head Quarters</td>
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<tr>
<td>ISO</td>
<td>International Organization for Standardization</td>
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<tr>
<td>MA</td>
<td>Masters in Arts</td>
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<tr>
<td>M Phil</td>
<td>Masters in philosophy</td>
</tr>
<tr>
<td>NUST</td>
<td>National University for Modern Language</td>
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<tr>
<td>PASCOM</td>
<td>Pakistan Army Strategic Communication</td>
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<td>PMA</td>
<td>Pakistan Military Academy</td>
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<tr>
<td>PSA</td>
<td>Present Situation Analysis</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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CHAPTER 1

INTRODUCTION

1.1 General Introduction

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1.1 General Introduction

In this chapter, first I look at the language situation in Pakistan. Then, I discuss the role and status of English in Pakistan with a specific reference to its role in Pakistani educational system and in the Army, in order to provide a general background to the study. I also present a brief introduction to the research setting. Later in this chapter, I discuss the nature of the problem, followed by an explanation of the objectives of
the study and the research questions that lead this research. I also describe my motivations for undertaking this research and highlight the scope of the study. Then, I define some important terms used in this study. Finally, I present an outline of the thesis.

1.2 Language Situation in Pakistan

Here, I present the language situation in Pakistan followed by a discussion of the role and status of English in the country.

Pakistan is one of the largest Muslim countries in the world with a geographical area of 79.61 million hectares (PST 1999) and a population of 154,535,000 (Pakistan Census Organization, 2005). Pakistan fits the classic concept of a culturally plural society based on ethnicity, linguistic diversity and culture. Punjabis make up 56.6% of the population, Sindhis 23%, Baluchis 5.0%, and Pathans 13.4% and Federally Administered Tribal Areas (FATA) 2.4% (Pakistan Census Organization: 1998). Each broad ethnic group has its own internal language and cultural differences with marked ethnic/caste/tribal sub-divisions within each group (Rassool and Sabiha, 2007).

English and Urdu are the two official languages of Pakistan. In addition, there are many indigenous dialects and languages used in the country. Gordon (2005) lists 72 languages spoken in Pakistan. Punjabi, Sindhi, Pushto and Baluchi are the four main languages of the four provinces of Pakistan. Urdu, the national language, occupies the fifth position and is spoken by only 8% of the total population. Urdu was declared the national language so that it could provide a linguistic unity among the different speech communities. However, the fact remains that it is the mother tongue
of a very small minority of immigrants from India. Others learn it as a second language. Zaman (1981), points out that in Pakistan no single language can be claimed as common mother tongue. Urdu is not indigenous and suffers from a number of handicaps like limited technical vocabulary and printing difficulties. ‘The role of English remains controversial and the main regional languages though rich in literature and tradition rely heavily on the oral tradition, and moreover, lack a unitary system of speech form’ (Mansoor, 2005:27).

The regional languages, despite a large number of speakers are ‘minority’ languages. On the other hand, Urdu and English enjoy a high status and are reserved for public and official use, dominate politically, economically and culturally. Haque (1983) rightly predicts that in a multilingual country like Pakistan where a majority of 48% population speaks Punjabi, the role of English would be ever increasing which would further be elevated by the global importance of English as a *lingua franca* along with the sign of prestige attached to it.

### 1.2.1 The Role and Status of English in Pakistan

The status of English is that of second language (L2) and official language in Pakistan. A clear distinction between a second language and a foreign language as provided by Richards and Rodgers (2001:108) is that a foreign language is,

… a language which is taught as school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country (e.g., in government, business, or industry). English is described as a foreign language in France, Japan, China, etc.
A second language is,

a language which is not a native language in a country but which is widely used as a medium of communication (e.g., in education and government) and which is used alongside another language or languages. English would be a second language for immigrants in the English speaking country (ibid: 108).

Rahman (2007) traces the roots of English as an official language of Pakistan back to the early post partition era. He points out that since English was the language of official correspondence in colonial era and the newly adopted Urdu language had not flourished enough to be implemented as an official language immediately, English was supposed to continue as the official language of Pakistan until Urdu replaced it. However, the appreciation of English keep gaining strength with every passing year, and a language shift seems quite likely as a result. Since 1947, the reason behind linguistic hegemony of English has been the fact that it distinguished the elites from the masses. Both Civil Services and Military Service officers had been Anglicized. Therefore, it was in the interest of the two major ruling bodies to continue English since it gave them a ‘competitive edge’ over the masses.

According to Rassool and Sabiha, (2007:221) the hegemony of English that prevails within Pakistani society relates to a complex range of circumstances including,

- The colonial heritage of Pakistan;
- The importance attached to English in the country’s post-colonial national language policy;
- The negligible value attached to regional and local languages within public domains;
• The predominant role of English within the interactive global cultural economy

The status of English in Pakistan is undeniably high, despite the well-publicized national language role of Urdu. Mansoor (2005:27-28), states the following functions of English in Pakistan:

1. It is used in the civil administration and bureaucracy.
2. It is the language of contact in the country’s legal system at the federal and provincial levels, although in the provincial district and session courts, Urdu is mostly used in writing.
3. The official language of the Armed Forces of the country is English. In the Armed Forces, the models used for training are British, and English is the language of communication for office work.
4. It is used in the media, together with Urdu and the regional languages.
5. English is also used in the field of education, in addition to Urdu. In all government schools, Urdu is the medium of teaching and learning with English as a compulsory subject from class 5 or 6. Recently, the Government of Pakistan has taken the decision to introduce English in all government schools from class- 1.

This indicates that English is the language of communication for all official purposes and the significant role that English language plays in different spheres of life. The English language is not limited to official use only, but it has permeated all layers of official communication to the levels of common usage in the urban areas. Although, the literacy rate of Pakistan is very low and the majority of people are uneducated, people do use and understand English. The language of native speaker generally
consists of many English words that s/he uses intentionally or unintentionally many a time. It has been observed that an educated Pakistani speaker easily switches over to English while talking to others. In this regard, the role of media is especially noteworthy. Both print and electronic media give coverage to many issues and aspects in English. With the introduction of satellite television, Pakistani viewers have ample access to world media in English. It has become a pattern of life and its cultural influence continues to grow stronger. English has attained the status of second language in Pakistan, and continues to change the mindset of its speakers. Now English has become a status symbol and is extensively used by the elite class. In fact, in the present situation, Pakistan has to rely on the English language in order to have an access to the latest advancements in science and technology and this could be done by promoting and encouraging the teaching of English language in the educational institutions (Sherwani, 2001).

All these factors underscore the significance and pervasive role that English language plays in Pakistan. In this context, it is pertinent to discuss the role and status of English in the educational system of Pakistan.

1.2.2 The Role and Significance of English in the Educational System of Pakistan

The education sector of Pakistan plays a vital role in implementing the power of English. In a linguistically divided society, the learning of powerful language would not only mean better chances of survival but also a matter of gaining public prestige. The Government of Pakistan has realized the importance of English being the language of science and technology. Unlike Urdu, which is a compulsory subject
until the Intermediate level, English remains a mandatory subject up to Bachelors and the medium of instruction throughout the higher studies. With the growing need of English, some specific English courses are also inoculated in many disciplines, which of course are instrumental in further strengthening the dominant role of English in the social dynamics of the country.

The question of teaching English as a subject or as a medium of instruction has been a matter of great debate in Pakistan’s educational system (Mansoor, 1993). At present, two major education systems are operating in the country that can be roughly categorized as the English medium system and the Urdu medium or vernacular system. The prestigious of these two is the English medium system. According to the findings of a recent study (Mansoor, 2005), the majority of students in private educational institutions tended to achieve better examination results than those students who had been educated in Urdu or the regional languages. Rahman (2007) lists three types of English medium institutions: (a) private elitist schools (b) cadet colleges/public schools (c) private non-elitist schools.

Under the category of private elite schools fall school chains of Beacon House, City School, etc. The students of these schools generally belong to upper middle classes (26.66%) and the upper classes (53.33%) (Rahman, 2004:157-158). In these schools, exorbitant fees are charged, and the curriculum and textbooks are mostly compiled in foreign countries. The students learn English primarily from their families, friends, and exposure to the English through computers, T.V. media and reading material in English. They are also exposed to real life situations and co-curricular activities in their schools, which further help in honing their skills in English. As a result, the students of these schools use English ‘spontaneously and naturally’. Both private and
state-run elite schools cater to the demands of the westernized, powerful, English speaking elite of the country, which comprises the bureaucracy, armed forces, the feudal class, private entrepreneurs and expatriates, mostly from the Gulf States, U.S and U.K. (Rahman, 2002).

Cadet College/Public Schools are boarding schools set up by the Armed Forces on the pattern of British Public schools. During the military rule of Field Marshal Ayub Khan (1958-1969), the cadet colleges were established in order to groom young men for military and administrative positions. The army also runs garrison schools and Fauji Foundation schools.

The schools of the armed forces, though English medium, do not cater to the upper middle and upper class, which are westernized and highly exposed to English. Thus, neither students nor teachers use English as the medium of private conversation as do their counterparts from the elitist private English medium schools. However, the students of these institutions gain much more competence than their counterparts in the vernacular medium institutions.

(www. Dr_TariqRahman Official web Page.htm)

The Private non-elitist schools are the largest of all the English medium schools. Most of these schools are so-called English-medium and have nominal fees to be afforded by the middle class of the society. These schools ‘are so varied that they defy classification’ (Rahman, 2002:29). The Urdu medium schools are run by the state and are known for their lack of resources, both human and material. The children of the low-income government servants and other less privileged groups of the society attend these schools. In the Urdu medium schools, English is taught as a subject and not as a medium of communication. Unlike the elite English medium schools where the students are exposed to English from the very start, in the
Urdu/Vernacular medium schools the students are exposed to English at least after 6 years of their education in vernacular language. When these students have to compete with the students of English medium schools in Board Examination, English remains their weak area, not only at the level of secondary education but even in their educational career throughout.

There are generally six levels of education in Pakistan, i.e. school level, intermediate level, degree/graduate level, postgraduate level, M.Phil level and PhD level. Next, I will consider these levels with a significant role of English language in them (Source: Mustafa, 2006).

i. English at School Level (Classes I –X)

At school level, English is taught as a compulsory subject. The main issue of English as subject vs. English as a medium of instruction exists at this level. Government schools, which educate the majority of Pakistani population, are mostly Urdu medium where teaching of English as a subject commences from the sixth year of schooling. ‘The Education Sector Reforms (2001) by General Musharraf’s Government, have in their policy, announced the introduction of English from Class 1, as opposed to the present practice of teaching English from Class 6 in all Government schools in Pakistan’ (Mansoor, 2005:xxiii). However, implementation of this policy has been negligible, even in the urban areas (Waseem, 2007:3). In privately established schools as well as some state-run schools, English is used as a medium of instruction besides being a compulsory subject. The method of teaching English in Urdu medium schools is essentially the Grammar Translation Method. The proficiency generally achieved during these years is reproductive in nature. The learners are usually capable of reading books but may not understand the full
meaning. They are able to write answers crammed from notes given by the teacher or obtained from the market. Their speaking ability is also restricted to a few answers learnt by heart. These students are generally incapable of framing a sentence themselves, answering a query or reading with understanding. A clear difference is noticeable between the urban and rural students in their communicative competence. The urban students learn the language more quickly and their ability is better at the completion of school level, mainly due to an environment where English is more extensively used.

The situation is very different in English medium schools where learners start learning the language at a very young age. They have better environments and are given more time to learn the language. Depending upon the standard of schools, the proficiency level may differ from school to school. However, not all the English medium schools in Pakistan are the English medium in the real sense of the term. The three types of English medium schools listed by Rehman (2007) have been discussed earlier in this chapter.

Many private schools prepare their students for two different types of public examinations at the secondary level. At the secondary stage the students are bifurcated into two groups: one preparing for the Pakistani public examinations (matriculation) and the other for the British General Certificate of Education ‘O’ level.

ii. English at the Intermediate Level

The role of English language is very significant at the intermediate level. This is a very crucial time in the life of students for determining their future career. At this level, English is taught as a subject. The students doing their F.Sc have no choice
other than English to study professional subjects, while for students of arts and humanities; there is an option of both English and Urdu. In addition to English as a compulsory subject, the students also have an option of studying English literature as an elective subject at this level.

At intermediate level, the medium of instruction followed by a majority of colleges remains Urdu. Generally, the lessons are taught through lectures followed by questions whose answers are, in most cases, dictated by the teachers. There is no effort to help students to use the language in their own way. The textbook comprises poems, short stories and essays on a variety of topics from science and everyday life to biography and history. Generally, the lessons are taught through lectures in the class. The teachers explain the meanings of the lessons in Urdu followed by giving the notes on the theme, the central idea, character sketches and the summary of the lesson. In some colleges even this is not done. Generally, the students buy notes from the market and memorize them for reproducing them in the public examinations.

iii. English at Degree/Graduate Level

The Degree/Graduate level is spread over two years giving the degree of B.A/BSc. and its equivalent as B.Com, B.B.A and others. Here also English is taught as a compulsory subject. At this level, the students are divided into three groups. First, those who join professional colleges; second, who study science subjects; and third, who study social sciences. The first and second groups receive all their education in English. ‘However, in listening to a lecture for details or discussion in a medical college or engineering college, the emphasis is not on language learning. It comes only as a by-product and interestingly a number of errors are reinforced in the process rather than eliminated’ (Ahmed, 1998:10-11). The arts students have the
option of studying through either the English or Urdu medium. Students also have a choice of studying English literature as an elective subject.

**iv. English at Post Graduate Level**

At Post Graduate level, except for some disciplines in the social sciences faculty, the teaching is mostly carried out in English. However, the use of Urdu to explain various parts of a lesson/lecture has also become an accepted norm in most universities and postgraduate colleges in the country. Masters in English is offered by almost all the universities in Pakistan. It is also taught at some of the colleges affiliated with the universities.

**v. English at M.Phil level**

At this level, English is the medium of instruction in all the subjects except Urdu, Islamiat and Arabic. Bahauddin Zakariya University Multan, Karachi University, National University of Modern Languages Islamabad and Punjab University Lahore are offering M.Phil programmes in English literature and linguistics.

**vi. English at PhD level**

At PhD level, scholars are required to do course work and research according to the rules of the respective universities. Bahauddin Zakariya University Multan, Karachi University, Punjab University Lahore and National University of Modern Languages, Islamabad, encourage students to do PhD in English literature as well as Linguistics.

**1.2.3 English Language in the Pakistan Army**

Pakistan Army has inherited its working system and procedures from the British Army after independence in 1947; hence, the working language has continued to be English. There are two categories of people in Pakistan Army: officers and soldiers.
Among soldiers, only the clerical staff uses English in written communication, and not for day-to-day communication among themselves. On the other hand, officers are required to carry out the professional activities like training, operations, briefings, presentations, written official correspondence in English. Most importantly, they are also required to interact verbally and in writing with other services, government agencies, civil organizations and international organizations like the United Nations in English. The officers participate in international missions including peacekeeping, peace support operations and humanitarian and natural disaster operations. In all of these contexts, English is the *lingua franca*. It, therefore, becomes critically important that the officer cadre of Pakistan Army should have a high degree of expertise in the language for the purposes of training, courses, as well as interaction with outside civil and military organizations.

In the following section, I present a brief introduction to my research setting to highlight the English language teaching situation at the Pakistan Military Academy, Kakul.

1.3 Introduction to the Research Setting: Pakistan Military Academy, Kakul

The aim of the present study is to improve the standard of English in the Pakistan Army by updating the syllabus of English at the Pakistan Military Academy (PMA). The present research site has been chosen because this is the only Military Academy from where after the successful completion of training; a cadet joins the army with
the rank of second lieutenant/captain\(^1\). It is a degree awarding institution from where the acquisition of graduation degree is mandatory for the grant of “commission” in the army. The cadets undergo professional and academic training for a period of two years at the PMA.

The training imparted to the cadets, caters for their professional as well as intellectual needs. The aim of academic education is to produce mentally sound and well-informed officers who would try to keep themselves abreast of the latest developments and happenings all over the world. ‘Even the instructors of English, though selected after a lot of scrutiny, are required to undergo a comprehensive English language test to demonstrate their proficiency in all four language skills’ (Shad, 2005:30).

The trainees join the Academy after completing their FA/F.Sc or A Levels. The PMA has excellent facilities for academic and professional training of the cadets. The instructors for teaching academic subjects are postgraduates in their specific subject of teaching. English is an integral part of the curriculum. It is taught as a compulsory subject during the two-year training programme at the Academy and is the medium of instruction for all the other subjects. The PMA authorities claim that a lot of stress is laid on both written as well as verbal expression of the cadets. The cadets find themselves in an immersion situation, as English is the medium of instruction and a medium of communication in and outside the class, and amongst the students and the instructors. The cadets are strictly forbidden to use any other language except English. Any cadet found speaking in the vernaculars is taken to task (Shad, 2005).

\(^1\) A number of courses run parallel at the Military Academy. The PMA Long Course is of two years duration. After the completion of this course, the cadets are awarded B.A/B.Sc degrees and they join Army with the rank of second lieutenant. Whereas, the cadets of integrated and graduate courses join the army with the rank of captain.
The importance of English in the Army is well explained in a brochure\(^2\) published by the Department of English, Pakistan Military Academy, Kakul. It says,

In Pakistan Army, English continues to be the official language, and is employed as the medium of instruction in various military schools and colleges of instruction. In these circumstances, it becomes incumbent upon Army Officers, particularly the young officers, to acquire a reasonable proficiency in spoken as well as written English to further improve their chances of advancement in the Army service.

According to Ahmed (1998:61), ‘the syllabus has been designed to help develop English as a second language so as to enable the cadets to read it with comprehension and express themselves in speech as well as in writing, fluently and logically’. As far as English text is concerned, a combination of literature and language teaching is used. For teaching verbal expression, a complete public speaking package is taught to cadets. The cadets are also exposed to Public Speaking in the form of, thought of the Day, Debates, Pre- and Post Dinner Speeches (Shad, 2005). Contrary to the high claims of the PMA authorities, cadets and instructors have reported during informal discussions that with the exception of Public Speaking Module the other Modules of the English syllabus are taught in a traditional manner (A detailed description of the research site is provided in chapter 4).

After having a look at the role and significance of ELT at various educational levels and in different institutions of Pakistan including the PMA, it can be maintained that an important role of most of the educational institutions is to provide good ELT and learning environment to the students. Proficiency in English is not only a key to

\(^2\) “How to improve the written expression of the YOs”, compiled by the Department of English, PMA, Kakul. May 2004.
good employment but it also plays a vital role in the career development of the individual. Lack of competence in English can be a handicap in one’s professional career. To contribute to a better future of students these institutions should play their role well by modernizing their ELT programmes.

The next section discusses the nature of the problem in the present institution.

1.4 Nature of the Problem

Most of the English as Second Language (ESL) programmes in Pakistan do not cater to the potential needs of the learners both in their academic as well as professional settings. This is mainly because the prescribed English syllabi are not in accordance with the specific needs of the learners. In addition, the teachers are not properly trained to teach the English language. As a result, these professional institutions remain inadequate in equipping their students with the required linguistic and communicative competence. It has been observed that Pakistan Military Academy (PMA), Kakul, the target research site of my project is also facing the same problem. The PMA is the only institution where the potential officers of Pakistan Army undergo the training to hone their skills in English language and subsequently use it in their future professional lives.

The cadets joining the PMA come from varied cultural, economic and educational backgrounds. With English not being the first language of the country, the cadets’ command of English language has a great deal of variation, with majority of them being towards the lower end of proficiency. Although the first two classes of the English course at the PMA are devoted to a placement test of the cadets, the data is not utilized for practical purposes and the cadets are randomly distributed among
classes irrespective of their current language proficiency level. About 290 hours of a cadet’s two years course are devoted to the teaching of English language but due to the lack of needs-based approach, the cadets as well as their instructors believe that there is a massive space for improvement in the course design, particularly for the cadets from the disadvantaged backgrounds.

The existing English course can be divided into five broad categories.

- Prescribed textbooks
- Public Speaking
- Phonetics
- Vocabulary, Grammar and Composition
- Audio-Visual Packages

The prescribed textbooks are of English literature, which comprises different genres like poetry, prose, drama, and novel, of which language content is general and not specific. On this account, the textbooks do not provide the learners with ‘content specific input’ that is considered essential for English for Specific Purposes (ESP) learners so that the members of the specific ‘discourse community’³ can communicate adequately. As far as, the components of grammar, composition and vocabulary are concerned, the type of grammar, composition and vocabulary taught and the pedagogy through which these are taught is not as effective as it should have been. These components arguably do not cater to the potential needs of the learners.

³According to Swales (1999:24), “…a discourse community consists of a group of people who link up in order to pursue objectives that are prior to those of socialization and solidarity, even if these latter should consequently occur. In a discourse community, the communicative needs of the goals tend to predominate in the development and maintenance of its discoursal characteristics…they tend to separate people into occupational or specialty interest groups”.
The component of phonetics also has the same kind of problem. This specific ‘discourse community’ reportedly finds it quite hard to cope with diversified linguistic tasks they are required to perform in their academic as well as professional settings. The written language used in the army is characterized by certain linguistic (lexical, grammatical and textual) features which are absent in the course of English offered at the PMA. Moreover, certain language skills, which are vital for their future profession, require special attention and should be the focus of the course under investigation. It appears that the language programme administrators and instructors at the PMA are not familiar with ESP theory and implementation, and they are, inexperienced in ESP course designing procedure. As the personal needs of the cadets are not taken into account while teaching the syllabus, this often results in their low motivation related to English studies and, in turn results in poor performance when they use English in their professional settings. This existing problem requires a thorough examination of the current English course, in the light of target needs so that an ESP course for the PMA cadets could be recommended.

In the following section, I explain the purpose of the present study and the research questions, which lead my research.

1.5 Purpose of the Study

The purpose of this study is to improve the existing English Teaching Programme (ETP) at the PMA, Kakul, to make the learners perform better in their present academic and future professional settings. The ETP of the PMA will be evaluated by investigating the learners’ needs, effectiveness of the syllabus, the teaching
methodology usually adopted in this characteristic setting and the assessment procedure.

1.6 Research Questions

After determining the general focus of the research, the next step is to identify the key questions to be asked by the research. It is very important to identify a set of researchable questions that the research will address. Appropriate research questions define the topic and the nature of research endeavor the researcher is interested in, and indicates whether the researcher foresees a relationship between concepts s/he is investigating (O’Leary, 2004). The topic of the research defines the general area being examined and the research questions define the various aspects of the topic the researcher intends to investigate. According to O’Leary (2004), moving from topic to well-defined research questions is a difficult task. The researcher needs to go from the topic to an issue and to narrow it down to a manageable scope before eventually generating a specifying research question as shown below in figure 1.1.
Research questions need not only to be researchable in principle, but also to be capable of being answered by methods that are feasible by the researcher to answer (Laws et al. 2003). Asif (2005) points out that research questions indicate the theory and literature to be examined and explored, and point to the data to be gathered and the methodology in its collection and analysis. Fraenkel and Norman (2005) provide the following characteristics for formulating good research questions:

1. Research questions should be feasible---that is, capable of being investigated with available resources.

2. Research questions should be clear—that is unambiguous.
3. Research questions should be significant – that is worthy of investigation.

4. Research questions should be ethical – that is, their investigation should not involve physical or psychological harm or damage to human beings or to natural or social environment of which they are a part.

Keeping in view the above-mentioned criteria and guidelines, I set my research questions for the present investigation. In this process, I first set the major research question that defines the research:

**To what extent, the existing English Teaching Programme at the PMA is successful in enabling the cadets to acquire linguistic competence to perform in various academic and professional settings?**

The nature of the problem and reasons for undertaking the present study have already been discussed in sections 1.4 and 1.5. My own observations related to the falling standard of English in the army and theoretical inspiration led me to this general research question. The major research question provides the research a focus, but it is too wide to answer and needs to be broken down into operable questions. Thus, I narrowed down the different aspects of the major research question and developed it into well-defined research questions, each investigating a different facet of the main question.

In order to explore this research question, I developed seven subsidiary research questions. These questions deal with the following aspects:

1. Needs Analysis
2. Programme Evaluation
3. Course Designing
The first dimension of the study is the analysis of the language needs of cadets. For this, I plan to analyze present as well as future professional needs. First, I want to measure learners’ motivation level for language learning. According to Lightbown and Spada (1999), motivation is affected by the learner’s attitude towards learning the language. For instance, learner’s motivation will be affected negatively, if they think English is not important for their communicative needs. Keeping this in view, my first research question is about the different reasons for which the cadets want to learn English.

Research question 1: For what reasons do the cadets want to learn English?

English is the medium of instruction at the PMA, therefore, besides studying English as a subject, the cadets need English as a support for studying other subjects. The cadets also need English for communication purposes, as they are not allowed to use any language other than English at the PMA.

English is the official language of Pakistan Army, thus adequate proficiency is required by the officers to perform their roles efficiently in the professional military settings. The aim of English course should be to teach those specific skills which cater to the present academic as well as future professional needs of the cadets. In order to prepare an outline of the syllabus it is crucial to gather information about the academic and professional language needs of the cadets. Hence my next research question is:

Research question 2: Which language skills are required by the cadets to participate in their training at the Academy as well as in professional military settings?
In addition to gathering information about language needs of the cadets for developing the course outline, it is also essential to identify various difficulties faced by the cadets related to the English language. My third research question is:

**Research Question 3:** What aspects of English language use/usage cause problems to the cadets?

The second facet of the study is to evaluate the existing ETP of the PMA. My aim is to determine as to what extent the current English syllabus is enabling the cadets to perform various language-related tasks in the academic and professional situations. I plan to evaluate the existing English syllabus so that the strengths and deficiencies in the syllabus can be identified. My fourth research question is:

**Research question 4:** How far does the existing English language syllabus taught at the PMA enable the cadets to perform efficiently in the academic and professional military settings?

The fifth research question aims to investigate the type of teaching methodology practiced by the instructors. The answer to this question will help in determining the effectiveness of teaching methodology in achieving the desired objectives. Thus my next research question is:

**Research question 5:** Which teaching methodology is being used at the PMA, and to what extent this methodology enables the cadets to acquire the required language competence?

In any programme of learning and teaching, assessment plays a very significant role. It influences considerably the course contents, methodology, learning style and
achievement in the end. It would be inevitable to study the assessment procedure being followed in the course. In most of Pakistani institutions, assessment procedure lacks validity. It does not correspond with the aims and objectives of the course. I plan to analyze the assessment procedures used at the PMA. First, I want to find out the various ways by which the cadets are evaluated, and then I attempt to determine the effectiveness of the assessment tools used in measuring the objectives set for the course. Hence, my fifth research question is:

Research question 6: How are the cadets evaluated, and to what extent the existing evaluation system is appropriate to measure the acquired language competence of the cadets?

These research questions will be discussed again in chapter three in relation to the data and methodology that will be used to explore these, as well as in the last chapter. In the following section, I discuss my motivations for undertaking this study.

1.7 Motivations for the Study

To the best of my knowledge, no large-scale research on the English language needs of the PMA cadets has so far been carried out in Pakistan. The aim of this study is to evaluate the English teaching programme at PMA for the prospective army officers, and give recommendations to achieve the desired results.

For the last seven decades, my family has been involved in the military service. On a closer look, my father, husband and brothers-in-law have all been in the military. Consequently, I have seen the army life from close quarters, and have had the opportunity to observe it from various other aspects also. At my level of interaction in different capacities, one of the aspects that was striking and immediately
noticeable, and requiring attention, was the verbal and written expression of the officers. Over a period of years, I also observed that whereas the expression of the officers is usually quite fluent, it often lacks accuracy, grammar and appropriate use of words. It became even more apparent to me, when my husband attended the staff course and I had the opportunity to see a number of officers in different activities involving communication in the English language.

During my routine army life interaction and access to unclassified army periodicals, I also noticed that a fair number of writers and interlocutors tended to use somewhat verbose and complex phrases in preference to simple and straightforward natural and modern language.

The next motivating factor for me to undertake this research was the inspiration that I got at the English Language Centre at Bahauddin Zakariya University Multan. In fact, my personal skills were greatly improved while designing and teaching ESP courses for various disciplines. I realized that if such courses could be developed in many other areas, the army deserves as much attention. I, therefore, was greatly inspired to examine this possibility, considering that Army was like my own home ground.

The other motivating factor was as the result of the fallout of 9/11. Subsequent to this phenomenal event in the immediate aftermath of 9/11 and Pakistan’s support for global war on terrorism, I anticipated that the interaction between Pakistan Army and the US military was bound to increase manifold. To my mind, this too would pave the way for a good deal of mutual interaction requiring a lot of verbal and written communication between the two militaries. Whereas it may be too late in the context of 9/11, it is expected to serve well in the coming years in many other contexts. This
is more envisioned in the Pakistan Army’s commitment in its increased role in the
UN force deployment around the globe. In the following section, I discuss the
significance of the present study.

1.8 Significance of the Study

This study is significant in a number of ways. It is hoped that the study will make a
significant contribution to the field of ESP and course designing in Pakistan. For the
first time, a large-scale study is being conducted to investigate the academic and
professional language needs of the prospective army officers. Major areas in the
study include needs analysis, evaluation and course designing.

The present study argues for introducing an ESP course for the military cadets but it
implies the same for learners of other professional institutes. In Pakistan, it is
essential that the policy makers and English teachers should be very clear about why
the students of one discipline are studying English and what teaching techniques,
strategies and materials should be used to better meet the particular needs of the
learners. The case of English for the cadets of military should be taken as an example
and its results can be generalized to design specific other ESP courses for the
learners of other professions like aviation, medicine and engineering.

It is also hoped that the findings of the present study will be utilized in the
development of future English textbook/materials by the authorities of the PMA.
Moreover, it will also provide a guideline for the authors/editors to modernize and
organize the course contents, outlook and presentation of the books in an effective
way.
The study will provide insights to the Air Force Academy, Risalpur and Naval Academy, Karsaz, where the situation is similar to the PMA.

Some communication language courses/cadres for the in-service officers, especially those proceeding on United Nations Peace Missions may be developed following the framework of the present research.

This study is a starting point for research on English for Military Purposes (EMP) in Pakistan. Further research in areas like teacher training, materials development and assessment in Pakistani EMP settings will begin by taking insights from the findings of this study.

In the next section, I define the important terms that I have used in this study.

1.9 Definition of Terms Used in the Thesis

In the present study, I have used many terms related to the field of ELT. There are some terms, which have been used by different researchers in various contexts with different shades of meanings. As a researcher, I feel the need to define these terms for the purpose of clarification, which will be referred to repeatedly in the present study.

**English for Academic Purposes:** ‘English for Academic Purposes refers to any English teaching that relates to a study purpose. Students whose first language is not English may need help with both the language of academic disciplines and the specific study skills required of them during their academic discourse’ (Dudley-Evans and St.Johns:1998).

**English for Military Purposes:** EMP is English as used by the modern military in all aspects of its day-to-day work: training (practical and theoretical), combat duties,
and peacekeeping. It involves all the language skills (listening, speaking, reading and writing) and all aspects of language (grammar, vocabulary, etc).

**English for Specific Purposes:** Robinson (1991:3) uses ESP as the umbrella term, which includes English for Academic Purposes (EAP), English for Educational Purposes (EEP), English for Occupational Purposes (EOP) and English for Vocational Purposes (EVP). Sometimes the two terms ESP and EAP are loosely used. For the purpose of the present study, I will accept ESP as the general umbrella term as used by Robinson (1991) and will utilize the following definition of ESP in this study.

ESP takes into account specific needs of the learners and has its own teaching methodology, and follows communicative task-based approach. It also identifies specific linguistic and discourse features and provides remedial courses, so that the learners can perform adequately in specific academic and occupational settings. In fact, ESP combines subject matter and English language teaching which is highly motivating because students are able to apply what they learn in their English classes to their main field of study.

**Form:** It stands for the linguistic form as used in the mainstream British English or its variant native variety of this prototype like American, Australian or New Zealand English. Forms of a language deal with the internal grammatical structure of words. The relationship between *boy* and *boys*, for example, and the relationship (irregular) between *man* and *men* would be forms of a language.

**Function:** A language function refers to the purpose for which speech or writing is being used. In speech, these include giving instructions, introducing ourselves, making requests. In academic writing, a range of specific functions is used in order
to communicate ideas clearly. These include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas

**English as a Foreign Language:** ‘A foreign language is a language which is taught as school subject but which is not used a medium of instruction in schools nor as a language of communication within a country (e.g., in government, business, or industry). English is described as a foreign language in France, Japan, China, etc’.

**English as a Second Language:** ‘A second language is a language which is not a native language in a country but which is widely used as a medium of communication (e.g., in education and government) and which is used alongside another language or languages. English would be a second language for immigrants in the English speaking countries (Richards et.al, 1985:108).

**Evaluation:** It includes evaluation of the syllabus, methodology of teaching and assessment.

1.10 Outline of the Thesis

The chapter one begins with an introduction to the language situation in Pakistan and examines the role and status of English in the socio-economic, political and academic lives of the Pakistanis. In addition, the role of English in the Pakistan Army is also discussed. This chapter also explains the nature of the problem and my motivations for undertaking the current study. A brief introduction to the research site, the purpose of the research and research questions are also stated here, followed by an outline of the thesis.

The second chapter is the literature review chapter, which serves as the conceptual and theoretical framework that guided the study. This section of the research presents
a review of the literature in areas pertinent to the research: ESP, Needs Analysis, Evaluation and Course designing. This review of related literature serves as a point of reference for formulating the research design.

The third chapter provides a description of the research methodology followed in this study. I describe in detail the selection of sample population, the data used for this study and the method of its collection.

The chapter four describes the process of the implementation of the research tools used in this study. I present an overview of the research setting and discuss the issues in gaining access to the research site.

The chapter five presents and discusses the statistical findings of the questionnaire designed for the cadets.

The chapter six is divided into two sections. Firstly, the perceptions of the instructors of English and the ex-cadets/army officers regarding ETP, gathered through interviews are reported and analyzed subsequently. Secondly, there is a discussion related to divergence in the views of the three population groups – cadets, ex-cadets and instructors.

In chapter seven, a critical evaluation of the context as well as the contents of English syllabus is presented by using an eclectic checklist.

Finally, the eighth chapter is the closing chapter of the dissertation. First, I present the overall findings of the study. In the light of the findings, I attempt to answer the research questions and provide recommendations to improve the course.

1.11 Summary

In this chapter, after briefly discussing the language situation in Pakistan, I discussed the role and status of English language in Pakistan with specific reference to its role
in education and in the Pakistan Army. I also introduced my research setting, explained the nature of the problem, my motivations for carrying out the present study, and a description of my research questions. I then went on to define the terms used in this study. Finally, a discussion of the significance of the current study and a brief outline of this thesis is presented. In the second chapter, I will review the literature related to the main concepts used in this study.
CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

2.2 Section 1: English for Specific Purposes
   2.2.1 What is ESP?
   2.2.2 Classification of ESP
   2.2.3 Characteristics of Military English
   2.2.4 Emergence of the field of ESP
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2.3 Section 2: Issues in ESP Curriculum Development
   2.3.1 Language Varieties
   2.3.2 Needs Analysis
      2.3.2.1 Steps in Needs Analysis
      2.3.2.2 Approaches to Needs Analysis
      2.3.2.3 A Current Concept of Needs Analysis
   2.3.4 Data Collection Procedures
   2.3.5 Specific and Specifiable Elements in ESP
2.1 Introduction
In the previous chapter, I have focused on the role and status of English in Pakistan as well as the role of English in different Pakistani educational settings, in order to provide a general background to the study. Besides this, I have also discussed the nature of the problem, the research setting, the reasons for undertaking this research project and the research questions. With these major points, the definitions of key terms and the scope of the study have also been highlighted. The second chapter serves as the conceptual and theoretical framework that guided this study. The goal of the present study is to recommend a needs-oriented ESP course for the military cadets, in the light of the findings of needs analysis and evaluation of the English Teaching Programme at the PMA. Hence, it is considered appropriate to define ESP and review issues related to ESP course designing and evaluation of textbooks/syllabus.

This chapter is divided into three sections. The first section presents various definitions of ESP. Then a historical overview, the stages in the development of ESP
and classification of ESP are discussed. The second section reviews the literature related to various issues in ESP course designing. The third section reviews the literature related to evaluation of English syllabus.

2.2 Section 1: English for Specific Purposes (ESP)

This section reviews literature on ESP. First, an introduction to the field of ESP is presented. It attempts to explain what ESP is and how it is different from General English. Next, the various factors which led to the emergence and development of ESP are discussed, followed by a discussion of the role of ESP in the developing world, specifically in Pakistan.

2.2.1 What is ESP?

Different authors and researchers have defined ESP in different ways. For instance, Robinson (1980) argued that an ESP course is purposeful and is aimed at satisfying the specific needs of the learners, with the ultimate goal of the learners’ successful performance in the occupational and educational roles. She believed that professional attention focused on language needs of specialists, as opposed to the general language. According to her, very little research had been conducted in that particular area and what there was, had been mostly done without a clearly defined theoretical position. Therefore, most of the ESP courses followed the trends of Second Language (L2) and ESP related to the rest of ELT (English Language Teaching).

Although, ESP ascribes to EFL and ESL research and approaches, Schleppegrell and Bowman (1986) provided researchers with two main differences between ESP and EFL/ESL. They contended that the first major difference lies in the nature of the learners and the purpose for learning the language. They explained this by saying that the ESP learners are adults who already have some familiarity with English and
who are learning ESP in order to be able to communicate and perform specific job-related functions. The second major difference, according to them, is the scope of the goals of instruction.

Whereas in EFL, all four-language skills, listening, reading, speaking and writing, are stressed equally, in ESP a need assessment determines which language skills are most needed by the students, and the programme is focused accordingly.

(Schleppegrell and Bowman, 1986: p.1)

Like Robinson (1980) and Schlepegrell and Bowmen (1986), Hutchinson and Waters (1986:53) also establish the primacy of need in ESP. According to them, the difference between ESP and General English is ‘in theory nothing, in practice great deal’. They assert,

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need.

Anthony (1997) contended that this statement was true at the time when Hutchinson and Waters wrote their book. He elaborated his viewpoint in these words:

At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly material writers think very carefully about the goals of learners at every stage of materials production. Perhaps this demonstrates the influence that ESP approach has had on English teaching in general. Clearly, the line between where General English courses stop and ESP courses start has been very vague indeed.

(Anthony, 1997)
Strevens (1988) defined ESP by identifying its absolute and variable characteristics. He stated that in absolute characteristics, ESP comprises English language teaching, which is designed to meet specific needs of learners and related in contents to particular disciplines, occupations and activities. In variable characteristics, most of the ESP is but not necessarily limited to the language skills to be learned (e.g. reading only) and are not taught according to any predetermined methodology.

Later, Dudley-Evans and St-John (1998:pp. 4-5), modified Strevens’ original definition of ESP to form their own. They contended that the emphasis on content in the absolute characteristics mentioned by Strevens may validate the wrong impression held by many teachers that ESP is always related directly to subject content. They explained that ESP does not necessarily have to be related to content but it should always reflect the underlying concepts and activities of the broad disciplines.

Furthermore, Dudley-Evans and St-John (1998) argued that ESP linked to a particular discipline or profession, should make use of a methodology different from the one used in General Purpose English teaching. They also pointed out that language should be included as a defining feature of ESP. While the specified needs gathered from the needs analysis relate to activities that learners need to carry out (rather than language), a key assumption of ESP is that these activities generate and depend on registers, genres and associated language that students need to be able to manipulate in order to carry out activity.
In addition, Dudley-Evans and St-John (1998:5) included the following variable characteristics:

- ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

It becomes evident from the above absolute and variable characteristics of ESP that the range of ESP has been extended in its modified definition. Dudley-Evans and St. John (1998) removed the absolute characteristic that ESP is in contrast with General English and have added more variable characteristics. They contended that ESP is not necessarily related to specific discipline.

Flowerdew and Peacock (2001) have included another set of factors to the variables proposed by Strevens (1988) and Evans and St John (1998):

- Authentic texts
- Communicative task based approach
- Adult learners
- Purposeful courses

Recently, Basturkmen (2003:48) has pointed out the purpose of ESP courses in these words:

ESP courses bridge the gap between learners’ basic English proficiency and their mainstream courses while helping students develop language and study skills appropriate for study in a particular academic discipline or profession.
The primary aim of an ESP programme is thus to present a holistic English language programme for all students.

It can be concluded from the above-mentioned definitions that ESP takes into account specific needs of the learners and has its own teaching methodology, and follows communicative task-based approach. It also identifies specific linguistic and discourse features and provides remedial courses, so that the learners can perform adequately in specific academic and occupational settings. In fact, ESP combines subject matter and English language teaching which is highly motivating because students are able to apply what they learn in their English classes to their main field of study.

2.2.2 Classification of ESP

An attempt has been made in the preceding section to define ESP. In this section, the major types of ESP will be reviewed. According to Carter (1983), ESP can be divided into three types:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

The language used by air traffic controllers is an example of English as a restricted language.

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes.
In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches:

- English for Science and Technology (EST)
- English for Business and Economics (EBE)
- English for Social Studies (ESS)

Jordan (1997) further divided these subject areas into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987: 16) contend that there is not a clear-cut distinction between EAP and EOP. According to them, “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job". Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed.

The third kind of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, Gatehouse (2001) argued that it is not a separate type of ESP; rather it is an integral component of ESP courses, which focus on situational language. This situational language has been determined based on the
interpretation of results from needs analysis of authentic language used in target workplace settings.

In the present study, I will accept ESP as the general umbrella term, which includes both EAP and EOP.

2.2.3 Characteristics of Military English

One of the predominant characteristics of Military English is that very concise and normally used words in the sentences are made of abbreviations and acronyms. A second feature is that because of military culture, rhetorical phrases are excluded and imperative/direct sentences are included. Finally, words, which are used in normal situations, may have different meanings in a military context.

For the purposes of present study, we can define Military English as the one used by the modern military in all aspects of its day-to-day work: training (practical and theoretical), combat duties, and peacekeeping. It involves all the language skills (listening, speaking, reading and writing) and all aspects of language (grammar, vocabulary, etc).

The military officials recommend that the officers should observe the following guidelines in their formal writings:

1. Sentences

   • Sentences should be reasonably short
   • Too many ‘ands’ should be avoided and substituted by the full stop.
   • Sentences should be so arranged that each lead naturally and logically to the next. It is unnecessary to tie each sentence to its neighbour by connecting links such as “since”, “because”, “therefore”, or
“consequently”. If the order of sentences is right the reader will himself see the connection of ideas.

- A sentence must have a verb.
- Direct construction should be used without too many dependent or relative clauses.

2. The Choice of Words

- Simple and familiar words are preferable to obscure ones. Slang and colloquialism should be avoided. Transitive verbs should be used whenever possible and the active rather than the passive voice.
- Metaphors and rhetorical questions should be avoided. Too many adjectives tend to weaken rather than reinforce the nouns to which they are attached.
- The use of the third person should be avoided. The way to avoid them is to start with a subject, producing phrases like “The suggestion is that…” or “The recommendations are…”

3. The forms of the Imperatives

- The words “is to” or “are to” are used to convey a direct order.
- The infinitive form of the verb is used to express an aim or intention.
- “Should is used in directives or instructions to express the requirement, leaving a measure of discretion to the local commander.
4. Specific Meanings

- Some of the words which have specific meanings in the Armed Forces are as under:

  **Intend** is used to signify an intention which will be carried unless countermanded by higher authority.

  **Propose** is used particularly in signal messages, to suggest a proposed course of action which will not be carried out unless approved by higher authority.

  **Request** when used by a senior to a junior, “request” is a polite method of conveying an order; otherwise it’s meaning accords with common English usage.

  **Will** is used only to convey information or express the future tense.

5. Punctuation. As few punctuations should be used as will do the work.


(Source: Staff Duties in the Field, 1994)

2.2.4 Emergence of the Field of ESP

In this section, I attempt to explain how ESP has been influenced by developments in various areas. Hutchinson and Waters (1987) identified three main reasons for the emergence and growth of the field of ESP. These are the demands of the “Brave New World”, “Revolution in Linguistics” and the need to “Focus on the Learner”. All the three factors seem to point towards the need for increased specialization in language learning. They claimed that the end of the Second World War brought with it an age of huge expansion in scientific, technological and economic activity. The progress in these areas created a demand for an international language, because of the economic power of the United States that language was English. Consequently, there was a
mass of people wanting to learn English, because ‘English was the key to international currencies of technology and commerce’ (ibid: 6).

In the past, the reasons for learning English had not been well documented. Generally, knowledge of a foreign language was regarded as a sign of a well-rounded education, but few people have really questioned why it was essential: learning a language was, so to speak, its own justification. But as English became the accepted international language of technology and commerce, it created a new generation of learners who knew why they wanted to learn English. This awareness on the part of the learners has given a boost to the language teaching particularly concerned with their needs. The learners did not have time for total English, so the preference was for short, ‘cost effective’ courses. As a result, a market existed for short, ‘cost effective’ and purpose specific intensive courses in English.

Seeing the commercial and money making opportunities, the language teaching profession (and its agents e.g. The British Council, The American Center, The Asia Foundation etc) began to respond. One such example is the oil-based wealth of some Middle East states after the Oil Crisis of 1973. This provided a “powerful stimulus to the expansion of the ESP industry” as these wealthy states undertook large-scale programs of teaching and modernizing that were heavily dependent on the recruitment of expatriate ESP teachers. Presently, a great number of funding agencies are supporting ESP programs in the former Soviet–bloc and countries in European Union.

(Ahmed, 2006: 26)

The second reason pointed out by Hutchinson and Waters for the emergence of ESP is the revolution in linguistics. They believed that in the 1960s and early 1970s there was a growing demand for English courses designed for specific needs. The revolution in linguistics had a great impact on this movement. At that time, new
studies shifted the attention from teaching lexical and grammatical forms to discovering ways of teaching the actual usage of language. Whereas, traditional linguists attempted to explain the features of language, revolutionary pioneers in linguistics started to focus on the ways in which English is used in actual communication. This, in turn influenced ESP courses because attention was paid to the difference between different specialist courses. Hence, English for particular groups of learners was identified by analyzing the linguistic characteristics of their specialist fields.

According to Swales (1985), techniques of modern linguistics that influenced the teaching of second language in the 1960s were also applied to the language of science and technology. He pointed out that syllabus then was structural following the traditional grammar movement.

The third reason was the “focus on the learner”, as it was an issue of educational philosophy/psychology in the 1960s. More attention was given to the ways in which learner acquired language, rather than just focusing on the methods of language learning and the differences in the ways language was acquired. The focus on learners’ needs became equally important as the methods used to disseminate linguistic knowledge. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to meet these individual needs was a natural extension of this thinking.
2.2.5 Stages in the Development of ESP

In this section, I discuss the different phases in the development of ESP. According to Hutchinson and Waters (1987), Johns (1991), and Flowerdew and Peacock (2001), the development of ESP has undergone a number of major changes since the late 1960s and early 1970s. In the first stage, the concept of special language was related with register analysis, with the aim of identifying lexical and grammatical features, to make ESP courses more relevant to the learners. Hutchinson and Waters (1987:10) explained it as follows: ‘The aim was to produce a syllabus which has high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they would not meet’.

The reason why this type of analysis has been carried out is that the ESP experts were concerned with identifying the features of authentic language situations in which learners used English. Consequently, ESP courses needed teaching materials that were specific to target situations. For that, what was required was description of the language as it was used in target situations (Flowerdew and Peacock, 2001: 11). While grammar of scientific or technical writing did not differ from that of General English, certain grammatical and lexical forms were used much more frequently (Evans and St John, 1998:21). Such an analysis would reveal discipline specific English. For example, English for Electrical Engineering constituted a specific register different from that of General English.

In the register analysis phase, the ESP researchers focused on sentence-level characteristics of the types of ESP to be identified as useful to the ESP students. According to the register analysis carried out by ESP experts, it favoured the use of the present simple tense, the passive voice and noun compounds. They have also
discovered that the business letters contain a specific set format, formulaic expressions and a limited vocabulary. This stage reflected the trend in EFL and ESL which had been the grammatical approach. Hence, the emphasis had been on preparing ESP courses using specialized lexis with stress on the use of proper grammar for ESP (Swales, 1985).

Register analysis approach was very much sentence-based and form focused. It did not take into account how sentences were combined to form paragraphs and whole texts. It was realized that learners’ problems arose not only from poor knowledge of language system but also from unfamiliarity with the use of English to perform communicative acts. Therefore, in the late 1970s and early 1980s the focus shifted to a level beyond the sentence level. This stage was called discourse analysis approach. Swales (1985) noted that during the second phase there was a shift from the theoretical linguistics to applied linguistics with the development of the communicative approach in language teaching and learning. ESP practitioners addressed the problem of ESP usage. The emphasis was still on scientific communication in English for the field of EST. According to Hall (cited in Robinson, 1991), special language was then characterized by the different distributions of grammatical patterns and the special meaning of lexical patterns, as well as the discourse features of text which include connectives and other cohesion devices. John (1991) argued that with the move away from counting linguistic features of the specific register began to focus on the purposes of the ESP discourse.

The discourse analysis approach soon came under attack for being too fragmentary to combine those functions to make longer texts. ‘We are given too little idea of how these functions combine to make longer texts’ (Robinson 1991).
Hutchinson and Waters (1987) and Johns (1991) claimed that the third phase focused on the Target Situation Analysis (TSA). During that stage, the purpose of ESP had been to help learners to function adequately in target situation, which required first the target situation and then analyzing the linguistic features of it. The process was called ‘Needs Analysis’. The learner’s needs were, then, still not considered. At that time, ESP only looked at the surface linguistic features of the target situation. According to Robinson (1980), the purpose was then to make specialists capable of communicating adequately, in both speech and writing, in their field of study. I believe that the second and third phases of ESP development were directly influenced by the transitional stage between the Structural Approach and the Notional-Functional approach eras, when the emphasis was on communicative competence, called by many scholars the communicative approach.

The fourth phase of ESP was an attempt to look not at language itself, but at the thinking process underlying language use (skills and strategies). This stage was influenced by cognitive learning theories. Widdowson (1980) suggested that learners should be involved in the communicative activity and not just learn usage. Explaining it, he said that ESP learners should be exposed to problems that would require them to use the cognitive processes needed in the learning of the specialist fields.

During the fourth stage, ESP was influenced by the functional-notional approach. Advocates of the functional-notional approach believed that any given language could not be identified as having any particular usage without referring to the situation or circumstances in which it occurred. It was believed that ESP followed the same trend. According to Hubbard et al. (1994), in ESP, the topic aspect became
very important, which required that topics related to that particular specialization should be emphasized; applying the functional-notional approach in ESP gave it an advantage because only those language functions were focused on. For that approach to be effective, it should be done communicatively.

Hutchinson and Waters (1987) termed the fifth stage as the learning-centered approach. That approach shifted the focus from language use to language learning. Johns (1991) contended, that instead of concentrating on discourse, communicative situations, or the learners’ communicative purposes, the focus of that stage was upon strategies, which learners employed to acquire the target ESP. Hutchinson and Waters (1987) stated that the fifth stage treated ESP as an approach and not as a product. It was an approach to language learning, which was based on the learner’s needs.

On the other hand, Mackay (1981) argued there was no ideal procedure for the planning and preparation of an ESP syllabus. Nevertheless, he suggested following operational models to help ensure that no essential steps were left out of the programme. He also claimed that current real needs, future real needs and future hypothetical needs were all important for ESP syllabus planning. Furthermore, he suggested that information about those needs could be gathered through means of questionnaires and structured interviews intended for both the subject matter teachers and the ESP students.

In the early 1990s, a more focused methodology for text analysis was developed by Swales (1990) and Bhatia (1993), referred to as genre analysis, in order to satisfy “the need for text-specificity” (Flowerdew and Peacock 2001). Swales (1990:58), defined genre in the following way:
A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the academic structure of the discourse and influences and constraints choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here, conceived narrowly focused on comparable rhetorical action. In addition, to purpose, examples of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience …

According to Burns (2000) genre studies is a growing area for first and second language teaching as is reflected in the various genre conferences emerging since the 1980s. From a pedagogic point of view it is possible to convert the analysis very readily into teaching materials that provide a way into both the organization of writing and the relevant language forms (see for example, Dudley–Evans and St John:1998, Weisberg and Buker:1990, Swales and Freak: 1994, Bhatia:1993).

To conclude the preceding discussion, chronological progression in the practice of ESP has been observed throughout the different stages of ESP. The past ideas may sometimes be useful in the present, in particular places for particular purposes. For many people ESP is a matter of ‘special language’ and over the years, this has been explored in terms of discrete features (grammar and vocabulary especially), later functions, then discourse and finally genre. A parallel discussion, though slightly later, has considered the methodology of teaching ESP, and indeed the theoretical question of whether ESP is best defined as a method rather than as an approach to language.
2.2.6 ESP in the Developing World

Berrios–Escalante (1993) states that communication and language play a crucial role in the development of all countries, especially that the world is now viewed as a “global village”. Hence, the language of the great power of the world is seen as the international channel of communication. She further points out that the language in which majority of the people seek training is English, which is considered the lingua franca for many disciplinary and occupational fields. Westrup (1992:34-35), gives the following reason for the need for an international language. ‘The number of exchange and collaborative projects between the universities in the third world and industrialized nations has increased considerably, as has the number of students from developing countries attending higher level education in the west’.

Another reason for the use of English as the language of instruction for Language for Special Purposes courses as provided by Allen and Widdowson (1974: 1) is as follows:

English teaching has been called upon to provide students with the basic ability to use the language to receive and (to a lesser degree) to convey information associated with their specialist studies. This is particularly so in the developing countries where essential textbook material is not available in the vernacular languages. This situation continues even today in a developing country like Pakistan where English is taught as an aid to study other subjects.

According to Berrios-Escalante (1993), in many of the developing countries, there are many common features of ESP. First, there appears to be an emphasis on English for Academic Purposes compared to efforts directed towards English for Occupational purposes. Second, there is an increasing interest in the use of ESP as
the language of instruction in many of the developing countries, particularly English for Science and Technology. Third, ESP Centers in many developing countries get support from English speaking organizations such as, The British Council, The British Overseas Development Administration, and The United States Information Services. The fourth feature is that most of the reports on the work of ESP in the developing countries have been written by English speakers, a fact that Swales (1985) also asserted. Swales claimed that all the episodes of the ESP experience in the developing countries were described from the point of view of English-speaking researchers. Berrios-Escalante regrets that the approaches created by English speaking scholars did not include the local view in the literature. Nevertheless, she acknowledges that more recent ESP projects have been gradually handed over to local experts.

Swales book Episodes in ESP (1985) is a good example of the significance of ESP to non-English countries. He reports in his book the EST work done not only in the United Kingdom and the United States, but also in Chile, Colombia, Iran, Kuwait, Sudan and Thailand. All of the works reported claim that English was the language of instruction for academic studies in science and technology in all the above mentioned countries. In fact, science and technology is not the only field where English has become a lingua franca. The range of ESP programmes is very wide. For example, Bodley (1984) reports that in the early 1980s, English was selected as an operational language for the ‘Sawari Project,’ which was an arms supply, contract between Saudi Arabia and France. Because the two parties were from non-English speaking countries, the French naval instructors were required to take a 120 hour
ESP course so they could later teach those technical subjects in English to Saudi navy personnel.

According to Flowerdew and Peacock (2001:8),

... EAP is now increasingly being offered in the countries of the former Soviet –bloc, as they seek to distance themselves from the influence of Russia and its language and position themselves as participants in the increasingly global economy and academic community.

2.2.7 ESP in Pakistan

After providing a general description of the significance of ESP in the developing world, I would like to talk about ESP in Pakistan as an example of the increasing interest in ESP in this part of the world.

The concept of ESP teaching was introduced in Pakistan in the mid-eighties, with the establishment of seven English Language Centers in the various universities of the country. These Centers were set up in collaboration with the Asia Foundation and The British Council. They functioned within a given charter outlining core issues which were given by the University Grants Commission, Islamabad. However, each Centre had the option to design the methodology and choose or produce materials according to its needs and requirements (Qadir, 2000).

ESP teaching and research started late in Pakistan but has developed quickly over the past years.

The truism that English is the chief medium of international communication has impelled many people to learn this language to have direct rapport with the international community, and to imbibe the latest in the field of science and technology, commerce and trade, business and education and art and literature in the contemporary world. Its impact as such is noticeable in teaching this language formally to students at various levels in almost all
countries of the world, due of course to explicit pragmatic reasons. The component of the English language as an additional subject, therefore, was simply inconceivable a few decades ago.


Presently, almost all the public and private sector universities in Pakistan are offering Business English courses in their Business Administration Departments. Technical/Communication English courses are also being offered in some Engineering universities like NED University, Karachi, National University of Science and Technology, Rawalpindi, Air University, Islamabad. In the field of medicine, the Agha Khan University, Karachi has made its contribution by designing and teaching an ESP course for the nurses of the Agha Khan Hospital.

In the last few years numerous conferences have been held on ESP and EST, by universities like Bahauddin Zakariya University, Multan, Fatima Jinnah Women University, Rawalpindi and NED University, Karachi. These conferences have been attended by concerned Pakistani educators, defining issues and suggesting directions. During the last one decade, ESP has been an area of great interest among the researchers in Pakistan. The major areas of research have been in the fields of agriculture, business, computers, engineering, journalism, law and medical. The main focus of the researchers has been on needs analysis and text analysis. Moreover, some other areas like evaluation, materials development have also been explored to some extent from the pedagogical point of view.

Qadir(1988:76) has suggested a course of English for MBA students in the light of their communicative needs. Her research provides useful insights to ESP researchers and course developers. According to her, communication skills can be developed if
the learners are motivated to relate to the situation and can identify with functional goals of the course. “A supportive teacher can help a learner to contribute to his own personality to the learning process. This will help to internalize the learning”.

Iqbal (1998) has conducted a study to justify the rationale of introducing a course of English language for the students of Computer Science (BCS). In his research he describes the designing features of the syllabus of English for this group of learners, based primarily on their needs and problems at the university level.

Ahmed’s work (2001:107), argues for introducing an ESP course to the students of B.Sc. (Honors) Agriculture. He believes that,

What is urgently required is an interest in redefining aims and objectives in language teaching and developing materials accordingly by using the authentic language corpus i.e. the frequency list of words and structures frequently used in particular genre.

Imtiaz (2002) focuses her research on business communication and report writing for M.Com banking students in Pakistan. Similarly, English for Journalism has been researched by Jabeen (2005). She has analyzed the academic and professional language needs of the students pursuing their Masters degree in Journalism at Bahauddin Zakariya University Multan, and proposed a course outline based on this needs analysis.

Ahmed (2005) has carried out an extensive and useful research on legal English. His findings have presented a clear picture of the levels of inadequacy in several areas related to academic and professional situations. In the light of the findings, he has recommended a Legal English course which could be implemented in various academic and professional institutes of legal education in Pakistan.
It is evident from the research projects mentioned above that like other parts of the world, there has been a great development in ESP course-designing projects carried out in different disciplines in Pakistan as well. The military is a special group, which has its own distinctive language use, style and specific terminologies. Abbreviations, acronyms, and special jargon are main characteristics of military English. Despite the fact that ESP has been widely studied and several recent studies have shown the effectiveness of ESP in various areas, there are very few studies concerned with military English. The present research is an attempt to fill this gap.

2.3 Issues in ESP Course Design

In this section, I attempt to examine various issues related to ESP course design. These are:

1) Varieties of language
2) Needs Analysis
3) Syllabus
4) Narrow and Wide-Angle Course Designs
5) Specific and Specifiable Elements in ESP

2.3.1 Varieties of language

Basturkmen (2006) defines the term variety as registers of language use, such as English in Banking, English in Academic settings, and everyday conversation. According to Bloor and Bloor (1986), there are two perspectives on the term “language for specific purposes”. Firstly, a specific-purpose language is based on and extends from a basic core of general language (the common core plus). Secondly, all language exists as one variety or another and that there is no basic core (‘general purpose’) language.
Dudley-Evans and St. John (1998:152), attempt to differentiate between common core and specific material in these words:

By common –core material we mean material that uses carrier content which is either of a general academic nature or of a general professional nature. By specific material we mean that the material uses carrier content that is drawn directly from the learner’s academic or professional area such as topics that EAP students are following in their subject course, or case studies related to the professional work of EOP/EBP learners

2.3.1. i The Common Core Plus

Basturkmen (2006) argues that there is a common core of general language that is drawn on in all areas of life and work, which she terms as “basic” language. According to Corder (1993), basic language includes common words and sentence structures that can be used in all situations. Quirk, Greenbaum, Leech, and Svartik (1972:29) contend that learners need to come to grips with basic English before they study English for specific purposes:

Attempts to teach a ‘restricted’ language (‘English for Engineers’) too often ignore the danger in so doing of trying to climb a ladder which is sinking in the mud; it is no use trying to approach a point on the upper rungs if there is no foundation.

2.3.1. ii All Language is Specific Purpose

According to Basturkmen (2006:17), all languages are learned in some context or another. “There is thus no ‘basic’ variety-less English, there is no ‘general English’ or English for no specific purposes”.

Dudley-Evans and St. Johns (1998) argued that if ESP course is pre-experience then it will be difficult to make the course specific because the learners will have little
knowledge of the activities that they will be undertaking in their work. Probably, the learners will have some generalized knowledge of the way their profession works “so some limited specific ESP work may be possible, but, in general, the ESP course will need to focus on the underlying competence needed, general EAP or EOP skills or language” (ibid,p,152).

2.3.2 Needs Analysis
A number of linguists, (e.g. Strevens (1977), Swales(1990), Hutchinson and Waters (1987), Jordan (1997), Flowerdew and Peacock (2001), Basturkmen (2006) have emphasized that needs analysis should be the starting point for devising syllabuses, courses, materials, and the kind of teaching and learning that takes place. The concept of needs analysis became popular with the emergence of ESP as a new branch of ELT where the focus is on the learner and his/her academic and professional needs. Thus, it becomes essential to analyze the actual contexts where the learner is expected to use the target language.

In broad terms, needs analysis can be described as:

The process of determining the needs for which the learner or group of learners requires a language and arranging the needs accordingly to priorities …… [It] makes use of both subjective and objective information (Richards et al. 1992).

The concept of needs analysis as provided by Graves (1996:12-13) is:

Needs assessment involves finding out what the learners know and can do and what they need to learn or do so that the course can bridge the gap (or some part of it). Thus, needs analysis involves seeking and, interpreting
information about students’ needs so that the course will address them effectively.

According to Munby (1978:43),

Needs Analysis can also help in evaluating an existing programme and if found deficient can help in establishing the need for introducing a change and what kind of change may appropriately match the needs of the learners and simultaneously be acceptable to teachers.

This is the kind of utilization of needs analysis which can help in determining whether a positive attitude exists among instructors and cadets towards introducing of needs-based language course. Moreover, in the present study, the potential academic and professional needs of the cadets will be investigated through a questionnaire and semi-structured interviews to determine the key components for designing English course for the cadets of the PMA. A course outline will then be designed to accommodate these needs.

2.3.2.1 Steps in Needs Analysis

Jordan (1997:38) points out that there is no single approach to needs analysis and circumstances vary from situation to situation. ‘In practice, most choices will be determined by time, money and resources. What is essential, however, is that there is planning in advance. After deciding what is strictly relevant and necessary sufficient time must be allowed to carry out step by step procedures’. The steps suggested by Jordan (1997:23) are:

1. Purpose of analysis
2. Delimit student population
3. Decide upon the approach (es)
4. Acknowledge constraints/limitations
5. Select methods of data collection
6. Collect data
7. Analyze and interpret results
8. Determine objectives
9. Implement decisions (i.e. decide upon syllabus, content, materials, methods, etc.)
10. Evaluate procedure and results

2.3.2.2 Approaches to Needs Analysis

In order to design an “effective ESP course”, it is important to consider the question that how the data of needs analysis can be used (Hutchinson and Waters, 1987). Various approaches to needs analysis have been discussed by different researchers and writers (For example, West 1994, Hutchinson and Waters, 1987, Robinson 1991). Jordan (1997) reviews needs analysis by considering five approaches to needs analysis: target situation analysis, present situation analysis, learning centered approaches, strategy analysis and means analysis. I will discuss these approaches in the following section:

i. Target Situation Analysis (TSA)

Target situation analysis means, “What do students need to be able to do” in English as a result of the course? (Robinson, 1991: 196) In the 1970s, a framework for needs analysis was devised by Munby (1978). It focuses on the pupils’ needs at the end of the language course, and target level performance. The core of Munby’s model is the
communication needs processor (CNP). In CNP, account is taken of the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other. After operating Munby’s model the end product is a profile of the language needs of the learners. Then the needs profile is converted into a ‘communicative competence specification’, from which a sequenced syllabus can be drawn up. The route through the model to arrive at the syllabus goes either via a “language skills selector” or via a “meaning processor” and “linguistic encoder”.

Munby’s attempt to be systematic and comprehensive inevitably made his instrument inflexible, complex and time-consuming (West, 1994). Due to complex and inflexible nature of Munby’s model, all the subsequent models of needs analysis have aimed at simplicity (Jordan 1997).

Jordan criticized Munby’s model mainly because of two reasons. Firstly, Munby considers practical constraints after the procedure had been worked through. Whereas, Jordan (1997) believes that practical constraints should be considered at the start of the needs analysis procedure. Secondly, Jordan believes that language items chosen for practice in ESP/EAP should reflect those used in the real world, whereas, Munby’s classifications of language were derived from social English. (Jordan 1997).

Jordan (1997:24) concludes that in spite of the criticisms, Munby’s model has been very influential, other developments have stemmed from his work or because of reactions to it.

ii. Present Situation Analysis (PSA)

Richterich and Chancerel (1977/80) proposed the Present Situation Analysis (PSA) approach which was different from target situation analysis. The PSA determines the
learners’ state of language development and the sources of information are the students themselves, the teaching establishment and the ‘user institution’, for example, place of work, sponsoring body, etc. The data is collected through surveys, questionnaires, and interviews. The learner is at the centre of the system, which includes the surrounding society and culture.

According to Jordan (1997:25), there have been developments in needs analysis that evolved from TSA and PSA approaches. ‘In many ways, they are refinements to the two starting positions of present situation and future / target situation. In fact, course designers combine TSA and PSA to collect information’.

iii. Learning Centered Approaches

Hutchinson and Waters (1987) support a learning centered approach. They have differentiated between the learner-centered approach and the learning-centered approach. The learner-centered approach is based on the principle that learning is totally determined by the learner, while learning-centered approach involves learning as process of negotiation between individual and society (which includes teaching syllabus, methods, materials, etc). Hutchinson and Waters make a comparison between target needs, (what the learner needs to do in the target situation) with learning needs, (what the learner needs to do in order to learn).

Hutchinson and Waters (1987) point out that it is necessary for the course designer to obtain the following kind of information from an analysis of learning needs:

Why are the learners taking the course?

How do the learners learn?
What resources are available?
Who are the learners?
Where will the ESP course take place?
When will the ESP course take place?

They classify needs into ‘necessities’, ‘lacks’, and ‘wants’. By ‘necessities’ they mean what the learner has to know in order to function effectively in the target situation. This would involve getting information about the situations in which the language will be used, e.g. lectures, seminars, etc. Information is also obtained about the discourse components and linguistic features commonly used in them, e.g. functions, structures, etc. This is known as TSA and the type of information obtained is objective.

‘Lacks’ are defined as the gap between the existing proficiency and the target proficiency of learners. Generally, the necessities that the learner lack can form the basis of the language syllabus. This is referred to as ‘deficiency analysis’, both necessities and lacks, can be referred as being objective (Jordan, 1997). The third important aspect of needs analysis, for Hutchinson and Waters is wants i.e. “what the learners feel they need. This includes learners, views about the situation” their wishes, motivation, attitudes, interests, personal reasons for learning, learning styles etc. These are needs as perceived by the learners. There is a possibility that the learners’ views will conflict with the perceptions of course designers, sponsors or teachers. It is important “to leave room in a learning programme for the learners’ own wishes” regarding both goals and processes “learners have expectations, demands and wishes who many sit uncomfortably in a programme that is focused on final objectives. They will also have perceptions of their own needs, which will
probably change over time as learning goals are reset and as they become clearer about their own developing proficiency (McDonough, 1998). The type of information gathered for wants is subjective. Nunan (1988) indicates that learners’ involvement in the needs analysis process can have benefits. In particular learners, obtain a clearer idea of what can be achieved, how it can be done, and the time-scale involved” (Jordan, 1997).

iv. Strategy Analysis

The approach is related to finding out about learners’ language learning strategies. Oxford (1990) defined them as conscious or unconscious methods of helping or accelerating learning. The focus of needs analysis turned more towards the methodology employed to implement language programmes (Nunan (1988 b). This involved not only methods of teaching, but also methods of learning. The pioneer work in this area was that of Allwright (1982). His starting point was the learners’ perceptions of their needs in their own terms. Jordan (1997) indicates that Allwright’s terms ‘needs’ (skills that a student sees as being relevant to him / her), ‘wants’ (those needs on which the student puts high priority in the available limited time) and ‘lacks’ (the difference between the students’ present competence and the desired competence) match those later adopted by Hutchinson and Waters (1987). Allwright wanted to help students to identify skill area and their preferred strategies of learning the skills. In a strategy analysis the related areas are preferences in group size, correction procedures and methods of assessment (Jordan 1997).
v. Means Analysis Approach

An important approach to needs analysis suggested by Holliday and Cooke (1982) is means analysis. The focus of means analysis is to look at environment in which a course will be run. It involves a study of the local situation, i.e. the teachers, teaching methods, students, facilities, etc. It sees how a language course will be implemented within constraints.

Dudley-Evans and St John (1998) point out that classroom culture and the management infrastructure and culture are the two important factors in means analysis approach. These factors are not viewed as positive constraints but as relevant features. The relevant features perspective is a positive approach which says: ‘what will be best in this particular and given situation’ (Dudley-Evans and St John, 1998: 124).

2. 3.2.3 Current Concept of Needs Analysis

Dudley-Evans and St John (1998: 125) have provided ‘a current concept of needs analyses. It includes consideration of all the five approaches suggested by Jordan. Needs analysis in ESP includes determining:

A. Professional information about the learners: the tasks and activities learners are / will be using English for –‘target situation analysis and objective needs’.

B. Personal information about the learners, factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English-wants, means, subjective needs.
C. English language information about the learners: what their current skills and language use are – present situation analysis – which allows us to assess (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 knowledge of how language and skills are used in the target situation- linguistic analysis, discourse analysis, genre analysis

G. What is wanted from the course?

H. Information about the environment in which the course will be run- means analysis.

2.3.2.4 Data Collection Procedures

Needs analysis is a systematic and well planned process. Experts in ESP have suggested several methods for data collection for needs analysis. According to Evans and St.John (1998) the main sources for needs analysis are:

- The learners
- People working or studying in the field
- Documents relevant in the field
- Clients
- Employees
- Colleagues
- ESP research in the field
Jordan (1997) lists fourteen methods of data collection. The methods used employ various techniques: advance documentation, language test at home, language test on entry, self assessment, observation and monitoring, class progress test, surveys, structured interviews, learner diaries, case studies, final test, evaluation/feedback, follow up investigation and previous research.

2.3.2.5 Criticism

Although the concept of needs analysis is essential to ESP course design, but it has been criticized for its limitations. Brindley (2000) contends that although expanded form of needs analysis helps course planners to build up a rich picture of the learners themselves, their language needs and the learning environment, but the collection and analysis of such a wide range of information can be very time-consuming and expensive.

According to Nunan (1988:45),

…needs analysis or any other form of pre-course planning and specification, is rather irrelevant because the planned curriculum will be transformed in its implementation. What really counts, therefore, is the development of second language skills in the process of engaging learners in interesting and meaningful classroom experiences.

Widdowson (1987) is of the opinion that syllabuses that specify ends fulfill a training function and result in limited competence. He argues that syllabus with general purposes are process-oriented, are educative in function and lead to general competence. Nunan (1998:44) dispels the criticism of needs analysis based syllabuses by Widdowson as “logico-deductive rather than empirical”. Furthermore, he suggests that courses based on needs analysis result in more meaningful and interesting learning experience as they are more relevant to the potential purposes of learner’s
language use. Nunan (ibid) believes that critics have “failed to appreciate the significant shift which has taken over the years, and still tend to equate needs analysis with the sort of narrow-band ESP approach …” This shift has been evident in “a broadening scope of needs analysis to encompass the full educational process – the determination of objectives, contents and curricula, for the production and testing of new materials, for the development of autonomous learning assessments of the learner, feedback for the conduct and reorientation of the project, teacher education and reduction and for running an entire system” (West, 1994:12). The stance taken by Nunan and West appears to hold ground. A learning programme which is not relevant to the needs of the learners cannot result in productive learning experience because need is also related to motivation and motivation has an effect on learning. Thus, learning experience which does not match the needs of learners can demotivate them. Needs analysis can play an important part at all stages of execution of a programme as it provides a tool for assessing the needs, and can be adopted to meet them and thus keep motivation sustained by bringing in relevance and giving the learner experience more precision.

2.3.3 The Syllabus

After analyzing the needs of the learners, the next crucial question for language teaching is what language is to be taught. In order to specify what language will be taught, items are typically listed and referred to as the syllabus. Penny Ur (1996:177) has outlined common characteristics of syllabus as follows:

1. Consists of a comprehensive list of:
   - content items (words, structures, topics);
   - process items (tasks, methods).
2. Is ordered (easier, more essential items first)
3. Has explicit objectives (usually expressed in the introduction)
4. Is a public document
5. May indicate a time schedule
6. May indicate preferred methodology or approach
6. May recommend materials

Graves (1996) describes the curriculum as a broad statement of the philosophy, purposes, design, and implementation of the entire language teaching programme and the syllabus as a specification and ordering of content of a course.

A major contribution in the field of syllabus designing is that of Nunan (1988). He gives a detailed description of curriculum and syllabus designing and also provides the teachers with tools and techniques used in production and implementation of syllabus. He describes the procedures involved in the syllabus designing. The process of needs analysis is divided into two categories: subjective needs analysis and objective needs analysis. The format of collecting information is also discussed comprehensively. The identification of goals and formulation of objectives are linked with selection and grading of the content and learning tasks. According to him, in order to avoid de-motivation, the goals should be realistic and the objectives should be appropriate to the goals. He presents different types of syllabuses and also points out limitations and weaknesses of each type. According to him, no syllabus is found comprehensive enough to be followed without improvement.

Teachers have at their disposal a vast range of options in designing ESP courses and materials. Based on their observations of general English language courses, Brown (1995) and Richards (2001) presented the following types of syllabuses. According to them these courses are often based on a combination.
-Structural (organized primarily around grammar and sentence patterns).

-Functional (organized around communicative functions).

-Notional (organized around conceptual categories).

-Situational (organized around speech settings).

-Skills (organized around micro skills).

-Task or activity-based (organized around activities).

Flowerdew and Peacock (2001) have listed the following types of syllabus in EAP teaching:

-Lexico-grammatical (organized around structures and vocabulary).

-Functional-notional (organized around language functions and notions).

-Discourse-based (organized around aspects of text cohesion and coherence).

-Learning –centered (organized around

-Skills-based (organized around particular skills)

- Genre-based (organized around conventions and procedures in genres as units of analysis).

-Content-based (organized around themes).

At present task-based syllabus is widely recommended by a number of writers (Prabhu, 1987; Penny Ur, 1996; Dudley-Evans and St.John, 1998). The task-based syllabus comprises a list of tasks (Long & Crookes, 1992) for example, giving instructions or following directions) that the learners will perform. It is believed that tasks provide a purpose for using language meaningfully and that struggling to use language to complete the task, the learners acquire language. Prabhu (1987:69-70) explains:
Task–based teaching operates with the concept that, while the conscious part of the mind perceives, abstracts, or acquires (or recreates, as a cognitive structure) some of the linguistic structuring embodied in those entities, as a step in the development of an internal system of rules.

Syllabuses can be synthetic (language is segmented into discrete linguistic items for presentation one at a time) or analytic (language is presented whole chunks at a time without linguistic control. (Long & Crookes, 1992). Designers of analytic syllabuses believe that the language content for a course should not be prespecified because language cannot be atomized into discrete particles for ‘learning.’ Rather, language should be approached holistically and teaching should proceed from the whole to the parts (Freeman & Freeman, 1989). When teachers and course designers opt for a synthetic approach and list items for the syllabus, the type of items listed reveals their ideas about what is important in these two ways:

1. The types of items listed reveals ideas about the basic units of language and understanding of what ‘packages’ language naturally comes in.

2. The selection of items included reveals ideas about what is important.

The academic, workplace and professional ESP environment may be little different from other environments in relation to the importance of social intercourse. It has been taken for granted that ESP teaching should focus on ‘hard’ language functions rather than ‘soft’ social functions. Halliday (1973) uses the terms the referential and instrumental functions of language. The first refers to language used to convey facts and knowledge; the second refers to language used to get things done. It has been assumed that social functions are less important than referential or instrumental functions in teaching ESP. However, recent applied linguistic research investigated
the social functions language is used for in workplace environments and showed their importance (Holmes, 1999). Holmes (1998) reports on a study of the function of humour in workplace. A study of spoken interaction in a factory setting showed that half of the talk was social (Brown, 2002).

Course designers and teachers should select the course contents very carefully, as it is not possible to teach all of a language. Nowhere is this more so than in ESP teaching, with its focus on specific purposes. It is often by choosing what to teach that language teachers show their notions of what language is and their beliefs as to what is important in language teaching (Hutchinson and Waters, 1987; Basturkmen, 2006).

Another attempt regarding ESP syllabus design is made by Evans and St John (1998). They look at the parameters for course design illustrating these with four cases studies from their own experience. They also look at the questions of ordering. They believe that a considerable amount of time and energy could be saved if we learn from these examples by looking at the decisions that other course designers have made an attempt on the materials they selected.

Gatehouse (1999) has also made an important contribution to the area of ESP curriculum design. He attempts to provide theoretical support for ESL instructors developing ESP curricula for ESP contexts. He has designed a content based curriculum for a select group of immigrants living in Ottawa, Canada. He suggests the following key issues in ESP course design:

i) Abilities required for successful communication in occupational settings;

ii) Content language acquisition versus general language acquisition;
iii) Heterogeneous learner group;

iv) Materials development.

Quite recently, Gao (2007), has proposed a framework for ESP course development in which he critically analyzed the core elements of ESP course design: needs analysis; course goals and objectives; course details; materials design; and finally, assessment and evaluation.

Based on the professional experience of developing the curriculum for ‘Language Preparation for Employment in the Health Science’, Gatehouse (2001) contends that when developing an ESP curriculum, three abilities need to be integrated into it for the purpose of successful communication in occupational settings. The three abilities encompass the ability to use a particular jargon in specific context; to use generalized set of academic skills; and finally the ability to use every day informal language to communicate effectively. Therefore, ESP course designers should consider how to integrate the three abilities into the components of an ESP course. According to Chen (2006), when designing an ESP course, another issue to take into account is that grammatical functions, acquisition skills, terminology, specific functions of discipline content are crucial parts of the ESP course. In the meantime, general English language content should also be integrated into the course since content-related language cannot function without general English language content.

As far as Military English is concerned, it is still in infancy. In Saudi Arabia Al-Gorashi (1989) investigated the English communicative needs of military cadets at King Abdul Aziz Military Academy. The findings of his study revealed that English language plays an important role in situations related to cadets’ future jobs and training courses. The study also showed that the English course at the King Abdul
Aziz Academy is inadequate in terms of the instructional input given to the cadets and the content of the textbooks, which bear no relevance to the English language needs of the cadets. For example, the stated goal for teaching English at the Academy is to enable the cadets to comprehend, speak, read and write English correctly was found inappropriate since all the respondents reported that listening and reading are more needed than speaking and writing. Since Al-Gorashi’s research no large scale research has much has been done in this area world over. A few online Military English courses, specifically for the United Nations Peace Keeping Forces have been developed by the British Council. These courses have been designed considering the needs of the learners deployed on various UN missions. Lonergan (2004) has designed an English course for the military personnel. Based on the linguistic analysis of the discourse requirements of the military, the lingua peace project has developed a course which has task fulfillment as the leading parameter. The military tasks are presented to learners in terms which they understand. The grammatical load required to realize the discourse objectives of the tasks are presented as the necessary enabling tools which allow them to function properly.

A recent contribution in the area of Military English is a study package ‘Campaign’. This is a three-level English language published by Macmillan. It has been developed for multinational military and Peace Keeping forces on peacekeeping operations. It is claimed that the topics are drawn from authentic international institutions including NATO and the UN.

2.3.4 Narrow and Wide Angle Course Design

Bastukmen (2006) states that it is usually difficult for course designers to decide how specific or narrow angled ESP courses should be. According to Williams (1978),
narrow angle courses are those that focus on a few target events, for instance just the listening skill, or just one or two genres. Some approach the question of specificity as a practical problem related to the specificity of needs. According to Dudley-Evans and St. John (1998), where needs are limited, a narrow angled course may be appropriate and the course can focus narrowly on a few target events and use contents and topics from one discipline. Where the needs are more general, the course can focus on a wider range of target events and use contents and topics from a range of disciplines.

On the other hand, the researchers and course developers approach the question by referring to research findings. For instance, Clapham (2001) conducted a research investigating the effect of background knowledge on reading comprehension in EAP. The findings revealed that although learners generally got higher scores on texts from their subject areas, this was not always the case and sometimes learners scored better on texts that were outside their subject area. Clapham concluded that as texts differ greatly in terms of their specificity and learners vary widely in terms of their background knowledge, English for General Academic Purposes may be preferable to English for Specific Academic Purposes.

2.3.5 Specific and Specifiable Elements in ESP

Needs analysis in ESP usually emphasize on skills learners need to study or work in their target situations. Flowerdew and Peacock (2001) report that skills –based approaches have been important in EAP and point out that many learners in South America have traditionally required only a reading knowledge of English. Flowerdew and Peacock (2001) list a number of reading skills that research has shown to be important for EAP learners including:
• Using existing knowledge to help understand new information
• Recognizing text structures
• Skimming for gist
• Scanning to locate specific pieces of information
• Distinguishing more from less important information
• Distinguishing facts from opinion

Jordan (1997) outlines skills involved in academic listening, including the ability to identify:

• The purpose and scope of lectures
• The topic of lectures and follow topic development
• The relationships among units within discourse
• The role of discourse markers in signaling content of a lecture

Basturkmen (2006) believes that the academic reading and listening skills listed above can be used in any number of reading and listening situations. For instance, reading film reviews would involve the reader in distinguishing fact from opinions. She also highlights that what differs between reading in general everyday situations and in academic lectures is not the nature of the micro skills being utilized but rather the type of text involved.

According to Field (1998) in analyzing needs, ESP curriculum designers identify which micro-skills from a general pool of skills used across a range of environments are important for a specific group of ESP learners. He also points out that if the goal of the course is to develop language skills then instruction needs to offer more than practice opportunities. In this context, Basturkmen (2006) cites her own teaching experience when working on a writing course for engineering students at Kuwait
University, the expected outcomes for the course were writing products, such as abstracts and recommendation reports. The micro-skills involved in producing an abstract were practiced extensively as students prepared their abstracts and recommendation reports, but teaching did not deliberately foster students’ development of these skills. Basturkmen (2006:152) notes:

In workplace, academic or professional environments and disciplines, certain language forms and features may occur more frequently than others. These can be identified but they are not exclusive to those environments or disciplines. They are specifiable elements (p.28).

To sum up, this section has highlighted some of the important issues involved in ESP curriculum development. It can be argued that language varieties are based in and extend from a common core of language. Or it can be argued that language varieties are self-contained entities. On one hand, needs analysis appear as a practical and objective endeavour to assist course designers identify course content relevant to needs of the learners. On the other hand, needs analysis appear to have a bias in favour of the institutions and may emphasize objective needs at the cost of subjective needs. It can be argued that syllabuses should specify content. Or it can be argued that they should specify method. Some prefer narrow angled ESP courses while others argue that it is unnecessary as learners can transfer what they learn from a more general course to their own highly specific area at a later stage.

2.4 Language Systems

Here, I attempt to examine three language systems evident in ESP teaching. ESP teaching often takes as a point of departure, the analysis and description of language systems. The three language systems evident in ESP are discussed below:
2.4.1 Grammatical Structures

In general English teaching, there has been a revival of interest in grammar in recent years and yet for many teachers, grammar has always been a key focus of their attention (Hedge 2000). Traditionally, it has been believed that second language teaching should focus on a set of basic sentence level grammatical structures, for example, verb tenses, conditional clauses, and core vocabulary.

There are many misconceptions about the role of grammar in ESP teaching. It is often said that ESP teaching is not concerned with grammar. Dudley-Evans and St. John (1998) argue that while much of the skills-oriented work in EAP does not concentrate on grammar in itself, it is incorrect to consider grammar teaching as outside the remit of ESP. They maintain where learners face difficulties that interfere with listening, speaking, reading and writing skills, it is important to pay attention to those difficulties. “How much priority is paid to grammatical weakness depends on the learners’ level in English and whether priority needs to be given to grammatical accuracy or fluency in using the language (ibid: 74).

Reference books outlining the meaning and form of grammatical points can be useful for ESP teachers. Dudley-Evans and St. John (1998) suggest different ways in which these supplementary materials can be used. They see no problem in dealing directly with grammatical points within the context of a class that follows a
communicative or functional approach. In some situations the work on grammar can be integrated into the teaching of language use, for instance how to express basic concepts like ‘cause and effect’, and generic features of text like the review of literature. While in other situations it can be integrated with comprehension work. In yet others it may involve the availability of self-study material and Computer Assisted Language Learning programs which allow students to home in on their own particular difficulties.

2.4.2 Vocabulary

The importance of the teaching of vocabulary in ESP is now widely accepted (Swales, 1983). In the teaching of ESP, it is often believed (for example, Hutchinson and Waters, 1987; Higgins, 1966) that the teaching of technical vocabulary is not the responsibility of the EAP teacher and that priority should be given to the teaching of core vocabulary. Contrary to this view, Dudley-Evans and John (1998:81) state,

> While in general we agree that it should not be the responsibility of the ESP teacher to teach technical vocabulary, in certain specific contexts it may be the duty of the ESP teacher to check that learners have understood technical vocabulary appearing as carrier content for an exercise.

They further suggested how to teach completely new vocabulary to learners starting a new academic course or professional training programme. According to them, one effective way to prepare learners for such a situation is for the language teacher and the subject expert to prepare a glossary of new terms with straightforward explanations of the terms. The teaching of vocabulary in ESP follows same general principles to those in English for General Purposes. Dudley –Evans and John (1998:83) have distinguished between vocabulary required for comprehension and
that needed for production. “In comprehension, deducing the meaning of vocabulary from context and from the structure of the actual word is the most important method of learning vocabulary. For production purposes, storage and retrieval are significant”.

There are different techniques to teach vocabulary to different learners. It is important that teachers encourage learners to find out what works best for them.

2.4.3 Discourse and Genre Analysis

Dudley-Evans and St. John (1998) define discourse analysis and genre analysis as:

Any study of language or more specifically, at a level above that of the sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraph structure, or the structure of the whole text. The results of this type of analysis make statements about how texts-any texts-work. This is applied discourse analysis. Where, however, the focus of the text analysis is on the regularities of structure that distinguish one type of text from another type, this is genre analysis and the results focus on the differences between text types or genres.

The methods of applied discourse analysis are helpful in looking at spoken text, especially turn-taking and topic shift in spoken discourse, and certain general patterns in written text. Whereas, genre analysis with its specific focus on the distinguishing features of different texts is valuable in analyzing both written and spoken texts in all areas of ESP.

Micheau and Billmyer (1987) conducted research into strategies used by both native non-native speakers in a discussion of a case study in an academic context in the USA. Their study revealed that non-native speakers had a number of inappropriate strategies for the situation they were participating in at an American university. In
particular they failed to take advantage of the turn taking possibilities open to them and tended to violate the turn taking principles by interrupting at unsuitable points.

The implications of these findings for teaching students to participate in meetings or seminars are obvious. This study makes good use of the essentially text-bound findings of discourse analysis to investigate a situation in which cross-cultural differences led to difficulties of communication.

Genre analysis in ESP began with Swales pioneering work (Swales, 1981) on the introduction to an academic article. Swales notes that there is a regular pattern of ‘moves’ and ‘steps’ that appear in a certain order in the majority of introductions investigated. Swales work led to parallel research into other sections of the research article such as the Results, Discussion of Results and Abstract. Dudley-Evans (1994) then suggested an extension of the model to account for the greater length and complexity of M.Sc dissertations.

In the area of EOP, Bhatia (1993) has shown that the techniques of genre analysis developed originally for the study of academic text can be applied to business letters and legal documents. Research in genre analysis has been very much text-based. Dudley-Evans and John (1998:91) maintain,

> It undoubtedly offers the ESP teacher a way into these texts, both for preparing reading and writing materials, but there is a danger of becoming ‘stuck’ in the text, by which we mean interested only in the surface features, rather than the context and other outside influences on the text. One of the main advantages of genre analysis is its ability to relate textual findings to features of the discourse community within which the genre is produced.
The more detailed sociological consideration of the context in which texts are written is important for ESP, especially in the professional and business contexts (Bazerma and Pradis, 1991).

This section examined various language descriptions. In ESP teaching, main concerns are to describe and ensure learners are familiar with what is perceived to be core of English. In research a major concern is to identify and describe the core structures. One of the major benefits of this approach to language description is that fairly heterogeneous groups of ESP can be taught together. This is because a set of basic structures, words or generic patterns of text organization is seen as the core, and knowledge of them is seen as the core and taken as a prerequisite to language use regardless of specific domain.

2.5 ESP Teaching Methodologies and Objectives

It is debatable whether ESP has a distinctive methodology. Robinson (1991) believes that methodology in ELT and ESP differ little and it is not possible to say whether general ELT has borrowed ideas for methodology from ESP or whether ESP has borrowed ideas from general ELT. Robinson identifies two characteristic features of ESP methodology: ESP can base activities on students’ specialism, and ESP activities can have a truly authentic purpose derived from students target needs. Dudley-Evans and St.John (1998) argue that ESP teaching can be very different to EFL teaching and that there is a distinguishable ESP methodology. They maintain that what characterizes ESP methodology is the use of tasks and activities reflecting the learners’ specialist areas. Todd (2003) reports that six approaches have been emphasized in the EAP literature: inductive learning, process syllabuses, learner
autonomy, use of authentic materials and tasks, integration of teaching and technology and team teaching (cooperating with content teachers). He argues that whereas the first five are also found in general English language teaching, the sixth, team teaching or cooperation with content teachers, is distinctive to EAP.

Basturkmen (2006) suggests two options in ESP course designing: genre-based approaches and deep-end methodology. She points out in this regard,

Genre-based approaches focus learner’s attention on text types, or genres that occur in target discourse communities, that is, the work- or study-related groups the learners aim to enter or make progress in as a result of gains in their English language proficiency.… Members of discourse communities regularly communicate with one another and with the outside world. By doing so, they have developed specific communicative practices and mechanisms, that is distinctive forms of discourse. It is understood that learners of English should try to emulate the ways of communicating of those who are already members of those communities, as these are seen to represent the typical forms of communication in them. ESP teachers lead learners in the analysis of sample texts to identify conventional formats and the collective mind-set for communication of the members of the community they aspire to (ibid, 2006:4).

The deep-end strategy takes performance as its starting point. Some classroom methodologies make extensive use of simulations such as case studies from law. Learners are asked to perform the simulations with either no or minimal input. This is termed as deep-end strategy (Dudley-Evans and John, 1998:190). Such type of situation is created for learners where they need to use English in order to perform, a situation in which they have to communicate using whatever English they have at their disposal. In this way, teachers and learners can find out in what ways the
learners’ knowledge of English is adequate and where it fails them. Instruction can then focus on the aspects of language that were problematic for the learners.

To sum up in the words of Dudley-Evans and John (1998:187),

> In considering which approach to take, it is most important to remember that there is no best way; all techniques and methods are a response to a particular situation. One of the skills ESP teachers need is the ability to assess a situation from a variety of viewpoints and then to select and adapt their methodology to match the learners’ needs. Flexibility and a willingness to take risks are the name of the game!

Basturkmen (2006:133) has examined broad objectives in teaching ESP which are outlined as follows:

- To reveal subject-specific language use.
- To develop target performance competencies.
- To teach underlying knowledge.
- To develop strategic competence.
- To foster critical awareness.

She believes that ESP courses are often based on different combinations of objectives, with some courses giving more emphasis to some objectives than others. This may reflect the outlook of the teachers, course designers, and institutions involved.

Examination of objectives for teaching ESP led to discussion of what is the legitimate business of ESP. Until recently, it was assumed that ESP was an essentially pragmatic endeavor focused on helping non-native speakers of English cope with language demands in their target environments. The task of ESP was construed as investigating these environments and analyzing needs of learners in
relation to them. It was assumed that the demands of the target environment were fixed, and these were represented as the facts of the matter. This assumption has now been questioned and calls have been made for a critical approach to ESP teaching. Those advocating a critical role for ESP teaching argue that the demands of the target environment can and sometimes should be adapted to better meet the needs of non-native speakers. Basturkmen (2006:145) suggests,

> ESP teaching should work to encourage these would-be members to change the target situation to better suit their needs. Thus, ESP should help students realize that target demands may be up for negotiation and that they have a role to play in taking action to help this come about.

In the next section, I will review literature related to evaluation of language syllabuses.

### 2.6 Section 3: Evaluation

In the following part, first I attempt to define the concept of evaluation. Then I review different criteria of evaluation presented by various researchers and scholars in order to contextualize the present study.

**Definition of Evaluation**

There are different ways to interpret evaluation. This is clearly reflected through the literature as researchers and writers have interpreted evaluation in different ways. According to Hutchinson and Waters (1987), evaluation is a matter of judging something for a particular purpose. It does not issue a degree of absolute good or bad; it rather decides about a “degree of fitness”. It often results in decision making, changing old policies and introducing innovation. They have presented a study on
evaluation in which they discussed two levels of evaluation: learner assessment and course evaluation. They believe that evaluation should be a feature of any kind of ELT course. ‘The evaluation process should be systematic and is best seen as a matching exercise: matching your analyzed needs with available solutions’ (ibid: 105).

Nunan (1988:118) points out,

> The data resulting from evaluation assist us in deciding whether a course needs to be modified or altered in any way so that objectives may be achieved more effectively. If certain learners are not achieving the goals and objectives set for a course, it is necessary to determine why this is so. We would also wish, as a result of evaluating a course, to have some idea about what measures might be taken to remedy any shortcomings. Evaluation, then, is not simply a process of obtaining information; it is also a decision –making process.

It emerges from the above definition that evaluation performs two functions: firstly, it makes value judgments and secondly, it involves action.

According to Brown (1989:223), in curriculum terms there is a degree of similarity between evaluation and needs analysis, which also involves gathering information for decision making purposes. He believes that the distinction between the programme evaluation and needs analysis ‘may be more of focus than of actual activities involved’.

For Flowerdew and Peacock (2001:193), ‘programme evaluation means evaluating or re-evaluating the course design ---the syllabus, materials, tasks and methods as they were originally planned – to see if the course is meeting its stated objectives’
Now I present a survey of books, periodicals and research works related to evaluation in order to contextualize the present research. Evaluation may be of curriculum, course, syllabus or textbook.

McGrath (2002) discusses three methods of evaluating teaching materials namely, the impressionistic method, the in-depth method and the checklist method. In the impressionistic method, a general impression of the material is obtained by glancing at the publisher’s blurb and content pages of each textbook, and then skimming throughout the book looking at various features of it. The in-depth method considers the kind of language descriptions underlying assumptions about learning or values on which the materials are based. Checklist method is more popular among the language educators and ESP researchers. McGrath (2002) identifies the following advantages of checklist method:

1. It is systematic which ensures that all elements that are considered to be essential are taken into account;
2. It is cost effective which allows a good deal of information to be recorded in a relatively short span of time;
3. The information is recorded in a convenient format which permits for easy comparison between competing sets of material;
4. It is explicit. It provides the categories that are well understood by all the stakeholders involved in the evaluation, while offering a common framework for decision making.

In the beginning, evaluation of syllabus was less scientific because it did not follow a particular methodology. Tucker (1975) and Daoud (1977) are the pioneers in the
field of course book evaluation. Tucker (1975) has suggested the following criteria for the evaluation of a textbook:

- Pronunciation criteria
- Grammar criteria
- Content criteria
- General criteria

This checklist has always been recognized as a work of great significance and interest due to its flexibility. Its only weakness is that it is firmly tied up with the theory of audiolingualism. Hence, it is no more useable in its original form.

Later Daoud (1977) gave a bi-phase evaluation formula of the textbook and teacher’s manual:

1. Recording the data
2. Evaluating the data

This recording of data is divided into two parts:

1. Survey to gain a general impression
2. Analysis, listing the contents of pupil’s textbook and teacher’s manual.

‘This evaluation requires a completion of the checklist proper and the writing of comments and suggestions for improvement’ (Mustafa, 2007:30).

Rivers (1981) also proposes a detailed checklist for the evaluation of course books. Although, she mostly talks about course books, it is possible to apply most of the points made in the following checklist to other teaching materials as well.

- Appropriateness for local situation
- Appropriateness for teacher and student
- Language and ideational content
Cunningsworth’s (1984:5-6) guidelines for teachers, summarizes the principles that should be taken into consideration when evaluating materials:

- Relate the teaching materials to your aims and objectives.
- Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes.
- Keep your students’ learning needs in mind.
- Consider the relationship between language, the learning process and the learner.

The most popular among all these seems to be the one discussed by Grant (1987), commonly known as CATALYST test for textbook evaluation. Grant’s test is so comprehensive that it includes maximum approaches to language teaching. It also corresponds to the fundamental principles of ESP, like the interest of the learner and his communicative needs and the aims of the textbook (Asghar, 2003). The catalyst test includes the following eight points:

\[
\begin{align*}
C & = \text{Communicative} \\
A & = \text{Aims} \\
T & = \text{Teachability} \\
A & = \text{Availability} \\
L & = \text{Level}
\end{align*}
\]
Y = Your impression

S = Student interest

T = Tried and tested (Grant, 1987:119).

Hutchinson and Waters (1987:152) have also discussed four main aspects of ESP course evaluation, which are given below:

What should be evaluated?

How can ESP course be evaluated?

Who should be involved in the evaluation?

When and how often should evaluation take place?

Another significant contribution in the area of evaluation is made by Nunan (1988). He discusses the importance of evaluation in the curriculum. He clarifies the concepts of assessment and evaluation. He also explores a number of key questions related to evaluation. ‘These are the ‘what’, ‘who’, ‘when’, and ‘how’ questions. The evaluator needs to consider which elements in the curriculum should be evaluated, who should conduct the evaluation, when the evaluation should take place, and by what means’ (ibid: 121).

Shaw and McDonough (1993) give more importance to learnability and suitability of a textbook in actual teaching situation.

• Of the specific teaching situation and;

• Of the other competing textbooks available in the field

McGrath (2002) also presents an interesting work on materials evaluation. He is of the view that evaluation is more concerned to discover whether what one is looking for is there --- and to put a value on it. In evaluation, we look selectively, and in looking selectively, we may miss the unusual or the innovative. The aim of textbook
evaluation is to provide a description, but this description can be at different levels of sophisticated.

Kizhirmak (1991:61) attempts to bring together the different views expressed on course book evaluation and proposes an integrated model. The flowchart given below explains her integrated approach to course book evaluation.

**Figure 2.1: Kizhirmak’s integrated approach to course book evaluation**
In this flowchart, one important aspect of materials evaluation is highlighted, that is the in-use evaluation of materials. Unfortunately, this aspect is ignored in our Pakistani educational system mainly because of two reasons. First, the syllabus is fixed which is handed to the teachers by the authorities in which they have no say. Second, the teachers are not well-trained and are unaware of the principles of syllabus designing and evaluation of materials. Grant (1987) also asserts that the constant evaluation of a course book, even if it is already in use is essential. No questionnaire or checklist can give a conclusive answer to the question, ‘Does it work in the actual classroom situation?’ This is why in-use evaluation is important. Sheldon (1988) contends that no general list of criteria can ever really be applied to all teaching and learning contexts without considerable modification. According to him, most of these standardized evaluation checklists can be used as helpful starting points for ELT practitioners in a wide variety of situations only after some modification, as they contain similar components. Preeminent theorists in the field of ELT textbook design and analysis such as Rivers (1981), Williams (1983), Sheldon (1988), Grant (1989), Brown (1995), Cunningsworth (1995) and Harmer (1996) all agree, for instance, that evaluation checklists should have some criteria related to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be included are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum. In addition, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing
socio-cultural environment. Finally, textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution.

2.7 Conclusion

In this chapter, after having an introductory discussion on ESP by taking into consideration what is ESP and how it differentiates from General English, its origin and development, literature related to needs analysis, evaluation and course designing have been reviewed at great length. By reviewing literature it has been revealed that a great deal of work has been done on language description in the context of ESP through phases. However, not much research has been conducted in the area of Military English. The present research is an attempt to fill this gap. I have reviewed literature in the areas of ESP and evaluation, in order to provide a sound theoretical background for questionnaire development and for preparing interview questions. This chapter also serves as a guideline for dealing with both theoretical and methodological issues to be confronted in the present study. In the following chapter, I will highlight the research methodology adopted in this study.
CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

3.2 Research Questions

3.3 An Overview of Research Methods in Applied Linguistics
   3.3.1 Triangulation as a Research Strategy

3.4 Selection of Sample
   3.4.1 PMA Cadets
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3.6 Conclusion
3.1 Introduction

In chapter two, I reviewed literature in the field of ESP and evaluation of language programmes, in order to contextualize the current research. In this chapter, an overview of the research methodology used in this study is presented. First, the research questions are restated, followed by an overview of research methods in applied linguistics and the selection of an appropriate methodology for the present study. Then, I describe and justify the use of triangulation of data and methods for my research. Next, I discuss the selection and description of the sample population which is followed by a detailed description of construction and contents of the research instruments. Towards the end, a brief conclusion of the whole chapter is presented.

3.2 Research Questions

As stated in section 1.5, the purpose of the present study is to improve the existing English Teaching Programme (ETP) at the PMA (Kakul), to make the learners perform better in their academic and professional settings. The ETP of the PMA has been evaluated by investigating learners’ needs, the effectiveness of the syllabus, the teaching methodology and the assessment procedure usually adopted in this characteristic setting. Therefore, the major research question is:

To what extent, the existing English Teaching Programme at the PMA is successful in enabling the cadets to acquire competence to perform in various academic and professional settings?

The subsidiary research questions are:

1. For what reasons do the cadets want to learn English?
2. Which language skills are required by the cadets to participate in their training at the PMA as well as in their professional lives?

3. What aspects of English language use/usage cause problems to the cadets?

4. How far does the existing English syllabus of the PMA enable the cadets to perform efficiently in the academic and professional military settings?

5. Which teaching methodology is being used at the PMA and to what extent is this methodology enabling the cadets to acquire the required language competence?

6. How are the cadets evaluated, and to what extent is the existing evaluation system appropriate to measure the acquired language competence of the cadets?

In order to answer these questions, I had to select appropriate research approach(es) and method(s). There are a number of research methods available to researchers in applied linguistics. Blaxter et.al (1996:31) suggest, ‘the methods you use are a key part of your research, and so you need to understand something of the alternatives available to you, and their strengths and weaknesses’.

In the next section, I provide an overview of various research methods used in applied linguistics.

3.3 An Overview of the Research Methods in Applied Linguistics

Traditionally, applied linguists place applied linguistics research into two major categories: quantitative and qualitative. Wallace (2002:38) describes these two
approaches as follows:

Quantitative is broadly used to describe what can be counted or measured and can therefore be considered ‘objective’. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore, ‘subjective’.

Thus, the quantitative approach focuses on collecting data that can be interpreted by using statistical tools and the qualitative approach focuses on more descriptive data analysis. Generally, the quantitative and qualitative approaches are perceived as opposite of each other. But, according to Brown and Theodore (2002), the line dividing the quantitative and qualitative research is not very clear. They contend that sometimes qualitative research also uses numbers and some quantitative studies may use non-numerical data. For example, interviews and questionnaires are used in survey research because interviews and questionnaires can pose open research questions to obtain non-numerical data, or closed response questionnaire to obtain numerical or quantifiable data. ‘Thus survey research provides some common ground between the quantitative and qualitative approaches’ (ibid: 16).

In a different classification, Larsen–Freeman and Long (1991) categorize research methods in second language acquisition research as being longitudinal or cross-sectional. Longitudinal studies involve collection of data from one or a few participants over a period of time and therefore, it tends to lead to a qualitative interpretation. Contrary to it, in a cross-sectional study, data is collected at a given time, using one or more instruments from multiple participants and data is analyzed quantitatively. For Larsen-Freeman and Long (1991), there is no clear line of
demarcation between quantitative and qualitative as they place various methods on a cline between quantitative and qualitative. On the basis of this continuum, they label the following methods from being qualitative to being more quantitative: introspection, participant observation, non-experimental, quasi-experimental, and experimental.

Cresswell (2003) classifies research into three categories: quantitative approach, qualitative approach, and mixed methods approach. According to him, in a quantitative approach, the researcher employs strategies of inquiry such as experiments and surveys, and data can be gathered on predetermined instruments that yield statistical data. In a qualitative approach the choice of strategies available could be as diverse as narratives, phenomenology, ethnographies, grounded theory or case studies. The researcher collects open-ended data with the main purpose of developing themes from the data. Cresswell (2003: 18-19) defines the mixed method approach as,

.... One in which the researcher tends to base knowledge claims on pragmatic grounds (e.g. consequence–oriented, problem–oriented and pluralistic. It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e.g. on instruments) as well as text information (e.g. on interviews) so that the final database represents both quantitative and qualitative information.

In a mixed method approach, the researcher bases the inquiry on the assumption that gathering different types of data, best provides an understanding of a research problem. In the first phase of the study, a broad survey is conducted to generalize
results in respect of a population. The second phase focuses on detailed qualitative, open ended interviews to collect detailed views from participants (ibid).

While these classifications of research methods are useful in understanding the choices currently available to applied linguists, the actual method used for a particular study needs to be guided by the research questions at hand. Fraenkel and Norman (2006: 443) also argue, ‘… there is no best method. It all depends on what you are studying and what you want to find out … The important thing to know is what questions can be best answered by which method or combination of methods’.

Duff (2002:14) highlights the importance of using appropriate methods in these words,

The approach or method is crucially linked to the kind of research question or problem under investigation, the purpose of the study (e.g. exploratory, interpretive, descriptive, explanatory, confirmatory predicative), and the type of data and population one is working with.

Keeping in view, my research questions and the type of data and population, I have decided to combine both the quantitative and qualitative approaches. The research tools used to investigate the research questions in the present study are:

1. Questionnaires
2. Interviews
3. Evaluation Checklist

Initially, I planned to use observation as data collection technique, but later I put aside the idea, keeping in view the problems in gaining access to the research site (for details see chapter 4). A detailed discussion of the various sources of data used in this study is presented in section 3.5. However, before I present the research
instruments in detail, I would like to discuss and justify why I chose triangulation of data and methods for my research.

3.3.1 Triangulation as a Research Strategy

The principle that guided in designing the present research study was to ensure that the research strategy(ies) and the methods or techniques employed were appropriate for the research questions that were to be addressed in the study (Robson, 1993). I considered both the quantitative and qualitative approaches to examine which would be more suitable for the present study. A quantitative study based on survey data was used to ascertain the views and opinions of the cadets and the instructors of English, about the language needs of the cadets and the suitability of the ETP at the PMA. On the other hand, the qualitative approach was also employed in order to obtain in-depth data from the cadets, instructors and ex-cadets, regarding improvements in the English syllabus and teaching methodology, as well as other issues being explored. In the search for a suitable approach, the research focus was revisited and a ‘mixed method approach’ as suggested by Cresswell (2003) and Fraenkel and Norman (2006) was found to be more helpful, since my aim was not only to find out how many number of respondents held the same or different views and opinions, but also the reasons for this. I felt that by using the quantitative approach alone, the study would remain restricted, as though this approach is useful in conducting a descriptive study through questionnaires and structured interviews, it would do little in terms of exploring and in seeking new insights, and a fuller understanding of the issues being investigated. Therefore, I decided to combine both
the quantitative and qualitative methods and data for the present research. Furthermore, this study did not have a limited time frame, so I planned to employ the mixed methods approach in order to achieve triangulation to achieve more balanced results.

The purpose of triangulation in research is to increase the credibility and validity of the results. Cohen and Manion (1986:254) define triangulation as an ‘attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint’. Triangulation of methods (Cohen and Manion, 1986, Fraenkel and Norman, 2006) and triangulation of data (Brewer, 2000; Brown and Theodore, 2002) is highly appropriate to improve the validity of the research. According to Denzin (1970:3), the main assumption behind using multiple methods is that ‘no single method is free from flaws-no single method will adequately handle all the problems of causal analysis ….. Consequently, the researcher must combine his methods in a process termed triangulation, that is, empirical events must be examined from the vantage provided by as many methods as possible’. As both quantitative and qualitative methods have some weaknesses, ‘these can partially threaten the validity of research findings, and hence the analysis and interpretation of those findings. Whilst quantitative data provides evidence for general causal connections, only qualitative methods can give reliable insights into meaning’ (Asif, 2005: 99).

The main reason for using triangulation of data was to enhance the validity of the present research by checking the findings obtained from the questionnaire against the findings of the interviews. ‘If you can examine your data from at least two points of view, you will maximize the possibility of getting credible findings by cross–
validating those findings (Brown and Theodore, 2002:243). According to Laws et.al (2003:281), if we want to build confidence in the trustworthiness of our research it is helpful to gather information in different ways. ‘The key to triangulation is to see the same thing from different perspectives, and thus to be able to confirm or challenge the findings of one method with those from another.’ A mixed strategy approach makes it possible to compare researcher and research participants’ perspectives as well as crosschecking observations and the validity of findings. I have used triangulation of data and methods in my research because I felt that mixed methods approach would ensure the validity of my research and enable me to form a richer and more coherent view of the language needs and wants of the learners.

**3.4 Selection of Sample**

As stated earlier in sections 1.6 and 3.1.1, the aim of the present study is to evaluate the ETP of the PMA by investigating the linguistic needs of the cadets, and effectiveness of the current syllabus of English. In order to investigate the above mentioned areas, I decided to gather information from the following three population groups:

1. Cadets
2. Instructors of the Department of English
3. Ex-Cadets/Army Officers

In the subsequent sections, I will describe each group of population separately and also provide rationale for selecting these as sample study. I took great care to ensure that sample population was genuinely representative and achieved the objectives of the study.
3.4.1. PMA Cadets

The present sample consists of 120 cadets of the PMA Long Course, studying in the final/fourth term. This Course comprises four terms. In every term there are 300-350 cadets, and each class consists of 25-30 cadets.

These cadets were chosen as a sample group because at the time of data collection, other cadets had gone on a military exercise for about a week. However, this group was representative of the population as a whole, since all the classes have mixed ability students. As stated earlier (cf.1.9), there is no specific criterion to place the cadets into different classes on the basis of their proficiency level. I have preferred cadets from the final/fourth term because I felt that as they had studied the English course in the first, second and third terms, they would be in a better position to identify their linguistic needs as well as express their views and opinions confidently about the syllabus of English. Moreover, I assumed that those cadets could point out where, in the current course reforms were necessary, and they could also give a comparative description of what they actually learned and “what should have been taught”. The decision to select cadets from the final term was taken after the pilot study (see chapter 4).

3.4.2 Instructors of English

At the time of data collection, there were nineteen instructors serving at the Department of English. The number of instructors varies from time to time depending upon the decision of the Military Secretary (MS) Branch\(^4\) in the General

\(^4\) The decisions regarding the postings and career planning of the army officers are taken by the MS branch, in General Head Quarters in Rawalpindi.
Headquarters, Rawalpindi. The academic staff is usually posted at Kakul for a period of two years (see details in chapter 4).

The participants of this group were fourteen instructors from the Department of English. All of them had Masters Degrees in English literature. However, three of them had an added qualification of M.Phil. Only three of them had an ELT background. The teaching/service experience of the chosen group ranged between 3 to 23 years.

**TABLE: Profile of the Instructors Teaching at the Department of English**

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Rank</th>
<th>Qualification</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Lieutenant Colonel</td>
<td>MA English (Lit) M.Phil (Lit)</td>
<td>21</td>
</tr>
<tr>
<td>B</td>
<td>Lieutenant Colonel</td>
<td>MA, Diploma in ELT</td>
<td>19</td>
</tr>
<tr>
<td>C</td>
<td>Major</td>
<td>MA (English lang. and lit) M.Phil (Linguistics)</td>
<td>16</td>
</tr>
<tr>
<td>D</td>
<td>Major</td>
<td>MA</td>
<td>14</td>
</tr>
<tr>
<td>E</td>
<td>Major</td>
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<td>12</td>
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<tr>
<td>F</td>
<td>Major</td>
<td>MA</td>
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<td>G</td>
<td>Captain</td>
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<td>M</td>
<td>Captain</td>
<td>MA</td>
<td>4</td>
</tr>
<tr>
<td>N</td>
<td>Captain</td>
<td>MA</td>
<td>3</td>
</tr>
</tbody>
</table>

The selection of instructors for interviewing was based on the arrangements made by the Head of the Department depending upon their availability. This group was chosen as population sample considering that the instructors have firsthand knowledge of the level of linguistic adequacies of the cadets. Another reason for
selecting this category was that one of my research questions was related to the teaching methodology employed at the PMA:

“Which teaching methodology is being used at the PMA and to what extent is this methodology enabling the cadets to acquire the required language competence?”

To answer this question, it would have been ideal for me to observe classroom teaching but due to certain administrative constraints it was not possible to do so (see details in chapter 4). Therefore, I decided to interview the instructors in detail to investigate various issues related to their teaching methodology.

3.4.3 Ex-Cadets/ Army officers

The participants of this category were 20 ex-cadets serving in different arms/services\(^5\) in the Pakistan Army. The service experience of these officers ranged between 3 to 20 years. Their ranks were: lieutenant, captain, major and lieutenant colonel. Officers above the ranks of lieutenant colonel were not chosen because their language needs are different.

The reason for drawing sample from ex-PMA cadets was that the practical exposure to real life occupational situations would have provided them opportunities to think about the linguistic deficiencies they had. This group was also selected for the purpose of precise analysis of the target situation. Furthermore, I assumed that the more experienced officers, especially the officers who were serving/had served as

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\(^5\) The Pakistan Army comprises of two types of forces: fighting arms and supporting arms/ services. Fighting arms are infantry, armoured corps, artillery and engineers, which play an active role in the conventional war. \(^5\) The Pakistan Army comprises of two types of forces: fighting arms and supporting arms/ services. Fighting arms are infantry, armoured corps, artillery and engineers, which play an active role in the conventional war. Supporting arms are aviation, signals, supply and transport, electrical and mechanical engineering and medical corps.
commanding officers among this group would have knowledge about the linguistic problems of the junior officers.

Twenty ex-cadets/army officers were considered legitimate participants in the present study since they represented officers from almost all arms/services of the Pakistan Army. The language needs of the army officers up to the rank of lieutenant colonel, irrespective of their arm or service are almost the same. However, officers on staff duties require more written skills. The present sample included twelve officers who were on staff appointments at the time of data collection. Eight of them had also served at various appointments on UN missions.

In the next section I discuss in detail the various methods used for collecting data in this study.

3.5 Data Collection Methods

Robinson (1991) suggests a number of different methods for conducting needs analysis. These include questionnaires, interviews, case studies, tests, authentic data collection (e.g. analyzing actual manuals, written assignments). According to West (1994), the most widely used methods are case studies, interviews and questionnaires.

A case study provides a close examination of what the learner needs to learn based on his/her personal language ability. However, the drawback of this approach is that it requires a long period of time and is not able to produce statistical and generalizable data.

Interviews are another method to utilize in a language needs analysis. However, the disadvantage of this method is that the interpretation of the open ended questions
might not represent the intention of the respondent. The respondent also might be
influenced in a face to face interview to give answers that satisfy the researcher.
Moreover, in order to achieve a statistical generalization, the researcher needs to
interview a large number of participants which can be costly and time consuming.
For these reasons, the majority of studies in needs analysis use questionnaires as the
primary method of data collection. Jordan (1998) indicates that the use of
questionnaires is most convenient when dealing with large scale of data collection.
Questionnaires enable the researcher to collect data from a large number of subjects
in a short period of time. However, their main drawback is that subjects might
misinterpret the questions. Thus, it is crucial to pilot questionnaires before
conducting the actual study. Another drawback is that the response rate can be low,
especially when the questionnaire is mailed to the subjects rather than distributed and
collected in person.
As mentioned earlier, the first priority in the present study was to cross check the
findings. This study is an extensive study, to use more than one method of collecting
data is considered more appropriate. It is also important to cross-check the veracity
of individual accounts by collecting data from a number of informants and a number
of sources, and subsequently comparing and contrasting one account with another in
order to produce as full and balanced a study as possible (Bell, 1999:102).
The different types of research instruments used in this study were:

1. Evaluation Checklist
2. Questionnaire
3. Interview
3.5.1 Evaluation Checklist

One of the aims of my research is to evaluate the syllabus of English taught at the Military Academy. The first step for the evaluation of the syllabus was to acquire the syllabus document so that the objectives and the outline of the course could be analyzed. The questions for the questionnaire and the interviews were mainly derived from the syllabus document (detailed syllabus document is provided in Appendix A). Later, a detailed analysis of the components of the English Course was carried out by using an eclectic checklist. I browsed about 7 checklists suggested by different authors and selected 7 features which were common to most of these checklists to do the evaluation. For evaluating the poetry and prose textbooks, I prepared a checklist suggested by Celci-Murcia (1979), Rivers (1981), Williams (1983), Sheldon (1988), Grant (1989), Cunningsworth (1995), Ur (1996), along with the evaluative items added on the basis of my study for the present work.

After a close examination of the checklists the following criteria were found to be common to all the schemes proposed by the above mentioned materials:

1. Objectives of the syllabus in relation to the objectives and contents of the course books
2. Subject matter
3. Vocabulary and Structure
4. Clear attractive layout, print easy to read
5. Illustrations
6. Tips for Teaching
7. Potential for Adaptability
This evaluation is expected to provide useful insights into designing a new course outline.

### 3.5.2 Questionnaires

Questionnaire is one of the most widely used techniques in second language research (Opie, 2004; Dorneyei, 2003; Wallace, 2002). Laws et al (2004: 306) define a questionnaire as,

…… a written list of questions either given or posted to respondents who fill it in themselves (this is called a self completion questionnaire’). Information is gathered directly from people through a series of questions, many of which are likely to offer the respondent sample possible (‘pre-coded’) replies to tick.

Questionnaire forms a major part of my data which I collected from the cadets at the PMA. In the following sub-sections I will discuss the reasons for selecting questionnaire as a research technique. Then I give a detailed account of the construction and contents of the questionnaire for the cadets.

#### 3.5.2.1 Reasons for Choosing Questionnaires as Instruments

In the present study, questionnaires completed by the respondents themselves have proved to be very efficient in terms of the time and effort taken to do so. Since the information was to be gathered from a large number of respondents, the use of questionnaire is most appropriate in providing a general representative picture of the situation. Dornyei (2001) argues that the main attraction of questionnaire is its ‘unprecedented efficiency in terms of (a) researcher’s time (b) researcher’s effort, and (c) financial resources’. Gillham (2000) also suggests that these cost benefit
considerations are very important for all those who are conducting research in addition to doing a full time job.

Moreover, data collected through questionnaires can produce a large amount of information about many different issues such as communication difficulties, preferred learning styles, popular classroom activities, attitudes and beliefs (Richards, 2001). In this particular research context, questionnaires are used to elicit information about cadets’ attitudes towards English course, their language problems and what they want to learn.

Another important reason for selecting questionnaire as a research tool is that I was aware of the fact that in using questionnaire, various technological concerns about sampling, question wording, answer coding, involvement of the respondents, analysis, etc., would need to be addressed if the results of the questionnaire are to be seen as transparent. The use of structured questionnaire is considered so as to have a high amount of data standardization. Dornyei (2001: 9) contends, ‘If the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software’.

Lastly, questionnaire is chosen because it can ensure anonymity. I felt that the cadets would be more honest and informative in their responses if they were assured of anonymity and confidentiality.

Now, I present a detailed account of the construction and contents of the questionnaire.

### 3.5.2.2 Construction and Contents of the Questionnaire
The questionnaire for the cadets is basically designed to identify the academic/professional language needs and linguistic deficiencies of the cadets. Moreover, it is also aimed to collect their views and opinions about the effectiveness of the ETP taught at the PMA. I have developed the questionnaire based primarily on an extensive search of relevant literature such as ESP, evaluation of language programmes and analysis of the syllabus document. In addition to previous relevant research studies, my own experience as a researcher and information gathered from discussions with my supervisor, colleagues and researchers in the fields of ESL and ESP has also been taken into account. Following Dornyei (2001:142), before constructing questionnaires, I conducted informal interviews of a few cadets and army officers in order to:

1. Understand the issues involved
2. Work out the questions to ask
3. Formulate the items to be included in the questionnaire

Most importantly, the findings from the pilot study were also taken into account when the survey questionnaire was being developed.

I have tried to make the questionnaire ‘user-friendly’. Wording of the questionnaire was done carefully so that all close-ended questions would mean the same to all respondents. The purpose of selecting this method for data collection was to obtain answers to the same questions from a large number of individuals, to relate one characteristic to another, and to demonstrate that certain features exist within categories. The questionnaire comprised 55 items and was 9 pages in length of A4 size paper (the complete questionnaire is provided in Appendix B). The questionnaire contained open-ended as well as close-ended items. Close-ended items
were to provide quantitative data, whereas, the open ended item aimed at obtaining qualitative data. With the exception of question number 55, all the other items were close-ended. The main consideration for using close-ended questions was to make them easier to fill. ‘They show no discrimination based on the articulate and inarticulate responses’ (Wallace, 130:2001). For most of the close-ended questions, five point Likert type attitude scale was used in which five options were provided to the respondents and they were to choose one of the given options. The Likert scale was selected following the reasoning of Fraenkel and Wallen (1993:114), who argue that, ‘it is possible to discover attitudes by asking individuals to respond to a series of statements of preference ….. The pattern of responses is then viewed as evidence of one or more underlying attitudes’. They further maintain that the Likert scale is a commonly used instrument to survey attitudes in educational research as it is easy to use, score, and code for analysis. Since all participants respond to the same options, standardized data is readily provided via this tool.

In addition to the Likert attitude scale, the multiple answers were also used. ‘In a multiple answer situation the question includes a number of alternative options where none, one or more may apply’ (Wilson, 1994:24). Multiple answer questions were used to elicit information on a range of options which can be conveniently grouped under a general theme. The main focus was to find facts and an attempt was made to ensure that the questionnaire was well structured, so that it was an economical and efficient way of collecting information.

Question 42 (see Appendix B), was a filter question ‘used to exclude some respondents from a particular question sequence if those questions are irrelevant to
them’ (Oppenheim, 1992:111). This question helped to check if the cadets had understood the questions and were consistent in their responses.

For open-ended question, the respondents were asked to express themselves in the space given after each item. Open-ended question was used because it is ‘likely to yield more unexpected and therefore, perhaps, more interesting data’ (Wallace, 2002:135).

The questionnaire was divided into two parts: socio-linguistic background and needs analysis. The first part contained 8 items which required the cadets to provide socio-linguistic information. This background information was expected to be helpful in designing a course outline for the cadets. It included:

- Fathers’ profession
- Household income
- Medium of instruction at matriculation level
- Medium of instruction at intermediate level
- Name of the school last attended
- Speech community
- Competency in spoken English
- Competency in written English

Contrary to the suggestions of Oppenheim (1992) and Wilson (1994), I placed the demographic questions at the beginning of the questionnaire. I thought that talking about oneself is easy and if the respondents started with factual information related to themselves, they could gradually be guided into areas which were more thought provoking.
The second part, “Needs Analysis” comprised 47 items. It looked into the following seven areas:

- Reasons for learning English
- Learners’ language difficulties
- Importance of language skills
- Suitability of the existing English syllabus
- Teaching methodology
- Examination system
- Recommendations/Suggestions for improving the syllabus of English

The first section of the second part, ‘Reasons for Learning English’ consisted of 7 items. The respondents were required to indicate the importance of each reason provided to them on the Likert scale. These reasons were selected for the questionnaire on the basis of information gathered from the cadets and the instructors during piloting. These questions were aimed to check motivation of the cadets for learning English.

The next section, ‘Learners Language Difficulties’ was the most comprehensive one, which consisted of 13 items. This section dealt with the problems of the cadets, related to various micro/macro language skills. For questions 16 -23, the respondents were required to choose one of the given options on the Likert scale. The options provided were, ‘not difficult’, ‘a little difficult’, ‘quite difficult’, very difficult’, ‘and most difficult’. The questions 23- 28 were ‘multiple choice questions’. The respondents could choose from more than one of the given options. The options were selected on the basis of the informal discussions with cadets, instructors and army officers, as well as my own experience of teaching more than fifteen years at college.
and university levels. These questions were designed to collect information related to language deficiencies of the cadets with the aim to address these problems.

The section ‘Importance of Language Skills’ consisted of 4 questions. The questions 29, 30, 31 and 32 were close ended. These questions were meant to determine the importance of each language skill as perceived by the cadets.

The questions 33-45, grouped under the heading, ‘Suitability of Existing Syllabus of English’ were aimed at finding out the perceptions of the respondents about the different components of the current syllabus of English. The questions 43 and 49 were based on the objectives of teaching prose and drama respectively. These questions were designed to find out the extent to which the objectives of the course were being achieved.

The next section, ‘Teaching Methodology’ consisted of five questions. These questions helped in collecting the views and opinions of the respondents about the teaching methodology used by the instructors. The question 50 comprised 6 parts. It was included in the questionnaire to seek the opinion of the respondents about the different types of activities they would like to practice in the classrooms to learn English language.

The questions 51, 52, 53 and 54 were aimed at collecting information about the examination system. These questions meant to find out how far the cadets were satisfied with their examination papers as second language users.

The last question was open-ended. It required the respondents to give suggestions to improve the standard of English in the Army.
3.5.3 Interviews

In addition to the questionnaire, the second major data tool used in this study is semi-structured interview. According to Wallace, (2002:147),

‘…the semi-structured interview is a kind of compromise between the two extremes [structured and unstructured interviews]. There will almost certainly be a prepared interview schedule, but most of the questions will probably be open questions. The schedule may also contain prompts (i.e. comments, examples or follow up questions intended to encourage the interviewee to give fuller, more detailed responses). Semi structured interviews therefore combine a certain degree of control with a certain amount of freedom to develop the interview’.

I conducted interviews with two population groups for this study:

1. Interview with the instructors of English
2. Interview with the ex-cadets/army officers

A detailed discussion of these two interviews is given in sections 3.5.3.2 and 3.5.3.3 respectively. Before discussing these interviews, I will first provide the reasons for choosing interview as a research instrument.

3.5.3.1 Reasons for Selecting Interviews

While considering different methods, I viewed the methods I would enjoy using. I have chosen interview method because I like talking to people and felt that it would serve my research purposes well. As Blaxter, et, al. (1996: 31) suggest that, ‘If you enjoy or have a flair for particular method this can make your research project more interesting and help to motivate you to carry it through’.

Another important reason for choosing interview for data collection is its ‘flexibility’. ‘If the respondent has problems with the questions, they can be
explained. If the researcher says something intriguing, follow-up questions can be asked. If the structure of the interview is sufficiently loose sometimes unexpected avenues of investigation can be explored (Wallace, 2002: 120). I have chosen semi-structured interview because it provides privileged access to other peoples’ ideas getting correct information.

Furthermore, I have used interviews for the present study because I felt that the respondents would not be able to express themselves fully through a written questionnaire. The focused individual interviews are not meant simply to replicate the structured questionnaire and collect standardized responses, but are also meant to be exploratory in nature so as to collect insightful data on the issues being investigated. In the case of instructors, information was already obtained through the questionnaire, the interview was meant to provide the qualitative data to help illuminate the various issues being investigated. Wallace (2002: 30) also suggests to combine both the techniques of questionnaire and interviewing, ‘so that the strengths of both procedures can be exploited (e.g. by using questionnaire to elicit basic factual data and interviews to follow up on attitudes and experiences’. Hence, these interviews are selected because of their open-ended character in order to obtain an insight into the views of various participants.

3.5.3.2 Interviews of Instructors

The semi-structured interviews with the instructors are employed primarily to follow up on the information obtained from the survey questionnaire with some of the questions determined by each individual’s response. The questions prepared for the interview are given in appendix C. These interviews aim at investigating
academic/professional linguistic needs of the cadets, as well as seek information about the teaching methodology and techniques employed by the instructors to teach English. Furthermore, information is sought about the effectiveness of the evaluation procedures used at the Academy.

The background information of the instructors has been collected earlier through the questionnaire. The main interview questions are divided into the following categories:

- Reasons for teaching the English Course
- Language difficulties faced by cadets
- Suitability of the existing syllabus of English
- Teaching methodology
- Examination system
- Suggestions to improve the syllabus of English

The first category, ‘Reasons for Teaching English’, is included in order to find out the various reasons for which the English course is taught at the PMA.

The second category ‘Language Difficulties Faced by the Cadets’, aims at investigating the language problems of the cadets as perceived by the instructors.

The third category, ‘Academic/Professional Language Needs’, is expected to help in gathering information about the language needs of the cadets from the instructors’ perspective.

The fourth category, ‘Suitability of the Existing Syllabus of English’, aims at obtaining the views and opinions of the instructors about the different components of the current syllabus of English.
The fifth category, ‘Teaching Methodology’ is primarily included to obtain in-depth data about the teaching methodology and techniques employed by the instructors. The sixth category, ‘Examination System’, deals with the perceptions of the respondents about the examination system. Lastly, the suggestions to improve the syllabus of English are asked from the respondents.

3.5.3.3 Interviews of Ex-Cadets/Army Officers

Questions for the interviews of the ex-cadets/army officers were designed on the basis of the major themes of the questionnaire of the cadets. I prepared a list of tentative questions in advance to maintain uniformity in the responses. Sometimes, depending upon the appointment and service experience of the officers, questions apart from the list were also asked, however, the main focus remained within the broad categories defined.

The main categories for this interview were:

- Background information
- Reasons for learning English
- Difficulties related to language
- Language needs
- Views and opinions about English Teaching Programme at the PMA
- Suggestions to improve the syllabus of English

(List of interview questions is provided in appendix D).

These interviews were aimed to determine the various reasons for which the respondents wanted to learn English. The professional language needs of the
respondents were also assessed through these interviews. The questions related to
language difficulties of the respondents helped to identify various language
difficulties of the respondents. The perceptions of the officers about the English
Teaching Programme were obtained in order to find out if there was really a need to
modify/change the existing syllabus. Like the two other population groups, the
officers were also asked to provide suggestions to improve the standard of English in
the army.

3.6 Conclusion

In this chapter, I have described the research methodology followed in the present
study. In looking at the wide array of methods successfully used in applied
linguistics research and drawing on the exploratory nature of this study, both
quantitative and qualitative methods were employed in this research project. I have
tried to justify the way the data was collected in my research and have argued that
the methodology of triangulation validates the research. I have also discussed the
issue of sampling, followed by the description of the research instruments used in
this study. In the next chapter, I have described in detail the process of
implementation of research.
CHAPTER 4

PROCESS OF RESEARCH

4.1 Introduction

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4.7 Ethics
   4.7.1 Participants’ Consent
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4.1 Introduction

In the previous chapter, I discussed the selection of sample population as well as the research method and tools used in the present study. The main focus of this chapter is the description of implementing the methodology that I adopted for this study. I will begin by providing an overview of the research site in order to locate my research. I will also explain how I gained access to the research site, and the problems encountered in establishing ties with the contacts. Then, I will report on the procedure and results of the pilot study. This will be followed by a detailed discussion of the actual process of data collection, which is, acquiring the syllabus document, administering the questionnaire and conducting interviews. Ethical issues pertaining to consent and deception of the participants, and confidentiality also form a part of this chapter. Towards the end of this chapter, I will review briefly how the collected data has been analyzed.

4.2 Research Setting – Pakistan Military Academy (PMA), Kakul

In the next section, I attempt to describe the research setting. First, I provide the reasons for selecting the PMA as the research site. Second, a brief historical overview of the Academy is presented. Third, a description of the Academy is given. Fourth, the selection criterion of the cadets is explained. Lastly, the ETP of the PMA Long Course is discussed briefly.

4.2.1 Selection of the Research Site
Hamersley and Atkinson (1995:41) define a research setting as ‘a named context in which phenomena occur that might be studied from any number of angles…’ According to Jorgensen, 1989:40), ‘It is very important to consider carefully the implications of selecting a particular setting for study ….’ My research questions necessitated conducting research at the PMA as ‘the research problem and the setting are closely bound together’ (Hammersley and Atkinson, 1995:36). As stated earlier in chapter 1, the goal of the present study is to improve the standard of English in the Pakistan Army. English is the official language of the Armed Forces of Pakistan (SD in Field, 1996; 221) and it plays a very important role in the academic and professional lives of the army officers. The medium of instruction in all the professional courses, including the PMA, is English. I have selected the PMA as my research site because this is the only Military Academy in Pakistan where academic/professional training is imparted to the prospective army officers. English is taught as a compulsory subject throughout the two year training programme at the Academy. After graduating from the Academy, English is not taught as a subject to the officers at any stage of their career. However, some of the officers attending Staff College, with weak English background are taught a short phonetics course. Another reason for selecting the PMA as the research site is that I assumed that being the wife of an army officer would not pose problems in gaining access to the research site. As Jorgensen, (1989:40) also suggests, ‘The decision to participate in a setting is usually based on opportunity and convenience’.

4.2.2 Historical Overview of the Pakistan Military Academy
The English language has its deep roots in the British rule in the sub-continent. Until 1932, the British and Indian army officers commissioned from the Royal Military Academy, Sandhurst (UK). Gradually, a need for Indianization was felt by the British officers. In order to meet this requirement they established an Indian Military Academy at Dehra Dun. After the partition of the Sub-continent in 1947, Pakistan felt an immediate need for making up the deficiency of army officers (Khushi, 2004). ‘A similar model to that of Indian Military Academy at Dehra Dun was envisioned for the PMA, where the cadets would not only receive military education but would also get modest pay and allowances during the training’ (Safdar and Asif, 2004:6). Brigadier Francis Ingall, who had extensive military experience, was appointed as the first Commandant of the PMA. The next important issue was the selection of a suitable location of the Academy. In the 1930s, Brigadier Ingall spent some time in Abbottabad. He cherished the beauty of the area and its relatively temperate climate. At a distance of about ten kilometers from Abbottabad, there was another small cantonment area, named Kakul, which had at one time been the base for the Indian Army School of Artillery and later during the World War-II, a training school for young officers of the Royal Indian Army Service Corps. Brigadier Ingall felt that the facilities provided there were reasonably up-to-date. Moreover, the area was within an easy reach of the Pakistan Army Headquarters in Rawalpindi and had the entire logistic infrastructure, which would be necessary for the Academy to have. Thus, he recommended the training school at Kakul as the site for Pakistan Military Academy (Ingall, 1998).
The selection of staff was another important challenge faced by the new Commandant. The General Headquarters selected a team of competent officers to assist Brigadier Ingall in his ‘gigantic task’. Lieutenant Colonel Latif Khan, a veteran of the Burma war, was selected as the first Deputy Commandant. The first training course started in January 1948. The first batch comprised the half-trained cadets who had come from the Indian Military Academy Dehra Dun. These were the Muslim cadets who had opted for Pakistan (Safdar and Asif, 2004).

4.2.3 Description of the Academy

The Pakistan Military Academy is similar in function to Sandhurst (UK), or Tirnout (USA). The cadets of more than thirty four countries receive military training in this institution. Every year about 1500 cadets of different courses graduate from the PMA. The stated mission of the Academy is to foster and inculcate those attributes in a Gentleman Cadet which will ensure his continuous and progressive development as a regular officer in the Pakistan Army (http://en.wikipedia.org/wiki/Pakistan-Military-Academy).

The Military Academy has residential and training facilities for about two thousand cadets. The classrooms/halls of study are quite spacious and are equipped with modern training aids. There are also well equipped computer, language and science laboratories. Moreover, a well stocked library and internet facilities offer academic environment conducive for learning. Each training battalion has vast training area and play fields.

The Academy has its own hospital with well qualified doctors and medical staff to provide medical care to the cadets and the PMA staff and their families. There are
also amenity complexes and schools to cater to the administrative and educational needs of the families of the PMA employees and civilians residing in the surrounding area (Safdar and Asif, 2004:228)

The Commandant of the Academy is a Major General. He is assisted by the Deputy Commandant (Brigadier), the Director of Studies (Brigadier), and Colonel Administration, who supervise the functioning of their respective wings, that is, the Training Wing, the Academic Wing, and the Administrative Wing. The Training Wing consists of a Training Branch, a Training Battalion and three Cadet Battalions organized on the lines of standard Infantry Battalions in the Pakistan Army. The professional military training is imparted by the army officers who are posted at the PMA from different arms and services like infantry, armour, and aviation.

The academic training of cadets is the responsibility of the Academic Wing which comprises eleven departments including English, Economics, History, Islamic Studies, Computer Science, National and International Affairs, Mathematics, Physics, Military Geography and Management Sciences. The faculty members are required to have Masters Degree in their respective subjects. They are selected after a series of tests and interviews and are then given “adequate training” for six months at the PMA before they join the Army Education Corps with the rank of Captain (Safdar and Asif, 2004). It is relevant to mention here, that it was revealed during the interviews with the instructors of English that they were just provided military training and some basic training in teaching and were not made aware of the modern concepts of teaching English.
The Administrative Wing consists of a number of branches and is responsible for providing logistics and administrative support to their wings and branches of the Academy.

There are four courses which run parallel to each other at the Academy. These are:

(I) **Long Course:** This course comprises four terms and is of two years duration. After the successful completion of this course, the cadets are awarded BA/BSc degrees, and are given the rank of second lieutenant.

(II) **Technical Graduate:** This course is of six months duration. It is meant for those cadets who have already completed their degrees in the Military College of Signals, Electrical and Mechanical College Rawalpindi and Military College of Engineering, Risalpur. Cadets are awarded BSc degrees after the completion of this course. They join the army in the rank of captain in Signals, Engineers, and Electrical and Mechanical Engineering according to their respective degrees.

(III) **Graduate Course:** Cadets join this course after completing their graduation. The duration of this course is one year. After completing this course, cadets join the army in the rank of second lieutenant.

(IV) **Integrated Course:** This course is for the cadets of Education Branch and Medical services. It is of six months duration. The cadets of the Education Branch join this course after completing their Masters degree and the Medical cadets after completing their MBBS degree. It is relevant to mention that in Pakistan Army there are male as well as female doctors but only male cadets receive training at the PMA,
whereas female cadets are provided training at The Army Medical College, Rawalpindi.

(V)  **Ladies Course:** For the first time in the history of Pakistan Army, since its inception in 1947, females are also being trained at the PMA to join departments like communications, engineering, legal and education corps in the army. The duration of this course is six months. Previously, women had only served in the army medical corps without being trained at the academy. The first batch comprising 36 female cadets graduated recently in April, 2007.

It is to be noted that the present study deals only with the English Teaching Programme of the Long Course. Hence, here I will focus only on the selection criteria of the cadets and the English Teaching Programme of the Long Course.

**4.2.4 Selection Criteria**

Twice a year about 250 to 350 cadets get commission in the PMA Long Course (the number of cadets depends upon the requirement of officers in the Army as decided by the GHQ). The duration of the training period in the Academy is two years. The age limit of cadets for joining the Academy is 18-22 years. The minimum qualification for joining the Academy is FA/FSc or ‘A’ levels. The cadets come from all over the country and belong to different educational and socio-economic backgrounds. Some of them come from the UK and other countries after doing ‘A’ level, while a number of them come from village colleges after studying through the Urdu medium. Although a placement test is conducted when the cadets join the
Academy, they are not placed into separate groups according to their proficiency levels (Int. Major Asim, 2005).

The selection of cadets is not merely merit-based but also quota-based in order to ensure due participation from all the four provinces. The policies related to the selection of cadets keep on changing due to certain political factors. For instance, the government of General Musharraf, with the aim to develop the neglected province of Baluchistan, allocated additional seats for the cadets from this province. As a result, there is more representation of the cadets from the Baluchistan province.

The selection criterion of the cadets is quite tough. The candidates have to go through a number of physical and intelligence tests, held at different selection and recruitment centers established at the major cities of Pakistan. When the candidates pass the written tests and interviews, they are supposed to undergo a medical examination. The Inter Services Selection Board calls those candidates who are declared medically fit. The selection Board again tests their suitability through various ways. These tests are aimed at evaluating their personalities to ascertain certain characteristics like confidence, courage, bravery and righteousness. After the final selection by the GHQ, Rawalpindi, the candidates have to go through an extremely rigorous training for two years at the PMA (Khushi, 2004). During their training period the cadets are required to pass various physical tests which include one mile running in 6.15 minutes, nine mile running chin ups, set ups and push ups and assault course. There are a number of training exercises for military operations. In the second term, the cadets are required to spend three minutes in the boxing ring with another opponent for which a lot of practice is carried out. Recently, swimming is also made compulsory for all the cadets (Int. Major Asim, 2005).
4.2.5 English Teaching Programme of the Long Course

The Academy has the status of being an ISO certified organization and a degree awarding institution under the Higher Education Commission of Pakistan (Shad, 2005). It formulates its own curriculum and syllabus and conducts examinations at BA/BSc levels. (Khushi, 2004). The medium of instruction at the PMA is English. It is one of the prime subjects being taught at the Academy. It has a value of 25 credit hours. The cadets at the Academy have to correspond and converse in English. From the very first day when the cadets join the Academy, they are not allowed to use any other language except English (Shad, 2005).

The existing English courses at the PMA could be roughly divided into five broad categories in the following manner:

i. Prescribed Textbooks

ii. Vocabulary, Grammar and Composition

iii. Public Speaking

iv. Phonetics

v. Audio-Visual Packages

(The contents of the course and teaching methodology will be discussed in detail, later in chapter 7).

The Academy operates on a semester system. The PMA Long Course is of two years duration, consisting of four terms. At the end of each term there is a break of one month before the new term commences. The cadets are awarded Bachelors of Science or Arts degree at the end of the course. Two years of rigorous training culminates in the passing out parade.
As far as the teaching of English is concerned, a total of 435 periods of 40 minutes duration, each spread over two years has been earmarked for its teaching (Khushi, 2004). At the end of each semester, a final examination is held to test the cadets in those areas which are covered during that semester (specimen question papers of all the four terms are provided in Appendix E).

This examination carries 65 marks. Oral fluency of the cadets is also graded. This carries 20 marks. The other 15 marks are allocated for periodical tests during the semester. There are at least three such tests, the average of those marks is added to the total of end-term semester examination and oral English marks. Any cadet securing less than 40 percent marks is not promoted to the next semester. Question papers for the periodical tests are set by the Head of the Department or by someone nominated by him. For the end term examination the papers are set by the Head of the Department who makes at least two sets of papers for each semester. These papers are then put up before the Academic Council, which approves one set of paper or ‘it may mesh’ the two sets and make a fresh set of papers. The exams are conducted very strictly; malpractices during the exams results in serious punishment in the form of relegation or drop out from the Academy.

In the next section, I will describe how I gained access to the research site and the way I established contacts with various people who facilitated my data collection process.
4.3 Access to the Research Site: Problems Encountered in Data Collection

The access to the Military Academy is not very easy for the general public because of its sensitive nature. Moreover, in the past few years due to the threats of terrorist attacks on military organizations, the security clearance has become very difficult. I had presumed that my partial ‘insider status’⁶ and purely academic research would not create problems in gaining access to the research site. Pakistan Army is a close knit community where people try to oblige and assist members of their own community. Prior to taking up my research, I had discussed with a number of army officers the kind of study I wanted to conduct. They encouraged me a lot and promised to provide every possible support. However, at the initial stage of data collection, I faced a few unexpected problems. These problems made the process of data collection slow which at that time was frustrating but in hindsight it did not affect the overall quality of the data. These experiences taught me not to take anything for granted.

After having decided the topic for my research, I read the relevant literature and had discussions with my colleagues and ELT experts. I also acquired a copy of the syllabus of English taught at the PMA through my husband’s friend⁷ who was posted at the PMA. I discussed the contents of the syllabus with my supervisor and prepared

⁶ My father had served in the Pakistan Army for thirty five years. My husband, a lieutenant colonel in the Army, is presently commanding a Combat Aviation Squadron. Most of my male relatives are serving/have served in the Armed Forces of Pakistan

⁷ Major Owais, my husband’s friend, was a platoon commander at the PMA. He provided me a copy of the syllabus and the different English course books taught to the cadets.
a list of questions to obtain information from instructors and cadets about certain issues related to language needs of the cadets, the contents of syllabus and the teaching methodology employed at the PMA. The next step was to visit the PMA for piloting purposes. The Chairman, department of English, Bahauddin Zakariya University, wrote a letter to the Commandant/Head of the PMA, requesting him to permit me to conduct research at Kakul. Along with that letter, he sent a copy of my research proposal in which the basic plan, goals and purposes of my research were also outlined. As Jorgensen (1989: 41) suggests, ‘A most useful strategy for gaining access is to gain the trust and confidence of an authority in the setting. Good initial relationships with such people can be invaluable as they now be willing and able to become powerful advocates from within the setting for the would-be-participant observer’. Thus, before getting a formal reply from the PMA authorities I contacted on telephone the Director, Board of Studies, whom I knew socially. I was told that the commandant had already referred my case to him for his comments. He showed keen interest in my research and assured me of his full support and cooperation. After a few days, my father who was living with me had serious problem with his lungs and was hospitalized. Unfortunately, he died after five months prolonged illness. As I was very close to him, so it took quite some time to get out of the emotional trauma caused by his death. Due to this unfortunate incident, my research was delayed for a couple of months.

In the meantime, I got selected for the Charles Wallace Fellowship. Before proceeding to the Reading University (UK), I wanted to administer two questionnaires, one prepared for the instructors of English and the other for the cadets of the PMA. In addition, I wanted to observe the teaching methodology used
in English classes. When I tried to contact the Director, Board of Studies, I came to know that he had retired and the new director had not assumed his charge. Therefore, I contacted another officer in authority. Contrary to my expectations, I faced some problems in the data collection phase due to the non-cooperative attitude of that officer. Later, I was told by some insiders that the officer created problems due to his own personal interests. Due to some constraints I cannot make those reasons public. Naturally, I got quite upset at the unexpected turn of events. Army officers are usually transferred from one place to another after two years. I learnt that the posting of that officer was expected at the end of that year, so I decided not to complicate the situation by using my contacts at the higher level. I decided to wait till the officer got posted out from Kakul. For piloting purposes, I altered my initial strategy. I put aside the idea of personally administering the questionnaires as well as observing the teaching methodology used in the classes. My nephew, who was a cadet at the PMA, got the questionnaires filled in by his friends. Instead of having the questionnaires filled in by the instructors, I interviewed an ex-instructor of English.

When I returned to Pakistan after the completion of my attachment at the Reading University, I contacted the new Head of the Department of English at the PMA through one of my students. I explained to him on telephone, the nature and aims of my research. I also told him about my different relations in the army so that he could accept and trust me as an ‘insider’. He promised to extend all the possible help. Later, I had few more telephonic discussions with him related to different issues like the ETP, training of the army instructors, the language proficiency of the cadets, and

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8 My student was a serving army officer, who was on study leave from the army to complete his degree in Masters in English. The head of the department of English at the PMA was the course mate of my student.
their language-related problems. After clarifying, certain issues I made some amendments in the questionnaire for the instructors of English and sent twenty photocopies of the questionnaires to Lieutenant Colonel Ahmed (see Appendix D).

Before conducting interviews for the main study, I first planned to collect information through the questionnaire and then interview the instructors to probe further. After receiving the questionnaires filled in by the instructors, I prepared a list of questions to interview them in order to clarify and explore various issues. Lieutenant Colonel Ahmed arranged my interviews with the instructors of English on telephone (details given in section 4.5.3).

After obtaining the data from the instructors, the next step was to collect data from the cadets. I had planned to administer the questionnaires personally at the PMA. Lieutenant Colonel Ahmed told me that I would have to seek the permission of the Commandant in order to administer the questionnaires in the classrooms. At the PMA, the training/academic programme of one whole week is provided on the weekend. The instructors are bound to follow that programme. For the completion of questionnaires 40-50 minutes were required which would certainly have had disturbed the normal schedule of classes/training programme. As stated earlier, I had faced some problems at the initial stage of my research, so in order to avoid further problems I decided to approach the Commandant through one of my husband’s colleague / friend, Lieutenant Colonel Zahid, who belonged to the parent unit of the Commandant. In the army culture, officers respect and help each other belonging to the parent unit. The Commandant instructed his Staff Officer to provide me with

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9 The first unit which cadets join after being passed out from the Academy is called the parent unit.
every possible help. However, due to some administrative constraints and my own personal problems I could not observe the classroom teaching.

I visited the PMA in the last week of August, 2006. I stayed there for two days with my family. The Staff Officer had made arrangements for our stay in the Army guest room. During my stay I visited the language laboratories, the library, museum, and the officers’ mess. I also visited the department of English and had long informal discussions with the instructors of English as well as the platoon commanders about certain issues related to my research. As mentioned earlier, I could not personally administer the questionnaires due to administrative constraints so I handed over 120 photocopies of the questionnaire to the Staff Officer so that he could get them completed by the cadets later at their own convenience. I got the completed questionnaires back after three weeks through the army mail. It is interesting to note that the number of return rate was 100%. The PMA is a very disciplined institution and anything asked by a platoon commander is taken as a serious order. As the questionnaires were asked to fill in by the platoon commanders therefore, 100 percent questionnaires were returned.

The last phase of data collection, that is, the interviews of the army officers was free of any problem. (See section 4.5.5).

4.4 Pilot Study

A pilot study was carried out before conducting the main study. The importance of piloting has been emphasized by various researchers (Oppenheim, 1992; Dornyei; 2001, Brown; 2001). Regardless of how experienced the questionnaire designer is
any attempt to short cut the piloting stage can potentially jeopardize the psychometric quality of the questionnaire (Dornyei, 2001:65).

One of the purposes of the present study was to evaluate the ETP at the PMA. The first step in such an evaluation would be to elicit and analyze the opinions of the cadets and the instructors about the effectiveness of the existing ETP. Thus, in May 2004, I conducted a pilot study which was expected to cast light on the issue whether or not the English syllabus taught at the PMA, was fulfilling the academic and professional needs of the cadets. The aim of the piloting was to see how useful the data was for the purpose of the maintain study and to identify the items that did not yield usable data so as to change them.

The participants in the pilot study were twenty cadets and fourteen instructors of English from the PMA, Kakul. The total number of English instructors at the PMA was nineteen. The twenty cadets constituted a convenient sample, as they represented cadets from all the four semesters. Thus, I assumed that the information collected from these participants would establish baseline data for extending the survey to other cadets at the Academy.

The survey for this pilot study was conducted through two questionnaires. One questionnaire was administered to the cadets, whereas, the other was administered to the instructors. The questionnaire developed for the cadets consisted of forty five items. I had planned to interview the instructors for the main study but for piloting purposes I developed an open-ended questionnaire with a few close-ended questions. The questionnaire was divided into two parts. In the first part, the instructors were asked to provide a background information such as academic qualification, name of the university last attended, service experience in the Army, teaching experience and
any ELT training acquired. This background information was required in order to construct a profile of the instructors. I had also asked them to write their names on the questionnaire so that they could be contacted later for the interviews. The second part looked into the following areas:

- Reasons for teaching the English course
- Language difficulties faced by the cadets
- Academic / professional language needs
- Suitability of the existing syllabus of English
- Teaching methodology
- Examination
- Suggestions to improve the syllabus of English in the Army

The pilot study showed that the respondents did not have any problem in understanding the questions. This ascertained the validity in terms of clarity. However, a few changes were made in the contents of the questionnaires through my own observations and the feedback of some of the respondents through informal discussions afterwards.

Later, a semi-structured interview protocol was developed based on the results of the questionnaire administered to the instructors in order to probe them further. Before actually conducting the interviews for the main study, I interviewed one ex-instructor of English, Major Rizwan, posted at Rawalpindi. I had contacted the interviewee through one of my ex-students. As Major Rizwan had been staying in an Army Mess so my husband was also present throughout the interview. In our culture it is not considered appropriate for a female to visit a male alone in a mess. I noticed that he felt uneasy in the presence of my husband, his senior officer, which affected his
responses. After conducting a face-to-face interview, I decided to conduct interviews on telephone mainly for two reasons. One reason was that I felt that it would be more economical in terms of time and money to conduct interviews on telephone. It is relevant to mention here that in the Pakistan Army there is a PASCOM telephone through which one can talk to another person on an army number free of cost. Another reason was that I felt that the interviewees would feel more comfortable in their own environment. Later a semi-structured interview protocol was developed based on the results the questionnaire administered to the instructors in order to probe them further.

The changes made in the cadets’ questionnaire were:

1. I adopted the format of Mansoor’s (2005) questionnaire because I found it more simple and appealing.

2. I had selected a sample of population from all the four terms. During the analysis of the data, I found out that many respondents either left out the answers or provided irrelevant answers given under the heading, suitability of the syllabus. Before preparing the questionnaires I had only an outline of the syllabus because at that time a few changes were undergoing related to the contents and allocation of periods of teaching English. After the piloting, I got a detailed copy of the syllabus of English (see appendix A). Later, I found out that cadets were taught novel and drama in the third and fourth terms respectively. So the cadets in the first and second terms were not in a position to answer the questions related to drama and novel. Thus, I decided to collect data from the cadets of the fourth term only.
3. In order to find out the socio-economic background of the cadets, I asked the cadets about their father’s profession. Almost, 80% respondents answered ‘army’. In the army there are non-commissioned officers as well as commissioned officers. There is a marked difference in the social class of these categories. Therefore, in the final draft of the questionnaire the respondents were asked to specify the rank or grade in the case of their parentage in the armed forces. A question related to the income group of the cadets’ fathers was also added in order to determine their economic group.

4. The cadets were asked an open-ended question in order to find out the reasons for learning English. The question was:

Why do you want to learn English? Give reasons?

In response to this question almost 95% cadets answered that they wanted to learn English because it was an international language. After analyzing the responses I realized that probably they did not know other specific reasons for learning English. In the final draft, I provided them with seven different options to choose from, in order to get a better picture of their motivation to learn English (see questions 9 to 15 in Appendix B).

5. The results revealed that the cadets were not satisfied with the way grammar and vocabulary was taught to them. I contacted some of the participants and asked them about their expectations from the English instructors. All of them reported that lack of vocabulary and grammar were the main problem areas and they expected their teachers to teach
those areas effectively. Hence, I added two more questions in the teaching methodology section. These questions were:

How do you teach vocabulary to the cadets?

How do you teach grammar to the cadets?

The scope of this pilot study was restricted. Nevertheless, it provided sought after insights into the needs of the cadets and the teaching and learning practice at the PMA. Overall, the pilot study served its intended purposes as an introductory step and supported the design of a study with a large sample of English instructors and cadets at the PMA in order to evaluate the suitability of the existing English syllabus and discover the relevance of ESP for the proposed syllabus.

4.5 Data Collection Process

In the previous section, I have outlined the procedure of piloting and the decisions taken as a result of the pilot study. In this section I discuss how I acquired the syllabus document which is followed by a discussion of the methodology adopted for collecting data for the main study.

4.5.1 Acquiring Syllabus Document

The over-arching question (cf.3.2) which inspired my research was: To what extent, the existing English Teaching Programme at the PMA is successful in enabling the cadets to acquire adequate competence to perform in various academic and professional settings? The first step in order to evaluate the syllabus was to acquire a detailed copy of the syllabus and analyze its contents. The syllabus is devised by a committee, which is constituted by the Director, Board of Studies. The present
syllabus was revised in the year 2002 (Safdar and Asif: 2004). (A detailed copy of the syllabus is given in appendix A).

I did not face any difficulty in acquiring the copy of the English syllabus. I had requested my husband’s friend, who was posted as ‘Platoon Commander’ at the PMA to send me a copy of the syllabus of English and the course books taught at the Academy.

The analysis of the syllabus document facilitated greatly in the construction of items of the questionnaire and the interview questions. Later, I also evaluated the syllabus in detail using an evaluation checklist before proposing the course outline (See chapter 7).

I also acquired a few examination papers in order to evaluate the existing examination system. In addition, the views and opinions of the cadets, instructors and army officers were collected through questionnaires and interviews to analyze the examination system.

4.5.2 Data Collection Process through Questionnaires and Interviews

The data collection through questionnaires and interviews has been done in three phases which was carried out over a period of eight months from January 2006 to September, 2006. Since the present research required the views and opinions of various respondents (cadets, instructors and army officers) collection of data has been done on a large scale.

In the first phase, the data was initially gathered from the instructors of English through questionnaires and later their interviews were conducted for further elaboration and clarification. In the second phase, the views and opinions of the
cadets have been obtained through questionnaires related to their English language needs and about the effectiveness of the existing English syllabus.

In the last phase, the ex-cadets/army officers have been interviewed to investigate their professional language needs and to identify their language problems. Now I will discuss these three phases of data collection separately in the following sub-sections:

**4.5.3 Conducting Interviews with Instructors**

I conducted semi-structured interviews with the fourteen instructors teaching at the department of English, Kakul. The instructors had varied service / teaching experience ranging from three to twenty years. Majority of them did not have any ELT experience. At the time of data collection there were twenty instructors teaching at the department of English. However, only fourteen instructors were available in the department to provide information through questionnaires for piloting purposes. The rest of the instructors either were attending some course or on leave.

After the completion of piloting stage, I gave the list of those fourteen instructors to Head of the Department so that he could arrange my interviews with them. Earlier, I had planned to interview the instructors face to face but after piloting I altered my plan because I felt that the instructors would probably feel more comfortable talking to me through telephone. The main advantage of conducting interviews as argued by (Gillham, 2000) is that the interviewer speaks to the interviewees in their own surroundings, thereby changing the style of the interview more to a conversation and putting the interviewees at ease. As mentioned earlier, in the Pakistan Army there is a PASCOM telephone exchange through which one can talk to another person on an army number for unlimited time free of cost. In some cases, this facility is available
for twenty-four hours, whereas, in other cases it is available only after office hours that are between 3 p.m. to 7:30 a.m. I had this facility available at my residence for twenty-four hours. The instructors who did not have the PASCOM telephone at their residences or Mess were interviewed during office hours between 7:30 a.m. to 3 p.m. The Head of the Department extended great co-operation throughout the process of research. He allowed the instructors who did not have the facility of telephone to use his office telephone for the interview. It was decided that I would interview the instructors when the Head would be taking his classes so that his presence would not intimidate the instructors, thereby affecting their responses.

The dates and timings of the interviews were planned in advance with the instructors on telephone. But at times I had to adjust the time of the interviews to suit the schedule of the interviews due to their unexpected official commitments. The interviews lasted for one hour to one and a half hour. At times I had to complete my interviews in two sittings due to some practical problems.

I had planned to audio record the interviews and for that purpose I had bought a new telephone set with a cassette recorder embedded in it.Initially, when I conducted three interviews, only one of the participants permitted me to record his interview. However, others did not object to my taking notes of their responses. The interviewees who did not want me to audio record their interviews perhaps felt that anything said against the policies of the Academy might annoy the authorities. Therefore, they did not want to have a permanent record of their views and opinions. Later, I also felt that the transcription of fourteen interviews each conducted for more than an hour would be very time consuming. I, therefore, took notes during the rest of the interviews. While conducting interviews, whenever I found something
interesting said by the interviewees, I noted it down in their own words with their permission. The speaker of the telephone was kept on while conducting interviews so that my research assistant could also take notes during the interviews. It was done mainly because if I missed something important, it could be added from the notes. After each session of the interview, my assistant and I would sit together and compared our written notes and added if something was missing.

At the start of the interview I asked simple and easy questions to the instructors. This was done to put them at ease and thereby build a smooth rapport with them. Although interview questions were asked in English, the instructors were informed in advance that they were free to use the language they felt comfortable with, that is either Urdu or English language. Majority of them expressed their views mainly in English with occasional code-switching to Urdu.

The three essential conditions pointed out by Moser and Carlton (1983) in Oppenheim (1992) of accessibility, cognition and motivation were used for successful completion of these interviews. Therefore it was considered important that only that information was obtained which the interviewees could provide with no emotional stress. Care was also taken that the interviewees had an understanding of what was required from them. I motivated the instructors by convincing them how valuable their contribution could be.

These interviews were chosen as a means of data collection in the study because they allowed me to pursue particular questions of special interest in greater detail. The questions given in the questionnaires, which were not answered in detail or needed further clarification, were probed further through these interviews. Sometimes I attempted to probe beyond the answers to gain qualitative information that was
insightful and helped me to understand the reasons for various responses in the questionnaire. These interviews greatly helped to prove the interviewees point of view.

Moreover, with semi-structured interviews, follow up questions could be asked, and I had an opportunity to explain items in the questionnaire which may have been unclear or confusing to some participants. Thus, the semi-structured interviews gave me confidence that I did probe sufficiency to elicit the required information.

4.5.4 Conducting Interviews with the Ex-Cadets/Army Officers

Twenty semi-structured interviews were conducted with the ex-cadets. The data through these interviews was collected over a period of three months in the two cities of Multan and Rawalpindi in Pakistan. Multan and Rawalpindi are considered two big cantonments in Pakistan where more than one lac troops and officers are employed. These cities were selected mainly because of my own convenience. At the time of data collection my husband was commanding an Army Aviation Squadron in Multan where we had a number of friends in the army circle. Eleven course mates of my husband were commanding different army units in Multan. Rawalpindi was selected mainly because I have relatives and family friends posted in Rawalpindi so I found it convenient to interview officers at Rawalpindi. I personally conducted the interviews either at my sister’s home or at the participants’ homes, according to their convenience. The interviews were completed in one sitting. Each interview lasted for about 45 minutes. Care was taken that there was no disturbance during the interview. Before conducting the interviews I told them that they could use the language of their own choice as my purpose was to collect their views and opinions in a natural way.
I sought the permission of the interviewees to record their interviews. They did not object to it.

They were comfortable with my recording their interviews on the tape recorder. They trusted me completely and understood the purpose of my research and did not object to my keeping a record of their opinions. They openly criticized ETP at Kakul and the deteriorating standard of English in the Army.

I prepared a list of tentative questions in advance to maintain “uniformity in the responses”. I encouraged the interviewees to give detailed answers by sometimes providing them prompts. Sometimes I probed more and asked them to elaborate certain issues. I took care not to interrupt the participants when they were talking, even when I found something particularly interesting. Although at times, I got tempted to interrupt them but then I restrained myself from doing so because I did not want to interrupt their train of thought. I simply jotted down brief notes and then followed up on them later when there was a pause in the conversation. A lot of insightful and cogent information (for me) came from the officers during these informal interviews.

4. 6. Data Processing and Analysis

This section first provides the information related to data processing and analysis of the questionnaire. Then, information is provided related to the analysis of interviews.

4.6.1 Quantitative Data of Questionnaires (close-ended questions)

I gave each questionnaire an identification code. Each questionnaire was taken sequentially by writing a code number in one of the top corners of the front page. Then coding of the questionnaire was done before the entry of data. Although, all the
close-ended questions were pre-coded, there were still some questions that had some additional responses that needed to be coded before data entry, for example, father’s profession, speech community. A new codebook was developed for this purpose. Once the codebook was prepared, each question was compared with it and coded accordingly, including checking of inconsistencies and coding. These days it is highly recommended (Freankel and Norman: 2006, Mansoor, 2005) to use some software for data analysis as it helps to reduce the analysis time and makes procedure systematic and ensures completeness’ (Mansoor, 2005:177). Hence, for the analysis of quantitative data, it was then entered into SPSS Version 13 (2003). All analysis was then done using this statistical software.

The analysis of the quantitative data obtained from the questionnaires, presented in the format of Likert scale, was done at the descriptive level. The frequency of the responses was computed to indicate the percentage of the responses. The statistical methods used included: mean, mode, standard deviation. The results and significance of these analyses are presented and discussed in chapter 6.

4.6.2 Qualitative Data of Questionnaires (open-ended questions)

I used the Word to enter responses for qualitative data of open ended questions. Following Ahmed (2006), first I created a separate two column table. Then, the respondents’ word for word response was entered in the first column and a summary of the main ideas in the response was entered in the second column. Finally, responses were analyzed by grouping related responses and identifying common themes.
4.6.3 Qualitative Data of Interviews

The audio recorded interviews were first transcribed. My research assistant helped me in transcribing the interviews. We listened to the taped interviews and then wrote the script on paper. The interviews had been conducted in English, but at times the participants used Urdu as well. In such cases an attempt was made to make literal translation. Extreme care was taken to ensure that the transcription was accurate.

I used thematic analysis to analyze the qualitative data obtained through interviews. Ezzy (2002:88) defines thematic analysis in the following words:

Thematic analysis aims to identify themes within the data. Thematic analysis is more inductive than content analysis because the categories into which themes will be sorted out are not decided prior to coding the data. These categories are induced from the data. While the general issues that are of interest are determined prior to the analysis, the specific nature of the categories, and themes to be explored are not predetermined…

Within the parameters of my research questions, I inspected the data, using thematic analysis techniques, to develop a typology of responses to evaluate the effectiveness of the syllabus. The data was initially coded openly by scrutinizing interview transcripts line by line, by looking for terms used by respondents; and by making comparisons for similarities and differences between their views and perceptions. The categories of analysis were not defined prior to the analysis, but emerged during the analysis.
4.7 Ethics

“Ethics has to do with the application of moral principles to prevent harming or wronging others to promote the good to be respectful and to be fair” (Sieber, 1993:14). It becomes clear from this definition that why researchers need to be concerned with ethics.

Many professional associations, organizations and researchers have published their own codes of research ethics (e.g. BAAL, [www.baal.org.ut/good_prac.htm](http://www.baal.org.ut/good_prac.htm), The American Educational Research Association Ethical Standards, Berg, 2001, Cresswell, 2003, Marczyke et.al, 2005).

Fraenkel et.al (2006:54), contend that what researchers consider to be ethical is generally ‘a matter of agreement between them’. However, they suggest three important issues that all researches must address, ‘the protection of participants from harm, the answering of confidentiality of research data and the question of deception of subjects’ (ibid, 54-55). In the following sub-sections I will discuss how I tackled these issues.

4.7.1 Participant’s Consent

Every researcher must ensure that participants in a research study must be protected from any harm or discomfort that may arise due to research procedures (Laws, Harper and Rachel, 2003, Fraenkel et.al. 2006). An important guideline provided on dealing with the consent of the participants, emphasize that the researcher should develop an “informal consent form” for participants to sign before they engage in the research. This consent form acknowledges that the rights of the participants have been protected during data collection. In my research setting I did not use the consent form.
forms keeping in view the sensitive nature of the institution of Army. I felt that if I would ask the cadets and the army officers to sign the consent forms it might create suspicion among the authorities and the respondents/participants. Probably they would think that I was trying to extract some sensitive information out of them and hence they would not feel comfortable. However, I had sought the permission of the authorities verbally to conduct research. Maxey (2000) rightly points out that the suitability of the informed consent in a specific setting should be assessed and modified accordingly.

Another guideline given to the researchers on the issue of the informed consent is that they should provide information about the research to the participants and ensure that participants understand that information (Ethical guidelines for Social Researchers, Faculty of Social Sciences, Lancaster University) (cited in Asif, 2005). Following this guideline, the respondents were informed about the nature of research being conducted prior to their participation in this study. There was a covering letter attached to the questionnaire in which I explained to the respondents what my research was about and the cooperation I expected from them (see appendix B). I had also requested the Platoon Commanders who were supposed to administer the questionnaires to explain in detail to the cadets, the purpose of the research and that their responses were important for the findings of the research. I also asked the Platoon Commanders to emphasize upon the cadets that the research was purely academic and that they should give their honest opinions. In the case of interviews, before conducting each interview I explained to the interviewees the objectives of my research and tried to ensure them that they understood what my research was about and how important their responses would be for my research. The participants
were also informed that their participation was voluntary and that they might withdraw from the study at any time without explanation.

Another significant issue in this context is whether respondents/participants felt pressurized to give their consent or were these given with their free will (Asif, 2005). In this study the cadets were asked to fill the questionnaires by their Platoon Commanders. In the military set up, the cadets/officers are supposed to obey their senior officers. It is not considered appropriate to question their seniors. In such circumstances, how could any cadet say no to their Platoon Commander and refuse to participate in the research? Similar situation was encountered in the case of the interviews of the instructors. The instructors were approached through their head of the department following the proper decorum. The question that arises here is that when an instructor is asked by his head of the department that he is to be interviewed by a researcher, can that under-command instructor refuse? Such instances can arise in any kind of research. According to Asif (2005, 153) ‘the guidelines generally provided on the issue of consent fail to take into account the power relations in different research situations’.

4.7.2 Deception of the Participants

Initially I had planned to audio tape telephonic interviews of the instructors but most of them did not want me to record their interviews. So I did not deceive them by audio recording their interviews and I took written notes with their permission.

4.7.3.2 Anonymity and Confidentiality

I have made best effort to protect the anonymity and confidentiality of respondents/participants in the present study. The cadets were not asked to write their
names on the questionnaire. A letter was also attached with the questionnaire ensuring the respondents about anonymity and confidentiality. My aim of data collection was to obtain their responses only for once and I did not require their identity for any further follow up. Before administering the questionnaires, the cadets were again told about the anonymity and confidentiality of their responses by their Platoon Commanders. To ensure confidentiality, the completed questionnaires were collected by one of the nominated cadets from each class and were put in different packets sealed in front of the cadets and later handed over to the Staff Officer.

I have used pseudonyms for the instructors/army officers to disguise their identity. The main consideration behind this is that I do not want to create any problems for them in their community. The interviewees trusted me sufficiently to be confident that I would not include anything that could be harmful to their careers. I have tried my best to honour this trust by not including any piece of information which would place them in an embarrassing position.

4.8 Conclusion

In this chapter I have described the process of setting up my research. I have provided a detailed description of my research setting. I have also discussed the pilot study, which I carried out, and the data collected for the present study Ethical guidelines and issues related to consent and deception of the participants and confidentiality were also discussed in this chapter.

The next chapter will deal with the analysis and interpretation of the questionnaire completed by the cadets.
CHAPTER 5

PRESENTATION AND ANALYSIS OF CADETS’ QUESTIONNAIRE

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5.4.1.5 For having access to international books and journals

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   5.10.3 Theme 3: Proper feedback should be provided to the cadets

5.11 Conclusion
5.1 Introduction

In this chapter, the results of the quantitative and qualitative data gathered through questionnaire from the cadets are analyzed. The primary goal of this study is to investigate the compatibility between the forms and functions of English language taught to the cadets of the PMA. Thus, I have attempted to investigate those factors which may have decreased the efficiency of the syllabus in achieving the desired goals. This research is also a thorough investigation to measure the level of existing linguistic adequacy of the PMA cadets with reference to the specific roles they are required to perform, so that their problem areas could be systematically identified and subsequently reported with recommendations. In this regard, information was obtained through questionnaires and interviews from three population groups of the discourse community of army: cadets, ex-cadets and instructors. The present chapter deals with the presentation and discussion of the cadets’ questionnaires only. The total number of questionnaires distributed to the cadets was 120. It is worth mentioning that the return rate was 100 percent.

5.2 Layout of the Chapter

This chapter is divided into two sections. In section one, I present and discuss the quantitative results related to the socio-economic and linguistic background of the participants. In section two, first I present the quantitative data obtained from the questionnaire. Next, I analyze and discuss the qualitative data of the last open ended question from the cadets’ questionnaire. Section two deals with the following areas:

- Reasons for Learning English
- Learners’ Language Difficulties
• Importance of Language Skills
• Perceptions about the Existing Syllabus
• Perceptions about the Teaching Methodology
• Views about the Examination System
• Suggestions to Improve the Syllabus

As stated earlier in section 4.6.1, I have used descriptive statistics to analyze the close-ended questions by using the Statistical Package for Social Sciences (SPSS Version 13). For open-ended questions, thematic analysis has been used. Each area is discussed under a separate heading.

5.3 Section 1: Cadets’ Socio-Background

In this section, I present and discuss the data related to the cadets’ socio-linguistic background. In this regard, information was sought from the cadets pertaining to their fathers’ profession, household income, speech community, medium of instruction and written and spoken language competency. This information is expected to provide insights in designing a course outline for the cadets.

5.3.1 Fathers’ Profession

As depicted in the table 5.3.1a, most of the cadets, 30.8 % (n=37), have reported their fathers’ profession to be government service and 29.2 % (n=35) armed forces\textsuperscript{10}. This is followed by the cadets whose fathers were businessmen 15.0 % (n=18), 8.3% (n=10) were professionals in different fields like medicine, engineering and teaching and 10% (n=12) were agriculturists. A few of them, 6.7% (n=8) opted for ‘any other’.

\textsuperscript{10} Armed forces are further divided into two categories because there is a marked difference in the socio-economic backgrounds of the officers and the junior commissioned officers (JCO). The sons of JCOs have to pay very nominal fee for studying in cadet colleges.
Mean and standard deviation are 2.06 and ±3.56 respectively. See Table 5.3.1b

**Table 5.3.1a Frequency Analyses: Fathers’ Profession**

<table>
<thead>
<tr>
<th>Father's Profession</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed forces (officers)</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>JCOs</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Govt. Service</td>
<td>37</td>
<td>30.8</td>
</tr>
<tr>
<td>Business</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>Professional</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>Agriculturist</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Any other</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 5.3.1b Descriptive Statistics: Fathers’ Profession**

<table>
<thead>
<tr>
<th>Father's Profession</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>6</td>
<td>2.06</td>
<td>3.59</td>
</tr>
</tbody>
</table>

**5.3.2 Household income**

Household income reported by the cadets range from a minimum of Rs.15000 to a maximum Rs.66000 and above. Table 5.3.2a shows the details of the household income reported by the cadets. However, 18.3% cadets did not respond to this item probably because they considered it something private which they did not want to share with others. Overall, it appears that a majority of the cadets belong to the middle class as their household income ranges 15000 to 25000.
### Table 5.3.2a Frequency Analysis: Household Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15000 to 25000</td>
<td>42</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>26000 to 35000</td>
<td>17</td>
<td>14.2</td>
<td>14.2</td>
</tr>
<tr>
<td>36000 to 45000</td>
<td>2</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>46000 to 55000</td>
<td>19</td>
<td>15.8</td>
<td>15.8</td>
</tr>
<tr>
<td>56000 to 65000</td>
<td>10</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Above 66000</td>
<td>8</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Not Responded</td>
<td>22</td>
<td>18.3</td>
<td>18.3</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 5.3.2b Descriptive Statistics: Household Income

<table>
<thead>
<tr>
<th>Father's Profession</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1.00</td>
<td>99.00</td>
<td>20.2833</td>
<td>37.48640</td>
</tr>
</tbody>
</table>

### 5.3.3 Medium of Instruction at Matriculation/ O level

There are two mediums of instruction in Pakistan, Urdu and English (for details see section 1.2.2). Table 5.3.3a shows that at matriculation level, 62.5% (n = 75) cadets have studied in English medium of instruction, whereas 37.5% (n = 45) studied through Urdu medium of instruction. The results indicate that the maximum number of cadets has studied in English medium schools (cf. 1.2.2. Also read Rehman: 1994, for details related to the types of English medium schools and the reasons for their increase in the past few years).

In this context, mean is 1.62 with a standard deviation of ± 0.486. See table 5.3.3b.
Table 5.3.3a Frequency Analysis: Medium of Instruction at Matriculation (Secondary) Level

<table>
<thead>
<tr>
<th>Medium of Instruction</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urdu Medium</td>
<td>45</td>
<td>37.5</td>
</tr>
<tr>
<td>English</td>
<td>75</td>
<td>62.5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.3.3b Descriptive Statistics: Medium of instruction at matriculation (secondary) level

<table>
<thead>
<tr>
<th>Medium of Instruction</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>2</td>
<td>1.62</td>
<td>.486</td>
</tr>
</tbody>
</table>

5.3.4 Medium of instruction at intermediate level

It can be seen from the table 5.3.4a that at the intermediate level, 90% (n = 108) of the cadets have studied through the medium of English. On the other hand, a low percentage that is, only 10% (n = 12) has studied through the medium of Urdu. It is evident from the results that the maximum number of cadets has studied in English medium colleges and had some prior information about English language at the time of joining the Academy. It is worth mentioning here that almost all the colleges in Pakistan are termed as English medium colleges because the books related to science, engineering and computers are available only in the English language. However, in most of the colleges in rural areas and small cities, the lectures are delivered in the Urdu language. It is perhaps due to this reason that the cadets have reported that they have studied through the medium of English at the intermediate level. Most of these colleges have no role in improving the English language of the students.

In this case, mean is 1.90 with a standard deviation of ± 0.301. See Table 5.3.4b.
Table 5.3.4a Frequency Analysis: Medium of Instruction at Intermediate (Higher Secondary) level

<table>
<thead>
<tr>
<th>Medium of Instructions</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urdu Medium</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>English</td>
<td>108</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.3.4b Descriptive Statistics: Medium of Instruction at Intermediate (Higher Secondary) level

<table>
<thead>
<tr>
<th>Medium of Instruction at Intermediate</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>120</td>
<td>1</td>
<td>2</td>
<td>1.90</td>
<td>.301</td>
</tr>
</tbody>
</table>

5.3.5 Name of the School Last Attended

Of 120 respondents, 41.7% (n = 50) cadets came from private/ non-elite schools, 24.2% (n = 29) from cadet college/ public schools, 28.3% (n = 34) from government schools and only 5.8% (n = 7) are from the elite schools. Most of the cadets appeared in their matriculation examination from private/ non- elite schools. See table 5.3.5a.

Table 5.3.5a Frequency Analysis: Name of School at Matriculation Level

<table>
<thead>
<tr>
<th>School at Matriculation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadet College/ Public School</td>
<td>29</td>
<td>24.2</td>
</tr>
<tr>
<td>Private/ Non Elite School</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td>Govt.School</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>Elite School</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.3.5b Descriptive Statistics: Name of School at Matriculation Level

<table>
<thead>
<tr>
<th>School at Matriculation</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>120</td>
<td>1</td>
<td>4</td>
<td>2.16</td>
<td>0.86</td>
</tr>
</tbody>
</table>
The institutions at matriculation level can be divided into 4 categories (Cadet Colleges/ Public Schools, Private/ Non Elite School, Govt. Schools and Elite Schools) which give an average mean of 2.16 with a standard deviation of ± 0.86 as seen in table 5.3.5b.

5.3.6 Speech Community

Table 5.3.6a indicates that there is a variety in the linguistic background of the cadets. The majority of cadets 47.5% (n = 57) belonged to the Punjabi speech community, followed by Pashto which comprised 23.3% (n = 28) cadets. The cadets from Urdu speech community were 10% (n = 12) and those from Baluchi speech community were 7.5% (n = 9). The remaining 11.7% (n = 14) cadets belonged to other speech communities. The table above also informs us that out of 120 cadets, only 9 cadets were from Baluchi speech community. However, there was not a single participant from Sindhi speech community. There were other cadets whose speech communities were not listed in the questionnaire. The other speech communities reported by the cadets were, Kashmiri, Balti, Hindko and Seraiki.

Table 5.3.6a Frequency Analysis: Speech Community of a Cadet

<table>
<thead>
<tr>
<th>Cadets’ Speech Community</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baluchi</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Punjabi</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td>Pashto</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td>Sindhi</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Urdu</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.3.6b Descriptive Statistics: Speech Community of a Cadet

<table>
<thead>
<tr>
<th>Cadet’s Speech Community</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>6</td>
<td>2.93</td>
<td>1.496</td>
</tr>
</tbody>
</table>

The speech community of cadets was categorized in six classes (Baluchi, Punjabi, Pashto, Sindhi, Urdu and Any other) ranging from 1 to 6 in coding. Their mean found is 2.93 with a standard deviation of ±1.496. See table 5.3.6b

5.3.7 Spoken Competency

Cadets’ competency in spoken English was divided into four categories. The options provided were: full competency, moderate competency, mild competency and not at all. The participants opted for only three choices which were: full competency, moderate competency and mild competency. None of the cadets considered himself to fall in ‘not at all’ category.

As shown in the table 5.3.7a, majority of the cadets, 58.3% (n=70) claimed to have moderate competency in spoken English, whereas only 16.7% (n = 20) cadets considered themselves fully competent in spoken English. Mild competency level was reported by 25% (n = 30).

Table 5.3.7a Frequency Analysis: Cadet’s Spoken Competency in English

<table>
<thead>
<tr>
<th>Competency in Spoken English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Moderate</td>
<td>70</td>
<td>58.3</td>
</tr>
<tr>
<td>Mild</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.3.7b Descriptive Statistics: Cadet’s Competency in Spoken English

<table>
<thead>
<tr>
<th>Cadet’s Competency in Spoken English</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>3</td>
<td>2.08</td>
<td>.643</td>
</tr>
</tbody>
</table>

Cadets’ competency in spoken English was divided into four categories: full competency, moderate competency, mild competency and not at all. The participants opted for only three choices which were: full competency, moderate competency and mild competency. No one selected ‘not at all’ category.

Mean found is 2.08 with standard deviation of ± 0.643 as seen in table 5.3.7b.

5.3.8 Competency in Written English

English is considered as an international language as well as being the official language in Pakistan. The cadets have had studied the English language as a subject for about 7-12 years before joining the PMA. The results show that despite this, the majority of cadets do not claim to have high written proficiency in English (see table 5.3.8a). Most of the cadets, that is 71.7% (n=86), reported to have moderate proficiency in written English. However, the English used by the cadets in response to an open ended item in the questionnaire (see appendix B) showed that their proficiency level in written English was quite low. Perhaps the cadets claimed to have ‘moderate competence’ for face saving.

Table 5.3.8a Frequency Analysis: Cadets’ Competency in Written English

<table>
<thead>
<tr>
<th>Cadet’s Competency in Written English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Moderate</td>
<td>86</td>
<td>71.7</td>
</tr>
<tr>
<td>Mild</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.3.8b Descriptive Statistics: Cadet’s Competency in Written English

<table>
<thead>
<tr>
<th>Cadet’s Competency in Written English</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>3</td>
<td>1.95</td>
<td>.532</td>
</tr>
</tbody>
</table>

In this case again, the cadets opted for only three choices, full competency, moderate competency and mild competency. Mean found is 1.95 with standard deviation of ±0.532. See table 5.3.8b.

5.4 Section 2: Survey Information for Needs Analysis

In this section, the results of the quantitative and qualitative data obtained from the cadets through the questionnaire are presented and discussed respectively. A number of factors came to light when the data were analyzed. The discussion of findings is divided into seven sections which focus on the following areas:

- Reasons for learning English
- Learners’ language difficulties
- Importance of language skills
- Perceptions about the syllabus of English
- Perceptions about the Teaching Methodology
- Opinions about the Examination System
- Recommendations

5.4.1 Reasons for learning English

This section provides information related to the analysis of the items that deal with the reasons for learning English. The intended purpose of collecting this information was to check the cadets’ motivation for learning English, as various studies have shown that motivation is very strongly related to achievement in language learning (e.g. Gardner and Lambert, 1972; Gardner, 1980). Kennedy and Bolitho (1984:14)
assume that, “If it is possible to find out a student’s motivation for learning English and match the content of the course to this motivation, the chances of successful language learning are increased.

The reasons were selected on the basis of information gathered from the cadets and the instructors during the piloting stage, and a few items were adapted from the study conducted by Mansoor (2005) related to language planning in Pakistan. The respondents were asked to indicate the importance of each reason provided to them on the Likert scale. This part consisted of 7 items (see Appendix B: items 9-15). The details are as under:

5.4.1.1 Fulfilling linguistic requirements of the PMA

Out of a total of 120 cadets who returned the questionnaire, 40.8% (n = 49) completely agreed that fulfillment of linguistic requirements of the PMA was an important reason for learning English. Moreover, 41.7% (n = 50) ‘slightly agreed’ with this reason. On the other hand, not a single cadet disagreed with this reason. However, 17.5% (n = 21) neither agreed nor disagreed with this view (See Table 5.4.1.1a).

In this case, mean is 3.75 with the standard deviation of ±1.317. See Table 5.4.1.1b.

**Table 5.4.1.1a Frequency Table: Fulfilling the linguistic requirements of the PMA**

<table>
<thead>
<tr>
<th>Fulfilling the linguistic requirements of PMA</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td>Agree</td>
<td>49</td>
<td>40.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.4.1.1b Descriptive Statistics: Fulfilling the linguistic requirements of the PMA

<table>
<thead>
<tr>
<th>Fulfilling the linguistic requirements of the PMA</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>3</td>
<td>5</td>
<td>4.23</td>
<td>.730</td>
</tr>
</tbody>
</table>

5.4.1.2 To Pass Examination

According to a majority of the respondents, one of the reasons for learning English was to pass the examination. About 84% of them shared this view, as 54.17% (n=65) opted for ‘agree’ and 33.34% (n=40) ‘slightly agree’. On the contrary, close to 3%, disagreed with this view. The following table depicts the details:

Table 5.4.1.2a Frequency Analysis: To pass examination

<table>
<thead>
<tr>
<th>To pass examination</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>1.66</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>2</td>
<td>1.66</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>11</td>
<td>9.17</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>40</td>
<td>33.34</td>
</tr>
<tr>
<td>Agree</td>
<td>65</td>
<td>54.17</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>54.16</td>
</tr>
</tbody>
</table>

For this mean was 4.13 with a standard deviation of = 1.454. See Table 5.4.1.2b.

Table 5.4.1.2b Descriptive Statistics: To pass examination

<table>
<thead>
<tr>
<th>To pass examination</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>4.13</td>
<td>1.454</td>
</tr>
</tbody>
</table>

5.4.1.3 Acquiring new ideas and broadening one’s outlook

Most of the respondents believed that learning of English is important for acquiring new ideas and broadening one’s outlook. The results given in the table 5.4.1.3a,
show that 59.2% (n=71) cadets completely agreed, and 22.5% (n=27) ‘slightly agreed’ with this view. On the other hand, 11.7% (n=14) slightly disagreed and 5.0% (n=6) totally disagreed. A very low percentage of the respondents, that is, 3.12% showed their uncertainty. In this case, mean was 4.19 with the standard deviation of ±1.225 (see Table 5.4.1.3b).

Table 5.4.1.3a: Frequency Analysis: Acquiring new ideas and broadening one's outlook

<table>
<thead>
<tr>
<th>Acquiring new ideas and broadening one's outlook</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>Agree</td>
<td>71</td>
<td>59.2</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.4.1.3b Descriptive Statistics: Acquiring new ideas and broadening one's outlook

<table>
<thead>
<tr>
<th>Acquiring new ideas and broadening one's outlook</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>4.19</td>
<td>1.225</td>
</tr>
</tbody>
</table>

5.4.1.4 For having access to information technology

There was a high level of agreement on the reason that the respondents wanted to learn English in order to have access to information technology. Close to 79% of the respondents shared this view, as 42.5 % ‘agreed’ and 36.7 % ‘slightly disagreed’. In this case, 20.8 % of the respondents were uncertain. It is worth noting that nobody ‘disagreed’ or ‘slightly disagreed’ with this reason for learning English. See Table
5.4.1.4a In this context, mean was 3.68 with the standard deviation of ±1.409 (See Table 5.4.1.4b).

**Table 5.4.1.4a** Frequency Analysis: Access to information technology

<table>
<thead>
<tr>
<th>Access to information technology</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>44</td>
<td>36.7</td>
</tr>
<tr>
<td>Agree</td>
<td>51</td>
<td>42.5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 5.4.1.4b** Descriptive Statistics: Access to information technology

<table>
<thead>
<tr>
<th>Access to Information Technology</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>3</td>
<td>5</td>
<td>4.22</td>
<td>.769</td>
</tr>
</tbody>
</table>

**5.4.1.5 For having access to international books and journals**

The results given in table 5.4.1.5a suggest that about half of the respondents that is, 44.2% (n=53), completely agreed, followed by 24.2% (n = 29) who slightly agreed. Contrary to this, 14.2% (n = 17) slightly disagreed, and 10% (n = 12) disagreed. Only 7.5% (n = 9) neither agreed nor disagreed with this view. For this, mean was 3.78 with the standard deviation of ±1.397. See Table 5.4.1.5b.
Table 5.4.1.5a Frequency Analysis: Getting access to international books and journals

<table>
<thead>
<tr>
<th>For getting access to international books and journals</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>29</td>
<td>24.2</td>
</tr>
<tr>
<td>Agree</td>
<td>53</td>
<td>44.2</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.4.1.5b Descriptive Statistics: Getting access to international books and journals

<table>
<thead>
<tr>
<th>Getting access to international books and journals</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.78</td>
<td>1.397</td>
</tr>
</tbody>
</table>

5.4.1.6 To improve social acceptability

In this context, once again while the responses are distributed across the scale; they are weighted on the positive side. On the one hand, 50.8% (n = 61) of the respondents ‘agreed’, and 24.2% (n = 29) ‘slightly agreed’ that they wanted to learn English to improve their social acceptability. Whereas, only 11.7% (n = 14) ‘disagreed’ and 6.7% (n = 8) ‘slightly disagreed’. However, 6.7% (n = 8) of the respondents were undecided about this reason. Overall, the weight of this distribution is on the positive side as shown below in table 5.4.1.6a.

For this, mean was 3.78 with the standard deviation of ±1.397. See Table 5.4.1.6b.
Table 5.4.1.6a Frequency Analysis: To improve my social acceptability

<table>
<thead>
<tr>
<th>To improve my social acceptability</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>29</td>
<td>24.2</td>
</tr>
<tr>
<td>Agree</td>
<td>61</td>
<td>50.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.4.1.6b Descriptive Statistics: To improve my social acceptability

<table>
<thead>
<tr>
<th>To improve my social acceptability</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.96</td>
<td>1.381</td>
</tr>
</tbody>
</table>

5.4.1.7 For success in future professional life

With this regard, a large majority of the respondents i.e., 79.5% (n = 95) opted for the choice ‘agreed’, followed by 15% (n = 18) ‘slightly agreed’. While much lower 2.5% (n=3) were undecided about this reason. On the other hand, only 0.8% (n=1) has ‘slightly disagreed’ and 5% (n=3) totally ‘disagreed’ with this reason (see table 5.4.1.7). Mean was 4.68 with the standard deviation of ±0.79. See Table 5.4.1.7b.

Table 5.4.1.7a Frequency Analysis: For success in future professional life

<table>
<thead>
<tr>
<th>For success in future professional life</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>Agree</td>
<td>95</td>
<td>79.2</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.4.1.7b Descriptive Statistics: For success in future professional life

<table>
<thead>
<tr>
<th>For success in future professional life</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>4.68</td>
<td>.790</td>
</tr>
</tbody>
</table>

To conclude, the results discussed in this section display cadets’ high motivational intensity and desire to learn English. The cadets from all types of institutions and from all socio-economic strata of society want to learn English for its utilitarian value. “There are no cultural conflicts as English language serves mainly as a facilitator of life” (Mansoor, 2005: 245). In the case of instrumental reasons such as ‘fulfilling linguistic requirements of the PMA’, ‘to pass examination’ and ‘for success in future professional life’, there was almost complete uniformity in the responses. It is relevant to mention here that the PMA is a residential institution where the medium of instruction and routine communication is purely English. From the very first day when the cadets join the Academy, they are forbidden to use any other language except English. In such a situation it really becomes important for the cadets to learn the English language. The respondents seem to be fully aware of the importance of English language at the Academy that is why a vast majority of them (about 82%) have reported that they want to learn English for fulfilling linguistic requirements of the PMA.

The results shown in the table 5.4.1.7a seem to be a strong indication that the respondents realize the importance of English language in their future professional life. English is the official language of the Armed Forces. The respondents want to learn English so that it would help them in their future professional life.
The results of the integrative reasons such as ‘acquiring new ideas and broadening one’s outlook’ and ‘access to information technology’ suggest that the respondents are broad-minded, progressive and open to new ideas.

Having realized the social prestige attached to the English language in our society, a vast majority has also responded that they wanted to learn English to improve their social acceptability.

5.5 Language Difficulties Perceived by the Cadets

5.5.1 Listening to lectures

A large majority of the respondents, i.e. 70 %,( n=84) claimed that they did not find any difficulty in listening to lectures. About 28.3% (n = 4) of them reported a little difficulty. However, a very small percentage of them, 1.7% (n = 2), found listening to lectures in English ‘quite difficult’. Interestingly, there was not a single cadet who found listening to lectures either ‘very difficult’ or ‘most difficult’ (See table 5.5.1a).For this mean is 1.32 with standard deviation of ±0.502 as shown in table 5.5.1b.

Table 5.5.1a Frequency Analysis: Difficulty level in listening to lectures in English

<table>
<thead>
<tr>
<th>Listening to Lectures in English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Difficult</td>
<td>84</td>
<td>70.0</td>
</tr>
<tr>
<td>A Little Difficult</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>Quite Difficult</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.5.1b Descriptive Statistics: Difficulty level in listening to lectures in English

<table>
<thead>
<tr>
<th>Listening to Lectures in English</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>1</td>
<td>3</td>
<td>1.32</td>
<td>.502</td>
<td></td>
</tr>
</tbody>
</table>
It emerges from the results shown in the table 5.5.1a that most of the cadets do not encounter problems in listening to lectures in the classes. This is perhaps because all the instructors and platoon commanders are Pakistanis whose accent is easily comprehensible. In addition, my sample population has been taken from the fourth semester that had extensive exposure to the English language, during their two year stay at the Academy. A low percentage (28.3%) which has reported some difficulty in listening to lectures has been taught through the medium of Urdu at the school level (c.f.5.3.3.a).

To sum up, listening to lectures has not been reported an area of concern by a majority of the respondents. However, it should be noted that listening is a complex skill which should not be neglected in teaching, and rather it should be integrated with the other skills.

5.5.2 Understanding English dialogues while watching media

In this regard, the results depicted in the table 5.5.2a indicate that most of the cadets face difficulty in understanding dialogues while watching English TV programmes and movies. However, their level of difficulty varies, as 21.7% (n=25) found them ‘most difficult’, 23.3% (n=28) ‘very difficult’ and 28.3% (n=34) ‘quite difficult’. On the other hand, 15% (n=18) reported ‘a little difficulty’ and11.7% (n=15) ‘no difficulty’.

This problem can be attributed to the socio-economic factor. Most of the Pakistani learners belonging to low and middle classes do not have sufficient exposure to the English language. It has been observed in the recent past that due to the advent of satellite channels and internet the middle class people have also started getting
exposure to English programmes and movies. Even the Pakistani TV channels have started showing more and more English programmes.

**Table 5.5.2a** Frequency Analysis: Understanding dialogues while watching English programmes and movies

<table>
<thead>
<tr>
<th>Understanding English dialogs while watching English TV programmes and movies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Difficult</td>
<td>15</td>
<td>11.7</td>
</tr>
<tr>
<td>A Little Difficult</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>Quite Difficult</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>Very Difficult</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td>Most Difficult</td>
<td>25</td>
<td>21.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean is 3.25 with standard deviation of ±1.292. See Table 5.5.2b.

**Table 5.5.2b** Descriptive Statistics: Understanding English dialogs while watching English TV programmes and movies

<table>
<thead>
<tr>
<th>Understanding dialogs while watching English TV programmes and movies</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.25</td>
<td>1.292</td>
<td></td>
</tr>
</tbody>
</table>
Figure 5.5.2c Number of cadets from different schools found difficulties in understanding English dialogs while watching media programs or movies.

It can be seen from the graph that the cadets from private/ non- elite schools find it quite difficult to understand the English dialogues while watching media. The cadets from government schools find it most difficult and those from cadet colleges also find some difficulty in understanding the English dialogs while watching media. However, the difficulty level for the cadets from elite schools is very low as compared to those from the other schools or colleges. This can be seen from the height of the bars in the figure shown above. The cadets from elite schools do not face problem in understanding dialogues while watching media mainly because of their frequent exposure to the English language through television, computer, songs,
media and computer games. Moreover, their schools also expose them to real life situations and extra-curricular activities which test and hone their skills in English.

5.5.3 Association between cadets’ medium of instruction at matriculation level with difficulties in understanding English dialogs while watching TV programs and movies

On the one hand, 3 out of 45 cadets who had Urdu as the medium of instruction at matriculation level did not claim difficulty in understanding English dialogues. In this context, 5 of the respondents opted for ‘little difficult’, 9 ‘quite difficult’, 13 ‘very difficult’ and 15 ‘most difficult’. On the other hand, 12 out of 75 cadets who had English as the medium of instruction at matriculation level did not report any difficulty. Whereas, 13 cadets opted for ‘little difficult’, 25 for ‘quite difficult’, 15 ‘much difficult’ and 10 ‘most difficult’ in understanding the English dialogues while watching media programs.

The value of Chi-Square shows that the medium of instruction at matriculation level is related to the difficulties in understanding English dialogues while watching TV programmes and movies (see Table 5.5.3a). Results found are significant (see Table 5.5.3b).

Table 5.5.3a Distribution of Cadets’ medium of instruction at matriculation level in relation to difficulties in understanding dialogues while watching English TV programmes and movies

<table>
<thead>
<tr>
<th>Matriculation</th>
<th>Understanding dialogs while watching English TV programmes and movies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Difficult</td>
<td>A Little Difficult</td>
</tr>
<tr>
<td>Urdu</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>15</td>
</tr>
</tbody>
</table>
Table 5.5.3b Chi-Square Test

<table>
<thead>
<tr>
<th>Pearson Chi-Square</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10.80</td>
<td>4</td>
<td>0.029</td>
</tr>
</tbody>
</table>

5.5.4 Perceptions related to reading comprehension of text/ materials of academic nature in English

In this case, a large majority did not seem to have much problem. According to 20.8% (n=25) of the respondents, reading comprehension of academic texts in English was ‘not difficult’. Only 26.7% (n=32) cadets found it ‘a little difficult’. On the other hand, 25% (n=30) found it ‘quite difficult’, 11.7% (n = 14) ‘very difficult’ and 15.8% (n = 28) ‘most difficult’ (See Table 5.5.4a).

For this, mean was 2.75 with standard deviation of ±1.343. See Table 5.5.4b.

Table 5.5.4a Frequency Analysis: Difficulty level in reading comprehension of texts/materials of academic nature in English

<table>
<thead>
<tr>
<th>Reading comprehension of texts of academic nature in English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Difficult</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>A Little Difficult</td>
<td>32</td>
<td>26.7</td>
</tr>
<tr>
<td>Quite Difficult</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>Very Difficult</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Most Difficult</td>
<td>19</td>
<td>15.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.5.4b Descriptive Statistics: Difficulty level in reading comprehension of texts of academic nature in English

<table>
<thead>
<tr>
<th>Reading Comprehension of texts of academic nature in English</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>2.75</td>
<td>1.343</td>
</tr>
</tbody>
</table>
5.5.5 Interacting with native speakers

Most of the cadets reported difficulty in interacting with foreigners in English language. The results given in Table 5.5.5a show that, 22.5% (n=27) of the cadets opted for ‘most difficult’, 29.2% (n = 35) for ‘very difficult’ and 16.7% (n=20) for ‘quite difficult’. On the other hand, 16.7% (n = 20) found it a little difficult. However, 15% (n = 18) did not report any difficulty while interacting with foreigners in English.

Mean is 3.28 with standard deviation of ±1.378. See Table 5.5.5b.

Table 5.5.5a Frequency Analysis: Difficulty level while interacting with foreigners in English

<table>
<thead>
<tr>
<th>Interacting with foreigners</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Difficult</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>A Little Difficult</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Quite Difficult</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Very Difficult</td>
<td>35</td>
<td>29.2</td>
</tr>
<tr>
<td>Most Difficult</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.5.5b Descriptive Statistics: Difficulty in interacting with foreigners

<table>
<thead>
<tr>
<th>Difficulty in interacting with foreigners</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.28</td>
<td>1.378</td>
</tr>
</tbody>
</table>
Figure 5.5.5c Number of cadets from different school found difficulties in speaking English to foreigners.

5.5.6 Cadet’s spoken competency in relation to difficulties in interacting with native speakers in English

Of 120 respondents, 3 of the cadets who considered themselves as fully competent in spoken English believed that they had no difficulty while interacting with the native speakers in English. None of the respondents reported little level of difficulty. However, 3 found it ‘quite difficult’, 10 ‘very difficult’ and 4 ‘most difficult’ to speak in English with native speakers. Among those cadets who considered themselves to have moderate competency in spoken English, 14 of them did not report any difficulty. On the other hand, 13 of them opted for ‘little difficult’, 11 ‘quite difficult’, 19 ‘much difficult’ and 13 found it ‘most difficult’ to interact with the foreigners. Similarly, among the cadets who claimed to have mild competency in
spoken English, 1 did not find any difficulty, 7 found little difficulty, 6 found quite it
difficult, and 10 found it most difficult to interact with native speakers in English.
Dependency of cadets’ spoken competency was related to the difficulties in
interacting with foreigners in English. The value of Chi-Square shows that the
spoken competency is strongly related to the difficulties faced by the cadets while
speaking with foreigners in English.

See Table 5.5.6a. Results are found significant. See Table 5.5.6b.

**Table 5.5.6a** Distribution of cadets’ spoken competency in relation to difficulties in
interacting with the native speakers

<table>
<thead>
<tr>
<th>Spoken Competency</th>
<th>Interacting with native speakers in English</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Difficult</td>
<td>A Little Difficult</td>
</tr>
<tr>
<td>Full</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Moderate</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Mild</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

**Table 5.5.6b** Chi-Square Test

<table>
<thead>
<tr>
<th>Pearson Chi-Square</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14.485</td>
<td>8</td>
<td>0.07</td>
</tr>
</tbody>
</table>
5.5.7 Making Presentations in English

Most of the learners have reported difficulties while making presentations in English. Close to 10.8% \((n = 13)\) opted for ‘most difficult’, 17.5% \((n=21)\) ‘very difficult’ and 35.8% \((n = 43)\) ‘quite difficult’. Contrary to this, 20% \((n = 25)\) opted for ‘little difficult’, and 15% \((n=18)\) for ‘not difficult’ (see Table 5.5.7a). For this, mean was 2.96 with standard deviation of \(\pm1.233\). See Table 5.5.7b

<table>
<thead>
<tr>
<th>Making Presentations in English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Difficult</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>A Little Difficult</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>Quite Difficult</td>
<td>43</td>
<td>35.8</td>
</tr>
<tr>
<td>Very Difficult</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>Most Difficult</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.5.7b Descriptive Statistics: Making Presentations in English

<table>
<thead>
<tr>
<th>Making Presentations in English</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>2.96</td>
<td>1.233</td>
</tr>
</tbody>
</table>

Figure 5.5.7c Number of cadets having different level of competency in written English found difficulties in making a presentation in English

It can be seen from the graph that the cadets having moderate written competency in English found a lot of difficulties in making presentations in English, whereas the cadets having mild competency felt low level of difficulty. Most of the cadets who perceived themselves as fully competent in written English did not feel any such difficulty. See figure 5.5.7c.

5.5.8 Association of different levels of written competency in English in relation to difficulties in making presentations in English

Of 120 respondents who returned the questionnaires, 8 cadets who felt that they were fully competent in written English had no difficulty in making presentations in
English. 3 of them found little level of difficulty, 5 found it quite difficult, 1 found it very difficult and 3 of them found it most difficult. Among cadets with mild competency in written English, 10 did not find any difficulty, 28 very little difficulty, 21 much difficulty and 10 found greatest difficulty. Similarly, among cadets with moderate competency in spoken English, none found any difficulty, 4 found little difficulty, 5 found very little difficulty, 3 found much difficulty and 2 found most difficulty in making presentations in English.

The relation of cadets’ competency in written English was studied with the difficulties in making presentations in English. See Table 5.5.8a. The results found are significant. See Table 5.5.8b.

**Table 5.5.8a** Distribution of Cadets having different level of written competency in English in relation to difficulties in making presentations in English

<table>
<thead>
<tr>
<th>Competency in Written English</th>
<th>Making Presentations in English</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Difficult</td>
<td>A Little Difficult</td>
</tr>
<tr>
<td>Full</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Moderate</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Mild</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>24</td>
</tr>
</tbody>
</table>

**Table 5.5.8b** Chi-Square Test

<table>
<thead>
<tr>
<th>Pearson Chi-Square</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15.35</td>
<td>8</td>
<td>0.053</td>
</tr>
</tbody>
</table>

5.5.9 Participating in Discussions/Seminars

In this regard, majority of the cadets believe that it is very difficult to participate in discussions and seminars. The results shown in table 5.5.9.a indicate that 35.8% (n =
43) cadets opted for ‘very difficult’, 27.5% (n = 33) ‘most difficult’, 14.2% (n = 17) ‘quite difficult’. Conversely, 13.3% (n=16) opted for ‘little difficult’ and 9.2% (n = 11) did not find it difficult to participate in seminars/ discussions.

**Table 5.5.9a** Frequency Analysis: Participating in Seminars/ Discussions

<table>
<thead>
<tr>
<th>Participating in Discussions</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Difficult</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>A Little Difficult</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td>Quite Difficult</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td>Very Difficult</td>
<td>43</td>
<td>35.8</td>
</tr>
<tr>
<td>Most Difficult</td>
<td>33</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean was 3.59 with the standard deviation of ± 1.273. See Table 5.5.9b.

**Table 5.5.9b** Descriptive Statistics: Participating in Seminars/ Discussions

<table>
<thead>
<tr>
<th>Participating in Seminars/ Discussions</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.59</td>
<td>1.273</td>
</tr>
</tbody>
</table>
Figure 5.5.9c Number of cadets having different level of spoken competency in English found difficulties in participating in seminars/discussion.

It can be seen from the graph that the cadets having moderate spoken competency in English felt a lot of difficulties in participating in discussions whereas the cadets having mild competency felt low level of difficulties, and those with full competency in spoken English felt the lowest level of difficulty as compared to all the other groups. Most of these cadets felt the highest level of difficulty whereas many of them considered participation in discussion and seminars as ‘very difficult’. See figure 5.5.9c.

5.5.10 Difficulty in writing essays

Writing essays in English does not appear to be problematic for most of the cadets. Out of 120 cadets, 52.5% (n = 63) found writing essays in English ‘not difficult’,
46.7% (n = 56) ‘a little difficult’ and only 0.8% (n = 1) found it ‘quite difficult. See Table 5.5.10a. Mean is 1.48 with standard deviation of ±0.518. See Table 5.5.10b.

Table 5.5.10a Frequency Analysis: Writing Essays in English

<table>
<thead>
<tr>
<th>Writing Essays in English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Difficult</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>A Little Difficult</td>
<td>56</td>
<td>46.7</td>
</tr>
<tr>
<td>Quite Difficult</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.5.10b Descriptive Statistics: Writing Essays in English

<table>
<thead>
<tr>
<th>Writing Essays in English</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>3</td>
<td>1.48</td>
<td>.518</td>
</tr>
</tbody>
</table>

Most of the cadets do not find difficulty in writing essays because they are usually required to write essays on topics found in grammar and composition books, written by local authors. They just reproduce those essays, sometimes with a few minor changes. No creativity is required, perhaps due to this reason they do not find it difficult to write essays.

5.5.11 Taking Tests/Examinations in English

The results shown in table 5.5.11a indicate that a vast majority of the cadets do not face problem in taking tests/examinations in English. In this regard, out of 120 respondents, 75% (n = 90) have reported no difficulty. On the other hand, 23.3% (n = 28) have found it a ‘little difficult’ and only 1.7% (n = 2) found it quite difficult to
take tests/examinations in English. None of the cadets has reported it either’ very
difficult’ or ‘most difficult’.

It appears that a majority of the cadets have not reported difficulties in taking
tests/examination in English because the type of questions asked in the examinations
do not test the analytical and creative abilities of the cadets. The cadets usually have
to reproduce the ‘ready-made notes’ in the examinations. The analysis of the
question papers in section 7.5 bears testimony to this fact.

Mean was 1.27 with standard deviation of ±0.48. See Table 5.5.11b.

**Table 5.5.11a** Frequency Analysis: Taking Tests/Examinations in English

<table>
<thead>
<tr>
<th>Taking Tests/Examinations in English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Difficult</td>
<td>90</td>
<td>75.0</td>
</tr>
<tr>
<td>A Little Difficult</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td>Quite Difficult</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 5.5.11b** Descriptive Statistics: Taking tests/examination in English

<table>
<thead>
<tr>
<th>Taking Tests/Examinations in English</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>3</td>
<td>1.27</td>
<td>.480</td>
</tr>
</tbody>
</table>

**5.5.12 Difficulties in various aspects of listening to lectures**

Out of 120 cadets who returned the questionnaire, 50.8% (n = 61) reported difficulty
while taking notes (writing down quickly, briefly and clearly the important points for
future use), 30.8% (n = 37) in comprehending lectures (understanding the main and
subsidiary point) and 18.3% (n = 23) in decoding lectures (recognizing what has
been said). See table 5.5.12a. Mean was 2.32 with the standard deviation of ±0.769.

See Table 5.5.12b.

**Table 5.5.12a** Frequency Analysis: Difficulties in various aspects of listening lectures

<table>
<thead>
<tr>
<th>Difficulties in various aspects of listening lectures</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decoding</td>
<td>22</td>
<td>18.3</td>
</tr>
<tr>
<td>Comprehending</td>
<td>37</td>
<td>30.8</td>
</tr>
<tr>
<td>Taking Notes</td>
<td>61</td>
<td>50.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Table 5.5.12b** Descriptive Statistics: Difficulties in various aspects of listening

<table>
<thead>
<tr>
<th>Difficulties in various aspects of listening to lectures</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>3</td>
<td>2.32</td>
<td>.769</td>
</tr>
</tbody>
</table>

5.5.13 Association between aspects of listening lectures found difficult and competency in written English

Out of 120 participants who returned the questionnaire, 5 cadets who considered themselves as fully competent in written English found problem in decoding, 3 of them found difficulty in comprehending and 12 of them found it difficult to take notes while listening to the lectures in English. 17 cadets who believed to have mild competency in written English reported difficulty in decoding. 25 cadets felt difficulty in comprehending and 44 cadets thought it difficult to take notes while listening to the lectures. None of the cadets with moderate competency found decoding difficult whereas 9 considered comprehending and 5 considered note taking as difficult aspects of listening lectures.

There was found a relation of cadets’ competency in written English with the difficulties they face while listening to the lecture. The value of Chi-Square shows
that the competency in written English is strongly related to the difficulty of listening lectures. See Table 5.5.13a. Results are found significant. See Table 5.5.13b.

**Table 5.5.13a** Distribution of aspects of listening lectures found difficult in relation to written competency

<table>
<thead>
<tr>
<th>Competency in Written English</th>
<th>Aspects of Listening Lectures Found Difficult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Decoding</td>
<td>Comprehending</td>
</tr>
<tr>
<td>Full Competency</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Moderate Competency</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Mild Competency</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>37</td>
</tr>
</tbody>
</table>

**Table 5.5.13b** Chi-Square Test

<table>
<thead>
<tr>
<th>Pearson Chi-Square</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10.94</td>
<td>8</td>
<td>0.028</td>
</tr>
</tbody>
</table>

**Figure 5.5.13c** Number of cadets having different level of competency in written English found difficulties in the aspects of listening lectures found difficult
Every aspect (decoding, comprehending and taking notes) of listening to the lectures was found to be difficult for cadets with mild proficiency in written English. Cadets with moderate competency in written English had difficulties in decoding, comprehending and taking notes. Most of the cadets had difficulty while taking notes during the lectures. Cadets with moderate competency in written English had no difficulty in decoding aspect. See figure 5.5.13c

5.5.14 Difficulties related to speaking skill

Different categories were coded related to different aspects of difficulty. They include code like 1 for grammar, 2 for pronunciation 3 for vocabulary, 4 for confidence and 5 for conversational ease. 45% (n = 54) cadets found vocabulary, 13.3% (n =16) found pronunciation and grammar, 6.7% (n = 8) found pronunciation, 5.8% (n = 7) found grammar and vocabulary, 5% (n = 6) found grammar, 3.3% (n = 4) found conversational ease, 2.5% (n =3) found mixture of grammar, pronunciation, vocabulary and confidence difficult whereas the rest felt difficulties while speaking in English. See Table 5.5.14a. Mean was 2.81 with the standard deviation of ±0.725. See Table 5.5.14b.

Table 5.5.14a Frequency Analysis: Aspects Found Difficult while Speaking in English

<table>
<thead>
<tr>
<th>Aspects found difficult while speaking in English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Grammar, pronunciation</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Grammar, pronunciation, vocabulary</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Grammar, pronunciation, vocabulary, confidence</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Grammar, vocabulary</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>Grammar, vocabulary, confidence</td>
<td>3</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Table 5.5.14b Descriptive Statistics: Aspects Found Difficult while Speaking English

<table>
<thead>
<tr>
<th>Aspects Found Difficult while Speaking in English</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1.00</td>
<td>5.00</td>
<td>2.81</td>
<td>.725</td>
</tr>
</tbody>
</table>

5.5.15 Difficulties related to reading skill

Of 120 cadets, 43.3% (n = 52) found vocabulary, 16.7% (n = 20) found writer’s style, 15% (n = 18) found structure of argument, 9.2% (n = 11) found vocabulary and structure of argument, 7.5% (n = 9) found subject matter, 5% (n = 6) found vocabulary and writer’s style as the difficult aspects of reading in English. Rest of the cadets felt all the difficulties discussed above. Only one cadet found the difficulty...
other than those mentioned in the questionnaire. See Table 5.5.15a. Mean was 2.08 with the standard deviation of ±1.139. See Table 5.5.15b.

Table 5.5.15a Frequency Analysis: Aspects found difficult while reading in English

<table>
<thead>
<tr>
<th>Aspects found difficult while reading in English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>52</td>
<td>43.3</td>
</tr>
<tr>
<td>Vocabulary, Writer’s style</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Vocabulary, Structure of arguments</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Writer’s style</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Writer’s style, Structure of argument</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Subject matter</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Structure of argument</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>Any other</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.5.15b Descriptive Statistics: Aspects found difficult while reading in English

<table>
<thead>
<tr>
<th>Aspects of Reading Found Difficult</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>2.08</td>
<td>1.139</td>
</tr>
</tbody>
</table>

5.5.16 Difficulties while writing English Assignments

The cadets found various difficulties in writing assignments in English. About 2.5% (n=3) of the cadets reported difficulties in the organization of ideas, 20.8% (n =25) found verb tenses, 16.7% (n = 20) found paragraph construction and 6.7% (n = 8) found spellings difficult whereas the remaining found all of the difficulties such as
verb tenses, grammar, spelling, punctuation, organization of ideas and the construction of paragraphs while writing assignments. See Table 5.5.17a. Mean was 3.61 with the standard deviation of ±1.79. See Table 5.5.17b.

**Table 5.5.17a** Frequency Analysis: Difficulties while writing English Assignments

<table>
<thead>
<tr>
<th>Difficulties while writing English Assignments</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb tenses</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>Punctuation</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Verb tenses, spelling</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Verb tenses, punctuation</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Verb tenses, organization of ideas</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Verb tenses, vocabulary</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Grammar, vocabulary</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Grammar, spelling, vocabulary</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Spelling, organization of ideas</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Spelling, punctuation</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>??????????????</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Organization of ideas</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>Organization of ideas, vocabulary</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Paragraph construction</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Table 5.5.17b** Descriptive Statistics: Difficulties while writing English Assignments

<table>
<thead>
<tr>
<th>Difficulties while writing English Assignments</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1.00</td>
<td>6.00</td>
<td>3.6083</td>
<td>1.79306</td>
</tr>
</tbody>
</table>
5.6 Importance of Language Skills

Items 29- 31 provided an insight into cadets’ views about the importance of various language skills to them. These items intended to investigate the skills which cadets wanted to develop more. It is important to consider the preferences of the learners before designing a syllabus.

5.6.1 Listening Skill

Out of 120 respondents who returned the questionnaire, 51.7% (n = 62) have rated listening as a ‘very important’ skill, followed by 23.3% (n = 28) who rated it ‘most important’ and 13.3% (n =16) found it ‘quite important’. On the other hand, 10% (n = 12) found it a ‘little important’ and only 1.7% (n = 2) found it ‘not important’. See Table 5.6.1b. Mean is 3.85 with the standard deviation of ±0.95. See Table 5.6.1b.

To conclude, most of the cadets view listening as an important skill required at the Academy. The cadets view listening as an important skill required at the PMA because they have to communicate in the English language and have to listen to the BBC Programmes as a part of their syllabus.

Table 5.6.1a Frequency Analysis: Importance of Listening Skill required at the PMA

<table>
<thead>
<tr>
<th>Importance of Listening Skill required at the PMA</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>A little Important</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Quite Important</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td>Very Important</td>
<td>62</td>
<td>51.7</td>
</tr>
<tr>
<td>Most Important</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.6.1b Descriptive Statistics: Importance of Listening Skill required at the PMA

<table>
<thead>
<tr>
<th>Importance of Listening Skill required at the PMA</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.85</td>
<td>.950</td>
</tr>
</tbody>
</table>

5.6.2 Speaking Skill

A majority of the cadets, 74.2% (n = 89) rated the speaking skill as the ‘most important’, followed by 22.5% (n = 27) ‘very important’ and 2.5% (n = 3) ‘quite important’. Only 0.8% (n = 1) consider the speaking skill ‘not at all important’. See Table 5.6.2a.

Mean is 4.66 with the standard deviation of ±0.739. See Table 5.6.2b.

Table 5.6.2a Frequency Analysis: Importance of Speaking Skill required at the PMA

<table>
<thead>
<tr>
<th>Speaking Skill</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Quite Important</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Very Important</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>Most Important</td>
<td>89</td>
<td>74.2</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As is evident from results shown in the table above, the majority of cadets have reported speaking as the most important skill required at the PMA. However, only one respondent whose first language was English did not consider it important.

The cadets have reported speaking as an important skill because of the heavy demands of English at the PMA and the difficulties they face in speaking English. The students of civilian colleges of BA/B.Sc level do not have a compulsion to
communicate in English. In their case, they just need writing skill in order to pass their exams.

Table 5.6.2.b Descriptive Statistics: Importance of Speaking Skill required at the PMA

<table>
<thead>
<tr>
<th>Importance of Speaking Skill required at the PMA</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>4.66</td>
<td>.739</td>
</tr>
</tbody>
</table>

5.6.3 Importance of Reading Skill

Of 120 respondents, 42.5% (n = 51) rated the reading skill ‘very important’, 31.7% (n = 38) ‘most important’ and 20.8% (n = 25) ‘quite important’. However, 3.3% (n = 4) found it ‘little important’ and only 1.7% (n = 2) ‘not important’ (see Table 5.6.3a). Mean was 3.99 with the standard deviation of ± 0.903 (see Table 5.6.3b).

It emerges from the results shown in table 5.6.3 that a majority of the cadets consider reading as a very important skill. The medium of instruction at the PMA is English, thus the cadets have to read all the military and academic subjects, in English. On the other hand, only a very few participants considered it unimportant.

Table 5.6.3a Frequency Analysis: Importance of Reading Skill required at the PMA

<table>
<thead>
<tr>
<th>Importance of Reading Skill required at the PMA</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>A little Important</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Quite Important</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>Very Important</td>
<td>51</td>
<td>42.5</td>
</tr>
<tr>
<td>Most Important</td>
<td>38</td>
<td>31.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5.6.3b Descriptive Statistics: Importance of Reading Skill required at the PMA

<table>
<thead>
<tr>
<th>Importance of Reading Skill required at the PMA</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.99</td>
<td>.903</td>
</tr>
</tbody>
</table>

5.6.4 Writing skill

Of 120 cadets who returned the questionnaire, 58.3% (n = 70) found it ‘most important’, 28.3% (n = 34) ‘very important’ and 9.2% (n = 11) ‘quite important’. On the other hand, a very few, 3.3% (n = 4) found it a little important and only 0.8% (n = 2) have not considered writing skill important. See Table 5.6.4a. Mean was 4.40 with the standard deviation of ± 0.854. See Table 5.6.4b.

Overall, most of the cadets gave priority to the writing skill. The results are obvious because in the Pakistani system of education the students are assessed only through the written examination.

Table 5.6.4a Frequency Analysis: Importance of Writing Skill required at the PMA

<table>
<thead>
<tr>
<th>Importance of Writing Skill required at the PMA</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>A little Important</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Quite Important</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Very Important</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>Most Important</td>
<td>70</td>
<td>58.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 5.6.4b Descriptive Statistics: Importance of writing skill required at the PMA

<table>
<thead>
<tr>
<th>Importance of Writing Skill required at the Academy</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>4.40</td>
<td>.854</td>
</tr>
</tbody>
</table>
5.7 Cadets’ Perceptions about the Existing Syllabus of English

This section consists of 11 questions (see appendix B, questions 39 to 49). These questions are aimed at collecting information related to the perceptions of the cadets about the existing syllabus of English. This information is required so that in the light of the responses the language needs of the cadets’ could be analyzed and subsequently a new course could be suggested for them.

5.7.1 To what extent does the syllabus of English fulfill academic language needs?

The responses related to the above question indicate that only 13.3% (n = 16) cadets’ feel that the syllabus has fulfilled their academic language needs ‘to a large extent’. 39.2% (n = 47) ‘moderately’, and 26.7% (n = 32) ‘to some extent’. Whereas, 11.7% (n = 14) believe that the syllabus has fulfilled their academic language needs to a ‘very little extent’. However, 9.2% (n = 11) totally disagree that the syllabus has fulfilled their academic needs. Overall, majority of the cadets believe that the existing syllabus has fulfilled their academic needs ‘moderately’.

The following table depicts the results:

Table 5.7.1a Frequency Analysis: Responses related to what extent the syllabus of English fulfills academic language needs

<table>
<thead>
<tr>
<th>To what extent does English syllabus fulfill Academic language needs</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td>Moderately</td>
<td>47</td>
<td>39.2</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>32</td>
<td>26.7</td>
</tr>
<tr>
<td>Very Little</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In this case the mean is 2.64 with the standard deviation of ± 1.136, as given in the table 5.7.1.b

**Table 5.7.1b** Descriptive Statistics: Responses related to whether the English Syllabus fulfills academic needs or not

<table>
<thead>
<tr>
<th>To what extent does English Syllabus fulfill Academic Needs</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td></td>
<td></td>
<td>2.64</td>
<td>1.136</td>
</tr>
</tbody>
</table>

5.7.2 To what extent does the syllabus of English fulfill professional language needs?

More than half of the respondents do not seem to be satisfied with the existing syllabus of English. Out of 120 cadets very few, that is, 7.5% (n = 9) reported that the English syllabus has fulfilled their professional language needs ‘to a large extent’. According to 40% (n = 48) the syllabus has fulfilled their professional language needs ‘moderately’. On the contrary, only 30.8% (n = 37) believe that the syllabus has fulfilled their professional language needs ‘to some extent’ and 16.7% (n = 20) believe that the syllabus has fulfilled their professional language needs to a ‘very little extent’. About 5% (n=6) feel that the syllabus has ‘not at all’ fulfilled their professional language needs.

See Table 5.7.2a. Mean is 2.72 with the standard deviation of ± 0.997. See Table 5.7.2b.
Table 5.7.2a Frequency Analysis: Responses related to what extent does English syllabus fulfill professional language needs

<table>
<thead>
<tr>
<th>To what extent does English Syllabus Fulfill Professional Needs</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Moderately</td>
<td>48</td>
<td>40.0</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>37</td>
<td>30.8</td>
</tr>
<tr>
<td>Very Little</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.7.2b Descriptive Statistics: To what extent does English syllabus fulfill professional language needs?

<table>
<thead>
<tr>
<th>English Syllabus Fulfils Professional Needs</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>2.72</td>
<td>.997</td>
</tr>
</tbody>
</table>

5.7.3 Cadets’ Perceptions Related to Poetry

The results given in the table 5.7.3a tell us that according to 29% (n = 35) cadets the poems included in the course have not developed their interest in poetry at all, followed by 23.3% (n = 28) who responded ‘very little’ and 26.7% (n = 32) ‘to some extent’. On the other hand, 17.5% (n = 21) respondents believed that the poems studied have ‘moderately’ contributed in developing their interest in poetry. Only 3.3% (n = 4) felt that the poems studied have really developed their interest in poetry. For this, mean was 3.58 with the standard deviation of ± 1.179 (see table 5.7.3b).
Table 5.7.3a Frequency Analysis: Cadets’ perceptions related to poetry

<table>
<thead>
<tr>
<th>Poems included in the course develop interest in poetry</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Moderately</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>32</td>
<td>26.7</td>
</tr>
<tr>
<td>Very Little</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>35</td>
<td>29.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 5.7.3b Descriptive Statistics: Cadet’s perceptions related to poetry

<table>
<thead>
<tr>
<th>Poems included in the course develop interest in poetry</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.58</td>
<td>1.179</td>
</tr>
</tbody>
</table>

It clearly emerges from the results discussed above that the poetry section included in the syllabus has failed to develop the interest of the cadets in poetry. One of the reasons for this dissatisfaction could be that due to their weak language background most of the cadets are unable to appreciate poetry. Moreover, the teaching methodology used by the instructors does not help in developing the interest of the cadets in poetry. This is further verified by the responses of the ex-cadets (for details see section 7.8.1).

5.7.4 To what extent do prose lessons included in the course broaden cadets’ mental and intellectual horizon?

According to 37.5% (n = 45) cadets, the prose lessons taught at the PMA have broadened their mental and intellectual horizon ‘to some extent’, followed by 17.5%
(n = 21) who responded ‘very little’. About 8.3% (n=10) cadets felt that the prose lessons taught at the Academy have ‘not at all’ broadened their mental and intellectual horizon. Contrary to this view, 22.5% (n=27) of them chose the option ‘moderately’. Only 14.2% (n = 17) felt that the prose lessons have broadened their mental and intellectual horizon to ‘a large extent’ (See Table 5.7.4a). In this case mean was 2.83 with the standard deviation of ± 1.133 (See Table 5.7.4b).

**Table 5.7.4a** Frequency Analysis: To what extent the prose lessons taught at the PMA have broadened the cadet’s mental and intellectual horizon?

<table>
<thead>
<tr>
<th>To what extent the prose lessons taught have broadened the cadets’ mental and intellectual horizon</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td>Moderately</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>45</td>
<td>37.5</td>
</tr>
<tr>
<td>Very Little</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Table 5.7.4b** Descriptive Analysis: To what extent the prose lessons taught at the PMA have broadened the cadet’s mental and intellectual horizon?

<table>
<thead>
<tr>
<th>Does Prose in Course Broaden Mental and Intellectual Horizon</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>2.83</td>
<td>1.133</td>
</tr>
</tbody>
</table>

5.7.5 Opinion about reducing some sections of prose book

Of 120 cadets, 44.2% (n = 53) were of the view that none of the sections of the prose book should be reduced. On the other hand, 25.8% (n =31) wanted to have a reduction in the literary essays section, 9.2% (n = 11) in history and biography section, 7.5% (n = 9) in war and modern short stories section and 5.8% (n = 7)
wanted that essays from the section ‘Islam and Pakistan’ should be reduced. See Table 5.7.5a.

To conclude, about half of the respondents (44.2%) did not want change in any section of the prose book.

**Table 5.7.5a** Frequency Analysis: Opinion about reducing some sections of prose book

<table>
<thead>
<tr>
<th>Various sections to be reduced</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islam and Pakistan</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>Literary Essays</td>
<td>31</td>
<td>25.8</td>
</tr>
<tr>
<td>War</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Modern Short Stories</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>History and Biography</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>None</td>
<td>53</td>
<td>44.2</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean was 4.21 with the standard deviation of ±1.865. See Table 5.7.5b.

**Table 5.7.5b** Descriptive Statistics: Opinion about reducing some sections of prose book

<table>
<thead>
<tr>
<th>Various sections to be reduced in the Prose Book</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>6</td>
<td>4.21</td>
<td>1.865</td>
</tr>
</tbody>
</table>

5.7.6 Opinion about increasing certain sections of the prose book

There were mixed views of the cadets related to their opinion for increasing certain sections in the prose book. For details see Table 5.7.6a given below:
Table 5.7.6a Frequency Analysis: Opinion about increasing certain sections in the prose book

<table>
<thead>
<tr>
<th>Sections in Prose Book to be increased</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islam and Pakistan</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td>Literary Essays</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>War</td>
<td>28</td>
<td>23.3</td>
</tr>
<tr>
<td>Modern Short Stories</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>History and Biography</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>None</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In this case, mean was 3.42 with the standard deviation of ±1.761. See Table 5.7.6b.

Table 5.7.6b Descriptive Statistics: Opinion about increasing certain sections in the prose book

<table>
<thead>
<tr>
<th>Increase the Given Section of Prose Book</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>6</td>
<td>3.42</td>
<td>1.761</td>
</tr>
</tbody>
</table>

5.7.7 Perceptions about the novel, "The Pearl"

More than half of the respondents, i.e. 50% ($n=60$) expressed their dissatisfaction with the novel, ‘The Pearl’. However, 26.7% ($n=32$) wanted to study this novel.15.8% ($n=19$) were not sure whether they wanted to study this novel or not. In this case the missing data was 7.5% ($n=9$). See Table 5.7.7.

Table 5.7.7a Frequency Analysis: Perceptions about the novel, ‘The Pearl’

<table>
<thead>
<tr>
<th>Perceptions about teaching the novel, ‘The Pearl’</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>26.7</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
<td>50.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>19</td>
<td>15.8</td>
</tr>
<tr>
<td>Missing data</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 5.7.7b Descriptive Statistics: Perceptions about the novel, ‘The Pearl’

<table>
<thead>
<tr>
<th>Perceptions about teaching the novel, ‘The Pearl’</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>4</td>
<td>2.04</td>
<td>.854</td>
</tr>
</tbody>
</table>

5.7.8 What kind of novel should be introduced?
About half of the respondents (45.8%, n=55) suggested that a Pakistani novel should be introduced. On the other hand, 12.5% (n=15) were of the view that a foreign but modern novel should be taught to them.

This was a filter question. It helped to check if the cadets had understood the question and were consistent in their response. The tabulation of this question bear proof of the fact that the cadets were not consistent in their response to this question (see tables 5.7.7a and 5.7.8 a).

Question 40 obviously posed problem for some cadets. It was meant for those cadets who had marked ‘No’ as their choice to question 39. However, the number of respondents (70) to question 40 is greater than the number of respondents (70) who had marked ‘No’ in question 39. Perhaps some cadets took question 40 as independent of the previous question. Although the wording of the question was quite clear.

Table 5.7.8a Frequency Analysis: What kind of novel should be introduced?

<table>
<thead>
<tr>
<th>What kind of novel should be introduced?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Pakistani Novel</td>
<td>55</td>
<td>45.8</td>
</tr>
<tr>
<td>Foreign but Modern Novel</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>Any Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 5.7.8b Descriptive Statistics: What kind of novel should be introduced instead of ‘The Pearl’?

<table>
<thead>
<tr>
<th>What kind of novel should be introduced?</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
<td>1</td>
<td>2</td>
<td>1.21</td>
<td>.413</td>
</tr>
</tbody>
</table>

5.7.9 Views about the Drama “Arms and the Man”

Of 120 cadets, 54.2% (n = 65) agreed that they enjoy reading the drama “Arms and the Man”. Contrary to this view, 45.8% (n = 55) did not agree. See Table 5.7.8.

Table 5.7.9a Frequency Analysis: Views about the drama “Arms and the Man”

<table>
<thead>
<tr>
<th>Views about Reading the Drama</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>No</td>
<td>94</td>
<td>78.3</td>
</tr>
<tr>
<td>Not Responded</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.7.9b Descriptive Statistics: Views about the drama “Arms and the Man”

<table>
<thead>
<tr>
<th>Appropriate to Teach the Novel &quot;The Pearl&quot;</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>3</td>
<td>1.92</td>
<td>.460</td>
</tr>
</tbody>
</table>

5.7.10 To what extent does “Arms and the Man” Develop Imaginative Inquisitiveness?

Out of 120 cadets, 29.2% (n = 35) believed that the drama “Arms and the Man” had not developed any imaginative inquisitiveness in them. Whereas 25.8% (n = 31) agreed to some extent, 24.2% (n = 29) moderately agreed, 11.7% (n = 14) agreed to a large extent and 9.2% (n = 11) agreed very little that such a drama develops
imaginative inquisitiveness in them. See Table 5.7.9a. Mean is 3.2 with the standard deviation of ±1.394. See Table 5.7.9b.

**Table 5.7.10a** Frequency Analysis: Does the Drama “Arms and the Man” Develops Imaginative Inquisitiveness

<table>
<thead>
<tr>
<th>To what extent drama Develops Imaginative Inquisitiveness</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>Moderately</td>
<td>29</td>
<td>24.2</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>31</td>
<td>25.8</td>
</tr>
<tr>
<td>Very Little</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Not at all</td>
<td>35</td>
<td>29.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Table 5.7.10b** Descriptive Statistics: Does the drama “Arms and the Man” develops imaginative inquisitiveness

<table>
<thead>
<tr>
<th>Drama Develops Imaginative Inquisitiveness</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.20</td>
<td>1.394</td>
</tr>
</tbody>
</table>

**5.7.11 Opinion about interesting component of syllabus**

In this regard, six categories were drawn (1 for prose, 2 for poetry, 3 for drama, 4 for novel, 5 for phonetics, 6 for public speaking and 7 for grammar). Out of 120 cadets who returned the questionnaire, 25% (n = 30) found public speaking as interesting part of the syllabus and 11.7% (n = 14) found novel as interesting part of the syllabus. The remaining respondents showed low level of interest in other categories. It is worth mentioning that public speaking module, novel, and drama were considered more interesting for the multiple selection of the responses (see Table 5.7.11a). Mean was 4.067 with the standard deviation of ±1.663. See Table 5.7.11b.
Table 5.7.11a Frequency Analysis: Opinion about interesting component of syllabus

<table>
<thead>
<tr>
<th>Syllabus Interesting Part</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>1,2,3</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>1,2,3,4</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>1,2,3,4,5,6</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>1,2,3,4,6</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>1,2,4,5</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>1,2,6</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>1,4</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>1,4,5</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>1,4,6</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>1,4,7</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>1,6</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>2,3</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>2,3,4</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>2,4</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>3,4</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>3,4,6</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>3,4,7</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>3,6</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>4,5</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>4,5,6</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>4,6</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>4,6,7</td>
<td>1</td>
<td>.8</td>
</tr>
</tbody>
</table>
Table 5.7.11b Descriptive Statistics: Opinion about interesting component of syllabus

<table>
<thead>
<tr>
<th>Opinion about interesting component of syllabus</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1.00</td>
<td>7.00</td>
<td>4.067</td>
<td>1.66</td>
</tr>
</tbody>
</table>

5.8 Perceptions about the Teaching Methodology

This section deals with the views of the cadets pertaining to the teaching methodology used at the PMA. The cadets were asked seven questions in this regard (see appendix B, questions 44-50).

5.8.1 Preference for the teaching methodology

The cadets were asked about the teaching methodology they would prefer their instructors to adopt. Their responses are given in the following table:

Table 5.8.1a Frequency Analysis: Preference for teaching methodology

<table>
<thead>
<tr>
<th>Preference for teaching methodology</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Method</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td>Grammar Translation Method</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td>Communicative Method</td>
<td>31</td>
<td>25.8</td>
</tr>
<tr>
<td>Eclectic Method(combination of all methods)</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The responses indicate that about half of the respondents, i.e. 41.7% (n = 50) preferred the eclectic method, followed by 25.8% (n = 31) the communicative method and 21.7% (n = 26) the lecture method. Whereas, only 10.8% (n = 13) opted for the traditional grammar and translation method (see table 5.8.1.a).

In this case, mean is 2.88 with the standard deviation of ±1.178. See Table 5.8.1b.

Table 5.8.1b Descriptive Statistics: Preference for teaching methodology

<table>
<thead>
<tr>
<th>Preference for Teaching Methodology</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>4</td>
<td>2.88</td>
<td>1.178</td>
</tr>
</tbody>
</table>

It becomes evident from the results discussed above, that most of the cadets want their instructors to adopt diverse methods in the classroom. In an institution like PMA, where the cadets have to go through professional training besides studying academic studies, it becomes all the more important to use diverse and interesting teaching methods to sustain the interest of the learners.

5.8.2 Opinion about Public Speaking Classes

In this regard, 25% (n = 30) expressed satisfaction to ‘a large extent’. About 29.2% (n = 35) seemed ‘moderately’ satisfied. On the other hand, 21.7% (n = 26) were satisfied to ‘some extent’ and 22.5% (n = 27) to a ‘very little extent’. However, only 1.7% (n = 2) of the whole sample were not satisfied with the public speaking classes at all (see Table 5.8.2a). Mean is 2.47 with the standard deviation of ±1.144. See Table 5.8.2b.

To conclude, majority of the cadets appeared to be satisfied with the public speaking classes, though their level of satisfaction varied. On the contrary, a very few cadets
have expressed their complete dissatisfaction with the public speaking classes. The responses related to question 43 (indicate interesting part of the syllabus) also showed that most of the cadets seemed satisfied with the public speaking classes (see appendix B).

**Table 5.8.2a** Frequency Analysis: Opinion about Public Speaking Classes

<table>
<thead>
<tr>
<th>Opinion about Public Speaking Classes</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>Moderately</td>
<td>35</td>
<td>29.2</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td>Very Little</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 5.8.2b** Descriptive Statistics: Opinion about Public Speaking Classes

<table>
<thead>
<tr>
<th>Opinion about Public Speaking Classes</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>2.47</td>
<td>1.144</td>
</tr>
</tbody>
</table>

**5.8.3 Views about the Phonetics Course**

There was a mixed response of the cadets related to their views about the phonetics course. The results given in table 5.8.3.a show that out of 120 cadets, 21.7% (n = 26) were satisfied with the phonetics course ‘to a large extent’, 10.8% (n = 13) were ‘moderately’ satisfied and 22.5% (n = 27) were satisfied ‘to some extent’ only. Conversely, 28.3% (n = 34) were ‘very little’ satisfied, and about 16.7% (n = 20) were ‘not at all’ satisfied with the phonetics course. In this case, mean is 3.08 with the standard deviation of ±1.391. See Table 5.8.3b.
Table 5.8.3a Frequency Analysis: Views about the Phonetics Course

<table>
<thead>
<tr>
<th>Opinion about the Phonetics Course</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td>Moderately</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>Very Little</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 5.8.3b Descriptive Statistics: Views about the phonetics course

<table>
<thead>
<tr>
<th>Views about the Phonetics Course</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.08</td>
<td>1.391</td>
</tr>
</tbody>
</table>

5.8.4 Views about Teaching of Grammar

There is a mixed response related to the teaching of grammar component. According to the results depicted in the table below, only 18.3% (n=22) of the respondents expressed satisfaction ‘to a large extent’ and 26.7 (n = 32) ‘moderately.’ On the other hand, 13.3% (n = 16) showed satisfaction to some extent, 25.8 (n=31) ‘very little’. About 15.8% (n = 19) were not at all satisfied. See Table 5.8.4a.

Mean was 2.94 with the standard deviation of ±1.38. See Table 5.8.4b.

5.8.4a Frequency Analysis: Views about Teaching of Grammar

<table>
<thead>
<tr>
<th>Views about teaching of Grammar</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>22</td>
<td>18.3</td>
</tr>
<tr>
<td>Moderately</td>
<td>32</td>
<td>26.7</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td>Very Little</td>
<td>31</td>
<td>25.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>19</td>
<td>15.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 5.8.4b Descriptive Statistics: Views about teaching of grammar

<table>
<thead>
<tr>
<th>Satisfaction with the way Grammar is Taught</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>2.94</td>
<td>1.38</td>
</tr>
</tbody>
</table>

5.8.5 Teaching of Vocabulary

The results indicate that 15% (n = 18) were satisfied to a large extent, followed by 10.8% (n = 13) who were moderately satisfied. On the other hand, 24.2% (n=29) have reported satisfaction to some extent and 31.7% (n = 38) very little satisfaction. However, 18.3% (n = 22) were not satisfied at all (see Table 5.8.5a). Mean is 3.28 with the standard deviation of ±1.303. See Table 5.8.5.b.

It becomes evident from the results given below that a majority of the respondents were not satisfied with the way vocabulary was taught to them.

Table 5.8.5a Frequency Analysis: Views about teaching Vocabulary

<table>
<thead>
<tr>
<th>Views about teaching of Vocabulary</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>Moderately</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>29</td>
<td>24.2</td>
</tr>
<tr>
<td>Very Little</td>
<td>38</td>
<td>31.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>22</td>
<td>18.3</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.8.5b Descriptive Statistics: Views about teaching of vocabulary

<table>
<thead>
<tr>
<th>Satisfaction with the way Vocabulary is Taught</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>3.28</td>
<td>1.303</td>
</tr>
</tbody>
</table>
5.8.6 Perceptions about teaching through audio visual packages

Audio-Visual Packages (Follow Me Series, The Lost Secret, prepared by the BBC Series) also form an important component of the syllabus being taught at the PMA. It was revealed through informal discussions with the cadets and the instructors that the teaching through the audio-visual packages has not been very effective. Based on the five objectives for teaching Audio-Visual Packages as delineated in the syllabus document (see Appendix A), the following five categories were selected:

1) For acquiring native accent
2) For understanding grammatical rules and their application
3) For development of communication and reading comprehension skills
4) For fluency in written and spoken expression
5) For none.

Out of 120 respondents, 33.3% (n = 40) believed that teaching through audio-visual packages has ‘not at all’ helped them in improving their language. 16.7% (n = 20) of the respondents believed that audio-visual packages helped them in understanding grammatical rules and their application and 12.5% (n = 15) got help for development of communication and reading comprehension skills by teaching through audio-visual packages. The remaining respondents gave mixed responses.

Overall, the results given in the table 5.8.6a indicate that the objectives laid down for teaching audio visual packages could not be achieved.
Table 5.8.6a Frequency Analysis: Perceptions about teaching through Audio Visual Packages

<table>
<thead>
<tr>
<th>Perceptions about teaching through Audio Visual Packages</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>1,2</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>1,2,3,4</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>1,3</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>1,4</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>2,3</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>2,4</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>3,4</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean was 3.33 with standard deviation of 1.44. See Table 5.8.6b.

Table 5.8.6b Descriptive Statistics: Perceptions about teaching through Audio Visual Packages

<table>
<thead>
<tr>
<th>Perceptions about teaching through Audio Visual Packages</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td></td>
<td>1.00</td>
<td>5.00</td>
<td>3.33</td>
<td>1.44</td>
</tr>
</tbody>
</table>

5.8.7 Preference for Teaching/Learning Activities

The cadets were asked about their preference for various teaching/learning activities in the class which would help them to improve their language. In this regard they were provided with five items. In each case, they had an option of ‘yes’ or ‘no’. This information is required so that it can be matched against an approach of language teaching and decisions can be made whether a positive attitude towards acceptance of a certain approach exists. These perceptions can help in choosing a method which
suits the type of learning and teaching (West, 1994: 42). The concern in such a case should be that the learners will learn best ‘what’ and ‘the way’ they want to learn (Jordan 1997: 27).

5.8.7.1 Role play activities

Most of the cadets, i.e., 69.2% (n = 83) were of the view that role play activities would help them in learning English. On the other hand, only 20.0% (n = 24) did not agree with this view. 10.8% (n = 13) did not respond to this question. (See table 5.8.7.i.)

Table 5.8.7.1 Frequency Analysis: Preference for role play activities in learning English

<table>
<thead>
<tr>
<th>Role play activities</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83</td>
<td>69.2</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>20.0</td>
</tr>
<tr>
<td>Not Responded</td>
<td>13</td>
<td>10.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

5.8.7.2 Pronunciation practice activities

As shown in the table 5.8.6, majority of the cadets 86.7% (n = 104) agreed that pronunciation practice activities would be useful in learning English, whereas only 7.5% (n = 9) did not agree with this idea. In this case, 5.8% (n = 7) did not respond.

Table 5.8.7.2 Frequency Analysis: Pronunciation practice activities improve English

<table>
<thead>
<tr>
<th>Pronunciation practice activities improve English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>104</td>
<td>86.7</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Not Responded</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
5.8.7.3 Problem solving activities improve English

About 68.30% (n = 82) of the cadets felt that problem solving activities would help them in learning English, while 22.5% (n = 27) opposed this idea. 9.2% (n = 11) did not respond. See Table 5.8.7.iii.

Table 5.8.7.3 Frequency Analysis: Problem solving activities help in learning English

<table>
<thead>
<tr>
<th>Problem solving activities help in learning English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82</td>
<td>68.3</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>Not Responded</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

5.8.7.4 Learning and practicing grammar activities improve English

Most of the cadets, i.e., 78.3% (n = 94) believed that practicing grammar activities would help to improve their English. On the other hand, only few of them i.e. 17.5% (n = 21) rejected this idea. In this case, the missing data was 4.2% (n = 5). See Table 5.8.7.iv.

Table 5.8.7.4 Frequency Analysis: Practicing grammar activities improve English

<table>
<thead>
<tr>
<th>Learning and Practicing Grammar improves English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>94</td>
<td>78.3</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>Not Responded</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

5.8.7.5 Debates/ Discussion activities improve English

Majority of the cadets, 85.8% (n = 103) believed that practice in debates/discussions would improve their English language. Whereas, a very small percentage 5.8% (n =
7) did not agree to this idea. The missing data in this case is 8.3% \( (n=10) \) See Table 5.8.7.v.

**Table 5.8.7.5** Frequency Analysis: Debates/Discussion activities improve English

<table>
<thead>
<tr>
<th>Debates/Discussion activities improve English</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>103</td>
<td>85.8</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>Not Responded</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In summary, most of the cadets had a positive opinion about having an active role in the learning process. They believed that the inoculation of a variety of activities would help them in improving their English language proficiency. However, only a few cadets disagreed to such a possibility. Thus, it becomes evident from the results that the cadets preferred activities like role play, problem solving, etc., as compared to passive learning and no activities in the classroom. Cadets need a class where they are at the centre and the role of the teacher is that of the facilitator and guide. My own personal experience of teaching adults for more than fifteen years also support this finding that whenever students are involved in tasks they display greater degree of enthusiasm and participation and thus learning improves.

**5. 9 Views and Opinions about the Examination System**

Opinions of the cadets about the examination system were collected to find out how far they were satisfied with the examination system (see question 51). The importance and good or bad qualities of the examination papers are easily seen in the kind of learning/teaching that goes on for their preparation. For this purpose cadets’
were asked about the various ways through which they prepared for examination (see questions 52 and 53). Their views help us to know the qualities/ limitations of the papers. Question number 54 intended to see if the teaching of English has enabled the cadets to express their own ideas creatively.

### 5.9.1 Perceptions about the examination system

Of 120 participants, 61.7% (n = 74) were moderately satisfied with the examination system, 16.7% (n = 20) were satisfied to some extent, 13.3% (n = 16) were satisfied to a large extent. However, 2.5% (n = 3) were satisfied to a very little extent, and 5.8% (n=7) were not at all satisfied with the examination system (see Table 5.9.1a). Mean was 2.26 with the standard deviation of 0.93. See Table 5.9.1b. To conclude, most of the cadets have shown satisfaction with the examination system because such kind of exams can be easily prepared. Moreover, they do not require extra effort on the part of cadets (also see section 7.5).

#### Table 5.9.1a Frequency Analysis: Perceptions about the examination system

<table>
<thead>
<tr>
<th>Perceptions about the examination system</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Large Extent</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td>Moderately</td>
<td>74</td>
<td>61.7</td>
</tr>
<tr>
<td>To Some Extent</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Very Little</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Not at all</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### Table 5.9.1b Descriptive Statistics: Perceptions about the examination system

<table>
<thead>
<tr>
<th>Satisfaction with the Pattern of Examination</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
<td>1</td>
<td>5</td>
<td>2.26</td>
<td>.930</td>
</tr>
</tbody>
</table>
5.9.2 Preparation of Examination through Guides/ Notes

The results suggest that most of the cadets 70.8% (n=85), rely on guides/notes for preparing the examination. Only 20.8% (n=25) cadets reported that they did not use guides/notes. In this case missing data was 8.30% (10).

Table 5.9.2a Frequency Analysis: Preparation of Examination through Guides/ Notes

<table>
<thead>
<tr>
<th>Preparation of Examination through Guides/ Notes</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>85</td>
<td>70.8</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>Not Responded</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

5.9.3 Learning Essays/ Letters by heart

In this context, about 65.8% (n= 79) cadets reported that they learnt essays/letters by heart. On the other hand, 27.5% (n=33) of them did not agree to this view. In this case missing data was 6.7% (n=8).

An important aspect of examination is to see how the students make preparation for them. The frequency rate of using guides/notes and learning by heart show the kind of learning such examinations are promoting (see table 5.9.3). The results help us to know that a majority of the cadets are dependent on the shortcuts.

Table 5.9.3 Frequency Analysis: Learning Essays/ Letters by heart

<table>
<thead>
<tr>
<th>Learning Essays/ Letters by heart</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
<td>65.8</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>27.5</td>
</tr>
<tr>
<td>Not Responded</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>
5.9.4 Expressing creative ideas in the exams

Surprisingly 64.2% (n=77) cadets affirmed that they can express creative ideas in the papers. On the other hand, only 29.2% (n=35) responded “no”. In this case the missing data was 6.7% (n=8).

Although many cadets have reported that they could express their creative ideas in the examination but after reviewing the pattern and manner of asking questions it was easy to determine that there was no place for the cadets to be creative and original (see appendix E). They could secure good marks through ready-made notes at the expense of understanding the text.

Table 5.9.4 Frequency Analysis: Learning Essays/ Letters by heart

<table>
<thead>
<tr>
<th>Expressing creative ideas in the exams</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>77</td>
<td>64.2</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>29.2</td>
</tr>
<tr>
<td>Not Responded</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

5.10 Qualitative Analysis of Questionnaire

In this section, I provide qualitative findings related to suggestions to improve the syllabus. The questionnaire distributed to the cadets contained an open-ended item at the end, which required the cadets to provide their suggestions to improve the existing syllabus of English at the PMA (see question no.55). Out of 120 cadets who returned the questionnaire, 12 cadets did not provide any suggestion. From the responses of 108 cadets, four themes emerged which are outlined below:

Theme 1: Syllabus not fulfilling language needs

Theme 2: Teachers should be properly trained
Theme 3: Proper feedback should be provided to the cadets

5.10.1 Theme 1: Syllabus not fulfilling language needs

Most of the cadets believed that the existing syllabus was not fulfilling their language needs. They suggested that the syllabus should match their academic and professional language needs. They were of the view that literature should not be taught to them as it was not relevant to their needs. In this regard a cadet said:

"Literature has no practical value. It does not help at all in improving our language skills. We need to learn functional English."

Another cadet was of the view:

"English literature is not at all required by the soldiers in their profession. Bookish language has no practical value, modern language used in everyday life should be taught. If possible, cadets should also be made aware of e-mail language because in the army short hand English is required."

Most of the cadets stressed the need for teaching the writing skill in a more effective manner. Following suggestions are provided by the cadets in this regard:

- More time and stress should be given to teach the writing skill
- Written work should be done under the supervision of the instructors
- New methods of teaching the writing skill should be taught to the cadets on the lines of good English medium schools

5.10.2 Theme 2: Teachers should be properly trained

Teacher training was also emphasized by a number of cadets. They stressed the need for teaching through modern ways and techniques. As one of the cadets suggested:
Our instructors teach us through lecture system. They are not aware of the modern ways of teaching. They should be sent on refresher courses or asked to observe the classes of professors of prestigious universities in order to teach the language more effectively.

Another cadet pointed out:

Writing skill is what the army officers need the most in their professional life. This skill is not taught properly at the Academy. No practice is given in this area. We are just told the rules to write an essay that it has an introduction, body and conclusion. This is what we have been told since we were in grade 8. What is new? The instructors need to teach writing in a modern and effective manner.

Some of the cadets complained that well equipped language laboratories were under used. They suggested that the instructors should be given training to teach the English language effectively by making proper use of language laboratory.

Since teachers are the practitioners of the syllabus, any prescribed syllabus will depend for its success on having those teachers available that understand why an item in it has been selected, what kind of methodology is required according to a particular situation? If the instructors of English at the Academy are properly trained, the gaps/deficiencies in the current syllabus can go unnoticed because the ingenuity of the instructor can compensate for any weakness.

5.10.3 Theme 3: Proper feedback should be provided to the cadets

A number of cadets complained that proper feedback was not provided to them by the teachers. They rightly pointed out that in order to learn a language it is very important for the learners to know about their weaknesses and strengths. As a cadet stated:
The instructors rarely give any detailed feedback. They don’t realize that if we will not be aware of our mistakes then how will we learn? So I strongly recommend that teachers should arrange some time for the counseling of the students.

Another cadet stated:

The instructors and platoon commanders should guide the students on regular basis about our language mistakes especially the written mistakes.

5.11 Conclusion
In this chapter, I have presented and analyzed the opinions and perceptions of the cadets about the ETP of the PMA. On the whole, it emerges from the survey that there is a potential for further improvement in the syllabus, teaching methodology and examination system. In the following chapter, firstly I am going to discuss the qualitative data obtained through interviews with the ex-cadets and the instructors. Secondly, I will attempt to triangulate the data collected through questionnaire and interviews in order to confirm or challenge the findings. The purpose of triangulation is to increase the credibility and validity of the results (cf. 3.3.1).
CHAPTER 6

ANALYSIS OF INTERVIEWS: TRIANGULATION OF DATA

6.1 General Introduction

6.2 Section A: Qualitative Analysis of Interviews

6.2.1 Ex-Cadets’ Perceptions: Reasons for Learning English

6.2.1.1 Theme 1: English is the working language of the Pakistan Army

6.2.2.2 Theme 2: English is an international language

6.2.3.1 Theme 3: Speaking English creates good impression

6.3 Instructors’ Perceptions: Reasons for Teaching English

6.3.1 Theme 1: English is the working language of the Pakistan Army

6.3.2 Theme 2: English is an international language

6.3.3 Theme 3: Literature improves the overall personality of an individual

6.3.4 Theme 4: Teaching literature is a requirement of the PMA

6.4 Language Needs as Perceived by the Ex-Cadets

6.4.1 Listening Skill

6.4.2 Speaking Skill

6.4.3 Reading Skill

6.4.4 Writing Skill

6.5 Cadets’ Language Needs as Perceived by the Instructors

6.5.1 Listening

6.5.2 Speaking

6.5.3 Reading

6.5.4 Writing

6.6 Language Difficulties as Perceived by the Ex-Cadets
6.6.1 Listening
6.6.2 Speaking
6.6.3 Reading
6.6.4 Writing

6.7 Instructors’ Perceptions about Cadets’ Language Difficulties
6.7.1 Listening
6.7.2 Speaking
6.7.3 Reading
6.7.4 Writing

6.8 Ex-cadets’ Perceptions about the Syllabus of English

6.8.1 Theme 1: Lack of compatibility between the syllabus and the language needs
6.8.2 Theme 2: Public speaking classes developed confidence
6.8.3 Theme 3: Inappropriate teaching methodology

6.9 Instructors’ Perceptions about the Syllabus of English

6.10 Analysis of the Teaching Methodology

6.11 Ex-Cadets’ Views about the Examination Pattern

6.12 Instructors’ Views about the Examination Pattern

6.13 Ex-Cadets’ Suggestions to Improve the Syllabus of English

6.13.1 Theme 1: Syllabus should match the academic and professional language needs
6.13.2 Theme 2: New writing course should be introduced
6.13.3 Theme 3: Teacher training should be emphasized

6.14 Instructors’ Suggestions to Improve the Syllabus of English
6.14.1 Theme 1: Syllabus should correspond to the language needs of the cadets

6.14.2 Theme 2: Modern techniques should be used to teach the writing skill

6.14.3 Theme 3: Cadets should be placed into groups according to their proficiency level

Section B

6.15 Triangulation of Data: Divergence in the views of the cadets, ex-cadets and instructors

6.16 Conclusion

**6.1 General Introduction**

In the previous chapter, I presented and analyzed the quantitative and qualitative data obtained through the questionnaires. This chapter is divided into two sections. Section A presents the qualitative analysis of the responses obtained through interviews with the ex-cadets and the instructors (see Appendix C and D for the lists of interview questions). An important reason for conducting interviews was to seek insightful data on the following issues being investigated:

1. Reasons for learning/teaching English
2. Cadets’ language needs
3. Problems related to learning English language
4. Effectiveness of the ETP at Kakul
5. Analysis of the teaching methodology
6. Perceptions about the examination system
7. Suggestions to improve the standard of English in the Army
Section B discusses the divergence in the views of the three population groups: cadets, ex-cadets and instructors. The different methods of collecting data were used to enhance the validity of the present research by checking the findings obtained from the questionnaire against the findings of the interviews.

6.2 Section A: Qualitative Analysis of Interviews

In the following section, I am going to discuss the data obtained through interviews with the ex-cadets and the instructors of English.

6.2.1 Ex-Cadets’ Perceptions: Reasons for learning English

The interviewees were asked various reasons for which they wanted to learn English. The different reasons provided by them are outlined and discussed below:

(i) English is the working language of the Pakistan Army

(ii) English is an international language

(iii) English language has social prestige attached to it

6.2.1.1 Theme 1: English is the working language of the Pakistan Army

All of the participants emphatically asserted that English language plays an important role in the academic/professional military settings, as it is the working language of the Pakistan Army. They stated that the medium of instruction in all the professional courses is English. Moreover, written communication in the form of official letters, faxes, memorandums, instructions, and messages is carried out only in English. In addition, technical information related to various fields in the army is available in the English language in the form of books, journals, articles and technical manuals. As far as spoken English is concerned, presentations, briefings, lectures, meetings, conferences, inter-services communication are carried out in the English language.
The participants perceived proficiency in English vital for the officer cadre to perform effectively in the professional settings. They believed that proficiency in English contributes to the success of an officer in the Army. In this regard, a senior lieutenant colonel expressed his views in these words:

The importance of English in the army is unquestionable. All presentations, inter-services communication and international communication are in English language. The army officers have just got to be good at it to be of any use to the army. There is no room for charlatans in this field at such levels.11

According to a young captain:

Without English there is no survival. The moment you enter PMA, you can’t communicate in any other language except English. Once you enter your professional life its importance increases day by day. All the written work is in English. Moreover, you are appreciated if you speak English with a good accent.

The same idea is shared by another officer. He said:

If you don’t know English you can’t have any say. It is important for your survival in the army. You can’t express your views and ideas. You can’t even pass your promotion exams.

While emphasizing the importance of English in the professional life of an officer, the commanding officer of an infantry unit expressed his views in the following words:

11 The quotations in the bold letters are the exact words of the ex-cadets and instructors in response to different questions asked during the interviews. The language mistakes of the respondents have been given as they were. The reason for presenting the exact words of the interviewees is to make their voices audible. The quotes make the people more real.
Proficiency in English is the key to success in the army. In the career of an army officer, ACR is very important. On the basis of the grading of ACR and results of the professional courses, an officer is promoted to higher ranks. An officer who has good writing skills is usually asked by the CO to write presentations and case studies. So naturally at the end of the year that officer stands better than other officers who had only arranged dinners and various sports events.

To conclude, all the interviewees believed that English language plays an important role in the academic and professional military settings. For them, in order to be able to carry out its assigned role properly, and apart from many other professional requirements to that end, the English language emerges as a major factor in determining the efficiency and the overall performance of the army officers.

6.2.1.2 Theme 2: English is an international language

Most of the officers wanted to improve their English because it is an international language. As one major expressed his views in these words:

In this age of globalization, due to quick advancement in media and the latest innovations in every field of life, influx of knowledge compels the people to learn an international language. In our case, English is the one, which could easily satisfy the needs of the world in military, trade, diplomacy, scientific research.

During the past few years, the number of Pakistani troops participating in the United Nations Peace Keeping missions has increased manifold. Moreover, the number of officers attending various courses in America and European countries has also increased. In addition, joint military exercises with countries like America and China have started on regular basis. When some new military equipment is inducted in the army, either technical experts visit Pakistan to train the officers/technicians to use
that equipment, or Pakistani officers go abroad for training purposes. In such circumstances, it becomes more important for the Pakistani officers to learn English for interaction with the foreigners. In this regard, a senior aviator stated:

The importance of English as an international language has increased for us after September 11. Due to Pakistan’s active role in the war on terror, America has provided us with a number of helicopters like Cobra and Bell 4. In this regard, they provide us with technical assistance as well. They send their experts to Pakistan to train our pilots and engineers. In the same way, our officers also go to America for training purposes. In the last two years, more than two hundred and fifty officers from aviation only went to America for training and about sixty American experts came to Pakistan to train our people.

A few officers were of the view that proficiency in English language is needed in order to understand the technical manuals and journals related to different kinds of military weapons and machinery bought from foreign countries. According to a lieutenant colonel:

Most defence material currently in use and in the near future comes from the English speaking manufacturers, and it is impossible to understand and operate the systems unless one is proficient in English. The entire training on any system is going to be in English. Even the Chinese systems rely on English translations.

6.2.1.3 Theme 3: English language has social prestige attached to it

One of the reasons for learning English as stated by some of the participants was that speaking English creates good impression on others. They expressed the desire to learn English with a good accent because of the high prestige attached to this
language in our society. In Pakistan, English is considered the language of the ‘educated elite’. As Rahman (1995: 88) indicates,

Language is very much a mark of the socio-economic class in Pakistan, too. English is associated with the upper-middle and upper class. Urdu with the lower middle and middle class while the local indigenous languages are the preserve of the peasantry, unskilled laborers and the working class in general. Being connected with class, English has the highest snob value.

The officers were of the view that adequacy in spoken English is always a plus point. They believed that English creates a good impression on instructors, seniors as well as civilians. Some of the participants reported that they mostly use English while communicating with the educated civilians to impress them. Those officers, who could not speak English well, stated that they had to work hard in order to prove their worth as compared to those who could speak English effectively. The following comments of a senior major are relevant in this regard:

Frankly speaking, I have suffered because of my Urdu medium accent. People easily get impressed when some Pakistani speaks good English. He is considered sophisticated and intelligent. Even at PMA, the platoon commanders initially used to get impressed by the cadets who spoke good English. They thought that those officers had good educational background and were intelligent. Even in professional settings, an officer who speaks good English has an edge over others because he is almost always confident. An officer who can speak very well at different forums can easily impress the seniors and civilians.

6.3 Instructors’ Perceptions: Reasons for Teaching the English Course
The following questions were asked from the instructors related to the reasons for teaching the English course:

1. Why is the English course taught to the cadets?

2. Why is the literature component taught to the students?

The following two themes emerged in response to question number 1:

6.3.1 Theme 1: English is the working language of the Pakistan Army

All of the instructors believed that the main reason for teaching English to the cadets is that it is the working language of the Army. According to them, other than an interaction with the soldiers and possibly some Junior Commissioned Officers, an officer’s entire activities in his academic and professional fields are conducted in the English language. All the professional courses, conferences, seminars, briefings, and presentations are conducted in the English language. One of the instructors stated the importance of English language in these words:

You can’t take a step forward in the army, unless you are well-equipped and conversant with English language.

The instructors also pointed out that the cadets need to learn English for their survival because they are forced to use the English language within the premises of the Academy and any cadet found speaking vernacular is punished.

6.3.2 Theme 2: English is an International Language

Almost all the instructors claimed that one of the major reasons for teaching English to the young cadets is because of its importance as an international language. They mentioned that a large number of Pakistani army officers and troops are deployed around the globe on various United Nations duties. The medium of communication at all these places is English. Almost invariably, the foreign courses and higher studies in reputable universities inside and outside of Pakistan are conducted in the English
language. Access to new technology, new training manuals, strategic thinking papers and analyses of tactical situations developing around the world are mostly available in the English language which further makes the learning of English essential for an army officer. Like an instructor said,

...It is critical that our future officers be proficient in English language, else they would be greatly inhibited in their understanding of the modern technology, new weapon systems and the sixth generation inductions.

Other instructors also shared the view that being an internationally spoken and understood language, English is necessary to compete with the world. With this aim, English is emphasized at the Academy. An instructor argued:

The world has become a global village. We can’t live in isolation in this fast moving world. Our army officers in order to compete with the officers of other nations need to be proficient in English in order to read technical instructions.

After analyzing the language needs of the learners through the questionnaire, I felt that the existing course was not fulfilling these needs largely. Literature is one of the major components of the ETP at Kakul, so in order to check its relevance to cadets’ needs, I wanted to obtain the views of the instructors for teaching literature to the military cadets. Hence, I asked them: Why is the literature component taught to the cadets?

The responses to question 2 produced three themes, discussed in the subsequent paragraphs.

6.3.3 Theme 1: Literature improves the overall personality of an individual

Majority of the respondents believed that literature is taught to the cadets because it improves the overall personality of an individual. According to them, literature helps
in grooming the finer aspects of a person’s life and ‘upgrading his values’. It does not only enhance the aesthetic sense, but also helps to refine the spiritual and intellectual being of a person. Moreover, literature invariably gives one the insight into other cultures, traditions and civilizations. As one of the interviewees stated,

**Literature dissects the soul of human beings and tells us about the socio-politico-economic conditions in different eras.**

When they were asked to elaborate that how the teaching of the present syllabus was helpful in refining the personalities of the cadets, no one came up with a satisfactory answer. An instructor said, ‘Moral values are being taught through the teaching of the novel’. However, this particular aim cannot be assessed by the present evaluation system.

It became evident from the above responses that most of the instructors were unaware of the modern principles and techniques of language teaching. Before ESP gained popularity in the early 80s, the ELT theorists and researchers were of the view that language could be learnt only through studying the literature of the target language. As most of the instructors did not have proper ELT background, they believed that literature was important for teaching the language. However, the analysis of teaching methodology also revealed that literature was not used as a vehicle to teach language points (see section 7.10).

**6.3.4. Theme 4: Teaching literature is the requirement of the PMA**

Only two instructors admitted that there was no clear objective of teaching literature. One of them had a degree in M.Phil (linguistics) and the other had a post-graduate diploma in ELT. I have known them socially, so perhaps due to this reason they openly discussed the shortcomings in the existing syllabus of English. While
criticizing the inclusion of literature component in the English syllabus, one of them argued that there were specific language skills that their students needed to practice for practical purposes but unfortunately, this aspect was being ignored while teaching English. Moreover, due to faulty syllabus the teaching of English remains ineffective. The instructor gave an honest reason for teaching literature:

\hspace{1cm} \textit{It is part of syllabus in Peshawar University Graduation course}^{12}. \textit{Majority of the instructors are MA in English, with no ELT background, so they find it convenient to teach literature.}

The other instructor discarded the idea of teaching literature, pointing out that students themselves would not consider literature relevant to their needs either:

\hspace{1cm} \textit{The students also reject it. You could use it as an outside thing but just with a few exceptions, no military cadet would be interested. They would need kind of business English.}

He further pointed out:

\hspace{1cm} \textit{There is no clear cut aim in teaching literature. It is taken as a compulsion by cadets in most of the cases. Since there is no effort on the part of administration and teachers to involve the students in creative writing, this component of teaching English is directionless.}

\subsection*{6.4 Language Needs as Perceived by the Ex-Cadets}

Views of the ex-cadets were obtained pertaining to their language needs so that these needs could be addressed in the proposed syllabus. The qualitative analysis of the interviews revealed that the officers had a number of language needs related to listening, speaking, reading and writing skills. It emerged from the responses that

\footnote{The Pakistan Military Academy got the status of degree awarding institution in 1959 (Safdar and Asif, 2004). Since then, it has been affiliated with the Peshawar University. Initially, the Academy followed the syllabus of English which was taught at the Peshawar University. In 1998, however, some changes were made in the syllabus according to the demands of the Academy.}
sometimes their needs differed according to the arm, rank and appointment of the officers. It was also found that an officer has to perform almost all the language-related tasks (discussed later in this section) at one or the other stage of his career. The responses of most of the officers indicated that they considered writing and speaking skills more important than listening and reading skills. However, officers belonging to arms like engineers, signals and aviation emphasized the importance of reading skill because they have to read a lot of technical information related to their fields in the form of articles and manuals. A few officers who had been abroad to attend various foreign courses pointed out that they had a lot of difficulty in understanding the foreign accent of their instructors.

Now I will present a list of various language tasks related to each skill, as reported by the ex-cadets.

6.4.1 Listening Skill

- Listening to lectures/seminars
- Communicating with seniors, civilians and foreigners
- Listening to news and other TV programmes

6.4.2 Speaking Skill

There is a general consensus among the ex-cadets that adequacy in spoken English is very essential in their professional lives. The different tasks pertaining to spoken English as perceived by the officers are as following:

- Delivering lectures/presentations/briefings to a specific audience
- Conducting and participating in seminars/discussions/meetings/conferences
- Responding to questions in areas related to technical/academic expertise
• Interacting with seniors/foreigners/civilians
• Speeches

6.4.3 Reading Skill

Reading is not considered an area of concern by most of the ex-cadets. Some of the officers belonging to arms like aviation, engineers and signals emphasized the importance of reading skill. This is perhaps they have to read technical journals, books and manuals in order to upgrade their knowledge related to their specific fields. They also stressed the need to provide practice in interpreting data in tables and diagrams.

Following are the different types of reading tasks required by the ex-cadets in academic and professional military settings:

• Reading a range of general authentic texts on everyday social and routine job-related themes, e.g. newspapers, briefs
• Reading technical and academic texts
• Interpreting data in tables and diagrams

6.4.4 Writing Skill

There was a complete agreement amongst the participants regarding the importance of writing skill. According to them, all types of official communication take place through the written medium. The military writing has its own peculiar style. Rules and layouts for different forms of military writing are provided in military books (General Service Publications). While highlighting the importance of writing skill, a young lieutenant said,

An officer is given writing tasks just like university students rather more than that. We are given writing assignments like presentations, book
reviews, writing views on important events, changes in systems, and analysis of new and old technology likewise comparisons, etc. Almost every type of written task is assigned to them so it is very important for them to be proficient in writing, if they want to rise in the army.

The officers indicated a variety of writing tasks required for professional purposes. Based upon the responses of the participants, the different types of writing tasks required in the professional military settings are listed below:

- Writing presentations
- Formal/informal letters
- Report writing
- Book reviews
- Case study
- Research paper
- Tactical appreciation
- Comments (e.g. views on important events, changes in system)
- Minutes of a meeting
- Essays on areas of technical or academic expertise
- Précis writing
- Briefs
- Message writing
- Pen picture of a non-commissioned officer/officer for writing his ACR

### 6.5 Language Needs of the Cadets as Perceived by the Instructors

The instructors emphasized the importance of all the language skills for the cadets. However, there was a difference of opinion among them with regard to the ranking
of the language skills in order of importance. Some of them believed that proficiency in writing skill was more important for the military cadets, while others felt that speaking skill was more essential. Most of the instructors ranked reading skill as third, and listening fourth, in order of importance. Different language tasks related to each skill are listed below:

6.5.1 Listening

- Listening to lectures/presentations/discussions
- Listening to Audio-Visual Packages
- Listening to guest speakers and then writing a summary of their speech
- Listening to orders and instructions

6.5.2 Speaking

- Presentations
- Speeches/ debates
- Group discussion
- Giving tactical plans

6.5.3 Reading

- Reading academic textbooks during the course
- Reading for preparation of exams
- Leisure reading
- Reading newspapers

6.5.4 Writing

- Formal/informal letter writing
- Taking exams
- Term essays
Reflective/creative writing
Assignments
Writing briefings and presentations
Book reviews
Précis writing

6.6 Language Difficulties as Perceived by the Ex-Cadets

The ex-cadets were asked to comment on the difficulties related to listening, speaking, reading and writing skills. I discuss these difficulties pertaining to each area separately in the following sections:

6.6.1 Listening

Overall, listening was not considered a difficult area by most of the interviewees. However, a few of them lamented the fact that listening is a neglected area in teaching English and suggested that it should be taught formally at the PMA.

In this regard a major mentioned:

When I went to the USA, I got really confused at the airport because I could hardly understand the announcement made at the airport. At that time I realized for the first time importance of practicing listening skill...I believe that listening should be taught properly at the PMA like speaking and writing.

A few officers who had been abroad to attend various foreign courses pointed out that they had a lot of difficulty in understanding the foreign accent of their instructors.

Some of the problematic areas mentioned by some of the ex-cadets are:

(i) Understanding the unfamiliar accent in connected speech

(ii) Understanding slang and certain vocabulary items
6.6.2 Speaking

The most persistent problem for the ex-cadets was the inability to verbalize their intention quickly. According to them, they had not much problem as far as confidence was concerned. However, inadequate grammar, lack of vocabulary and poor pronunciation were reported as major areas of concern while speaking English.

6.6.3 Reading

Reading was not reported as much difficult skill by most of the respondents. However, a few of them pointed out that at times lack of vocabulary affected their reading speed. Overall, majority of the respondents seemed satisfied with their reading abilities.

6.6.4 Writing

The format of military writing is different from that of standard English writing. Written work has been referred to as being one of the major causes of concern for the ex-cadets.

Grammar was reported as the most difficult area by most of them. The reason given for this deficiency is out-dated teaching methodology at school and college level education. Later the teaching of grammar was again not given much importance at the Academy. They felt that they could not write an original paragraph accurately. They also mentioned that the writings of even their senior officers lacked originality.

One of the officers stated,

‘... while writing the ACRs of their under command officers, they use ‘typical sentences’ used earlier by their seniors’. The common mistakes reported by the interviewees were mainly in the use of tenses and subject-verb agreement, conditionals, narration and voice. Even the officers with good English medium background mentioned having
problems in the correct usage of tenses and in the use of active/passive voice.

A young officer who had studied in a cadet college reported:

Grammar is my weak area. Although, I’m very fluent in speaking English but grammar really poses problem while writing. As far as creative writing is concerned I’m really good at it but at times I commit blunders due to my poor grammar.

Another persistent problem perceived by the senior officers in the writings of their junior officers was inadequacy in producing written drafts that have clarity in communication. Clarity is very much emphasized in military writings. Unclear writings can create confusion in communication. The officers believed that clarity and organization are interrelated. If the message is not well organized, it will certainly be unclear. Most of the officers have inadequate skills of organization, which result in lack of clarity in texts. While highlighting the need for clarity in military writing a senior colonel on a staff appointment said:

Junior as well as senior officers face problems in organizing their ideas. Sometimes what they intend to communicate is not clear. They are asked to write and rewrite the drafts a number of times. In this way they their time as well as the time of the seniors is wasted. They are unaware of the concept of proof reading. Clarity in writing is of utmost importance in the army. Not only each individual word and phrase should have a clear meaning, but the sense of the whole must be easy to understand at the first reading.

A colonel on a staff appointment in a head quarter was of the view:

An officer must try to make each paper that he produces as complete in itself as possible. When putting up a case to his senior he must complete details in a logical manner so that without wasting time on re-drafting, the senior has merely to indicate his approval or disapproval.
Lack of vocabulary and poor spellings were also reported as areas of concern by some of the interviewees.

6.7 Cadets’ Language Difficulties as Perceived by the Instructors

The instructors were asked to comment on the difficulties faced by their students related to the four language skills: listening, speaking, reading and writing. The details are as under:

6.7.1 Listening

Overall, most of the instructors expressed satisfaction with the listening skill of their students. They were of the view that at the time of entry level, many cadets face difficulty in understanding spoken English. However, by the time they graduate from the Academy, they do not face any such problem.

On the other hand, some of the instructors believed that most of the cadets could not understand the dialogues of the English movies. In this regard a senior instructor mentioned:

Yes, students do face problems in understanding the dialogues spoken by the native speakers because of their lack of exposure to native speakers’ accent and unfamiliarity with the typical expressions used by the native speakers...

6.7.2 Speaking

The instructors indicated that when the cadets join the Academy, they have inadequate ability to express themselves in speech. They claimed, however, towards the end of the course almost all of the cadets can speak English fluently. They stated that this change is primarily due to the teaching of English course as well as the environment at the Academy where the cadets are not allowed to use any other language except English. At the same time they also admitted that fluency is
achieved, however, the cadets’ speech lack accuracy. Some of the common
difficulties in cadets’ speech as pointed out by the instructors were inadequate
grammar and lack of vocabulary. As an instructor said:

Most of the cadets at the time of joining the Academy are unable to
speak English properly. By the time they graduate from the PMA, they
become fluent in speaking English because of the environment at the
PMA. But in most of the cases, their speech lacks accuracy…The most
common problems they face are in the areas of grammar and
vocabulary.

6.7.3 Reading

Majority of the instructors seemed quite satisfied with the reading ability of their
students. They reported that the cadets could read at an adequate speed without much
comprehension problem by the time they graduate from the Academy.

6.7.4 Writing

Inadequacy in writing was considered as major cause of concern by most of the
interviewees. They believed that the writing skill of the cadets was not up to the
mark. They attributed this to their previous academic background. According to
them, the cadets are used to cramming and therefore lack originality of ideas in their
written work. On the other hand, some of the instructors seemed satisfied with the
written proficiency of the cadets. As one instructor said:

…They learn a lot during the course by practicing the writing skill. This
really helps them in meeting their academic and professional needs. They
are taught all kinds of writing skills which the cadets need in their
professional life
6.8 Ex-cadets’ Perceptions about the Syllabus of English

The following themes emerged when the responses of the ex-cadets were collected about the effectiveness of the syllabus of English:

   Theme 1: Lack of compatibility between the syllabus and the language needs
   Theme 2: Public speaking classes developed confidence
   Theme 3: Inappropriate teaching methodology

6.8.1. Theme 1: Lack of compatibility between the syllabus and the language needs

Most of the ex-cadets believed that there was a lack of compatibility between the language needs and the syllabus taught at the PMA. Some of them felt that it was the heavy literature content that made the English course unsuitable to meet their academic and professional language requirements. They vehemently criticized the contents of the English syllabus. According to them, the selection of prose lessons included in the syllabus was inappropriate and did not help in improving their language. ‘Most of the stories and essays included in the syllabus were written before 1950 and contribute very little to the interest of cadets towards language learning’ (Khushi, 2004:36). The type of vocabulary used in these lessons is not very useful in their everyday life or professional settings. A young captain expressed his views about the syllabus in these words:

   The type of language used in the books which were taught to us at the Academy is not required by us in our real lives. The lists of difficult words which we learnt by heart is not much of use either, because we don’t need that kind of vocabulary. We require everyday modern language.
Another officer was of the view,

The main aim of teaching English to military cadets should be to prepare them to speak and write effectively. Teaching drama, novel, short stories and poetry do not help to improve their language. Literature component should be excluded from the syllabus as it has no practical value.

Some officers expressed negative attitudes towards teaching of poetry at the PMA. They believed that poetry has no practical value for the military cadets. As a major opined,

In my view, teaching poetry was just a sheer wastage of time. The poems were mostly selected from the 18th century. The young cadets coming mostly from poor educational backgrounds were unable to appreciate the delicate nuances of poetry. They would just cram the ready-made notes and reproduce them in the exams. So whatever the objective of teaching poetry was, it surely could not be achieved.

The officers felt that functional English was required in their professional life, rather than literature. They lamented the fact that their future professional language needs were not taken into account to a large extent while teaching the English course.

6.8.2 Theme 2: Public Speaking Classes Developed Confidence

According to a majority of the ex-cadets, public speaking classes helped them in overcoming shyness in speaking English. However, they felt that while teaching speaking skill enough practice was not provided in the areas of grammar, pronunciation and vocabulary. In this regard an officer made an interesting remark: “Army officers speak wrong English very confidently and the credit goes to PMA”.

6.8.3 Theme 3: Inappropriate Teaching Methodology

Most of the officers attributed their inadequacy in English to the teaching methodology of their teachers at school and college levels. They were not even satisfied with the teaching methodology of instructors at the PMA. According to them, most of the instructors were not properly trained to teach the English language. They pointed out that although, there were modern language teaching aids available, but due to lack of untrained teachers, such resources could not be properly utilized. In this regard, a young captain from armoured corps mentioned:

*With the exception of one or two instructors, others just seemed to fulfill their duty by delivering lectures for 40 minutes. They would sometimes just show us BCC programmes like “Follow Me Series” but they did not know what their aim was in showing us those programmes. Most of the cadets would just sleep during those classes. I’m sure that such programmes must have been prepared with some aim to teach or improve English but unfortunately our instructors due to their lack of training didn’t know how to make proper use of such programmes.*

The officers also lamented the fact that enough practice was not given to develop their writing skill. They blamed their teachers for not providing them proper guidance to write effectively. They pointed out that the teachers made no efforts to polish their writing skill. They were taught writing in a traditional manner, that is, the teachers would ask them to do some mechanical exercises like changing active into passive or direct into indirect. For teaching creative writing, the teachers would just assign them different topics to write essays of given word limit. They reported that guidance was not provided to them at various steps involved in writing process. Proper feedback was also not provided related to their written assignments. While
expressing his dissatisfaction with the teaching methodology of instructors, a lieutenant colonel stated:

I’m sure the PMA authorities are very well aware of the importance of teaching English that is why English is being taught throughout the training period of two years. Unfortunately, the instructors not being aware of modern concepts of teaching could not do much to improve our English. The only difference was that in our school or college. We were taught English mostly in Urdu but at the Academy the teachers delivered their lectures in English. The environment at the Academy was such that we had to speak English only, no vernacular was allowed. Obviously, that developed fluency. Sorry to say, the instructors had no role in improving our language. They did not teach us grammar, vocabulary and writing skill which we really need in our professional lives.

Another officer expressed his views in these words:

I don’t think that syllabus is really bad what I feel is that it’s the teaching methodology of the teachers that is to be blamed. The teachers don’t know the ways through which language can be taught. Now when I see my children who are studying in very good English medium schools, the way they are learning language through various modern techniques then I realize that if we had been taught in the same way certainly our language would have been much better.

The officers also expressed their dissatisfaction with the way grammar and vocabulary was taught to them. They felt that in order to have an adequate command over the language it is very important to have a reasonable vocabulary and sufficient practice in grammatical rules of that particular language. According to them, the teachers at the PMA did not teach these two important areas effectively. A lieutenant from Ordnance mentioned in this regard:
Although, teaching of grammar and vocabulary were included in our course, neither the course component was appropriate nor the teaching methodology. Typical grammar, for example, parts of speech were taught and that’s all, nothing more nothing less. With the exception of a few vocabulary lists, efforts were made to teach us to memorize vocabulary. The officers seriously need a good vocabulary.

6.9 Instructors’ Perceptions about the Syllabus of English

Varied responses were received from the instructors regarding the existing syllabus of English. Most of the instructors praised the syllabus and emphasized that it was far better than the syllabi taught at other civilian colleges at the graduation level. They believed that it catered to the needs of the cadets as it included the components of literature, phonetics, public speaking and grammar and composition. With the exception of only two instructors, others spoke very high of the public speaking classes. As one of them stated:

…Our cadets can speak English very confidently by the time they reach the fourth term. It is mainly because of the practice which is given to them in the public speaking classes. Spoken English of the students from civilian colleges with the same educational backgrounds cannot be compared to our cadets.

Whereas, those instructors who knew me informally and those who had ELT background, admitted various drawbacks in the syllabus. As one of them pointed out:

…although writing activity is also undertaken, but unfortunately it is not focused. Reading and writing skills are more remotely touched upon as they are left to the discretion of the student and not given the required treatment they deserve. From the spoken perspective, it is quite impressive. However, the written aspect must concentrate on creative
Moreover, listening comprehension and speed reading activities must be carried out more frequently and purposefully.

The syllabus was criticized for being too dry and incoherent. A senior instructor reported, “The process of teaching is very serious and unenjoyable”.

There were mixed views with regard to the teaching of the phonetics course. Some of the instructors felt that the course was “adequate to fulfill the needs of language learners” while a few of them believed that it was not fulfilling the objectives of the course. It was revealed during the interviews that with the exception of three instructors others had not studied phonetics as part of their MA course and that most of them were not familiar with the subject of phonetics before joining the Department of English, Kakul. The Head of the Department mentioned that the Department arranged a short Phonetics Cadre for the instructors in the year 2003. It was found during informal discussions with the instructors that it was not comprehensive, hence not very useful for teaching purposes. When asked from the Head of the Department about the criteria for selecting the contents of the phonetics course, he said:

*Frankly speaking, no specific criteria. Topics were selected without serious thought. No help was taken from any expert in the area.*

The main drawbacks of the course as mentioned by the instructors were lack of teacher training in the area and shortage of time. One of the instructors expressed his views in these words,

*The time allocated is too short. A teacher hardly gets time to do justice with the individual sounds. The intonation of a complete sentence or passage is often not done either because of limited time or lack of proficiency of the teacher himself. If he is not a role model himself, how*
can he deliver? Moreover, there is practically no time for interactive practice sessions.

Another instructor while criticizing the phonetics course said:

It is taught at very basic level. Instructors are not trained enough to teach it. Audio visual aids are played without providing any guidelines to the students. Cadets usually sleep during that time.

A consensus was found among the instructors when they were inquired about the extent to which they were satisfied with the public speaking classes. Majority of the instructors showed their satisfaction with the current module of public speaking. However, a few of them pointed out some drawbacks in terms of time constraints for teachers’ feedback, lack of any systematic strategy and short duration of classes. A senior instructor opined:

I’m fairly satisfied with the public speaking classes. Students gain a lot of confidence in speaking English during these classes. However, it needs to be more organized and systematic. They are making students get fossilized styles.

Another senior instructor pointed out that the attitude of the authorities and the students also has an effect on the teaching of academic subjects. He believed that the PMA is a professional institute thus the authorities and the students give more importance to the professional training. He expressed his views in these words:

… the biggest drawback is the yoking together of military and academic training. Secondly, the time allocated for public speaking is too less. Proper feedback by the instructor can’t be given due to paucity of time.
Some participants expressed concern of having no say in the designing of curriculum. They mentioned that they had to follow the lesson plans and teaching materials assigned by the Department.

6.10 Analysis of the Teaching Methodology

The instructors were asked questions pertaining to the methodology employed to teach various components of the syllabus. Majority of them responded that they adopt communicative teaching methodology. Some of them stated that they use lecture method to teach various genres of literature. Almost all the instructors agreed that they do not use any exercises or activities in the class to teach literature. According to them, they use the traditional approach by reading the text aloud, and then explaining the meanings of the words and elucidating the text. Sometimes, they would ask the cadets to read the text at their own in the class. While reading, the meanings of the difficult words are provided by the teacher. While teaching poetry, the teacher explains the stanzas in the class. In the exams, the students are either asked to write the summary of the poem or provide explanation of the given verses. One of the instructors described the way he taught poetry in these words:

First I provide the historical background of the poet and the literary age in which he lived. Then I give an explanation of stanzas and difficult words. This is followed by a discussion about the poem. I also encourage the students to give their opinions about the poem.

The techniques mentioned by the instructors for teaching prose textbooks, novel and drama were almost the same as those mentioned for teaching poetry. According to the responses obtained, most of the instructors rely greatly on lectures, sometimes followed by discussions. When the instructors were asked that, what kind of
discussion takes place in the class they stated that they ask short comprehension type questions at the end of prose lessons. For teaching novel, they discuss the theme and characters as well.

It seemed from the responses of the instructors that there was no uniform methodology to teach audio-visual aids as the instructors quite differed in their responses.

Overall, most of the instructors felt that the objectives of the course were being fulfilled to a great extent. However, contradictions were observed in their responses when they were asked some specific questions related to the objectives given in the syllabus document that how they achieved those objectives (see appendix D question 27). Only three of the participants expressed that a great improvement was needed to achieve the specified objectives.

6.11 Ex-cadets’ Perceptions about the Examination Pattern

Almost all of the ex-cadets strongly criticized the examination system for encouraging cramming. Some of them blamed the examination system for their inadequacy in the English language. They felt that the examination system at the PMA encourages selective study and rote-learning. They also added that the type of questions asked in the examination papers did not judge their creative and analytical abilities. They reported that in the case of questions based on the textbooks, they just used to cram the ready made notes and then reproduced them in the examination. As far as the grammar and composition part was concerned, they just memorized a few exercises, and some letters and essays from the composition book. A captain gave his views in these words:
The environment at the academy is such that the officers do their best to do whatever is required from them. If our creative and analytical abilities had been developed and judged in the exams, then certainly we would have prepared accordingly. After going through so much pain and hard work nobody wants to be dropped from PMA. We knew that by learning a few things by heart we would be able to pass the papers so we did selective study.

Another young captain while criticizing the examination system said:

The system is faulty. A cadet who secures very good marks in English is not necessarily very good at English. He might not be able to write a report or comments asked by his senior officer in his professional life. If you are good at cramming you can easily get good marks in the present system.

Overall, majority of the ex-cadets have expressed their dissatisfaction with the examination system mainly because it encourages selective study and cramming. Moreover, they believed that the questions asked in the examination did not judge their creative and analytical abilities.

6.12 Instructors’ Perceptions about the Examination Pattern

Unlike the ex-cadets, the instructors had divided views about the existing system of examination. Some of them perceived it to be better than the examination system at BA/BSc level in other institutions of the country. In their view, it tested almost all the areas of language like speaking, reading, writing, grammar and vocabulary. These instructors were mostly junior instructors, with only 3-6 years of teaching experience. When they were asked that how they evaluated that a certain objective mentioned in the course outline was fulfilled or not, they admitted that specific objectives were not taken into account while designing the question papers. On the
other hand, some of the instructors showed their dissatisfaction with the examination system. These included those instructors who were either my former students or knew me socially. They considered the system traditional, which encourages rote learning and lacks skill-oriented approach. One senior instructor opined:

I believe rote learning and cramming have still not got out of our assessment. In my opinion, there should be 30% objective and 40% viva voce. Only then can the teaching/learning objectives be really assessed.

6.13 Ex-Cadets’ Suggestions to Improve the Syllabus of English taught at the PMA

The ex-cadets gave various suggestions to improve the standard of English in the Army. Different themes which emerged on the basis of the responses of the ex-cadets are as following:

Theme 1: Syllabus should match the academic and professional language needs of the cadets

Theme 2: Need for a comprehensive writing course

Theme 3: Autonomous language learning strategies should be developed

6.13.1 Theme1: Syllabus should match the academic and professional language needs of the cadets

Majority of the ex-cadets expressed dissatisfaction with the syllabus of English taught at the PMA. According to them, the syllabus had not catered to their professional language needs. They stressed the need for designing a language course, based on the present and future needs of the cadets. In this regard, a number of
suggestions were provided by them. A young lieutenant expressed his opinion in these words:

   Revolution, I mean changing the syllabus completely. Bringing a new advanced and A levels type of syllabus in which the emphasis is on teaching different skills and not on encouraging the learner to cram certain topics. Teaching SAT-I and SAT-II will improve vocabulary manifolds. And most importantly, instead of just ordering that “Go and stand behind the rostrum and speak”, techniques and skills of speaking be taught to every cadet after analyzing his strong and weak points.

Another officer rightly pointed out:

   The main aim of teaching English to military cadets should be to prepare them to speak and write effectively. Teaching drama, novel, short stories and poetry do not help to improve their language. Literature component should be excluded from the syllabus as it has no practical value.

Some of the officers suggested that instead of teaching stories and articles from the textbooks, authentic material like newspapers should be used to teach various language points. It was revealed that the cadets and officers have to write book reviews which are usually written by their friends or relatives. It was suggested that measures should be taken to ensure that they write the reviews themselves.

The ex-cadets also stressed the need for using such topics for teaching language which are interesting and culturally relevant. They further emphasized the need for polishing the analytical abilities of the cadets by using suitable teaching methodology. As one of the officers stated:

   Cadets should be taught how to read effectively by making use of newspapers and interesting short stories written by authors of the sub-continent. They should be taught what information to look for. The aim
of teaching should be to enhance analytical abilities because an army officer really needs to develop his analytical abilities through various strategies.

Another officer suggested:

**Improvement in English in Pakistan Army may be brought through a deliberate system of analytical studies and debating competitions.**

It was also highlighted that ‘morale’ is a very important factor in the army. To boost up the morale of the officers, it was suggested to include stories of bravery and courage of officers and soldiers of the Pakistan Army. An officer suggested in this regard:

**The history of Pakistan Army, Air-force and Navy is full of valour. Such stories should be included in the syllabus so that the young cadets get motivated to do such acts of bravery.**

The officers felt that functional English was required in their professional life, rather than literature. They lamented the fact that their future professional language needs were not taken into account to a large extent while teaching the English course.

**6.13.2 Theme 2: New ways should be adopted to teach the writing skill**

All of the officers recognized the importance of writing skill in the professional military settings. They seemed to be dissatisfied with the way writing had been taught to them. They stressed the need for using new techniques to teach effective writing to the cadets in order to cope with the linguistic demands of their future profession.

A number of suggestions were given in this regard. These are:

- **Routine correspondence may be introduced in final term at the PMA.**
• A complete new writing course should be designed according to the kind of writing tasks required in the army. A serious effort should be made to teach those things. It’s not enough to tell the topic and spend five minutes in telling that an essay has an introduction, body and a conclusion”. Sufficient guidance and practice should be given.
• More practice is required in précis writing and report writing.
• Instructors don’t discuss in detail the shortcomings or deficiencies of cadets related to their writings. It is very important to provide proper feedback.
• Editing and proof reading techniques must be taught to the cadets.

6.13.3 Theme 3: Autonomous language learning strategies should be developed

Some of the officers suggested that such language learning strategies should be developed among the cadets which would make them independent learners. A lieutenant suggested in this regard:

…the most important point is to instill a self-learning attitude among the cadets. The young army officers come to their BOQs (Bachelor Officers’ Quarters) at about 3 p.m. They are practically free in the evenings. They just sleep and watch movies. Almost every officer wants to improve English for one or the other reason. The cadets should be given training in such a manner that later in life they can improve their English without the help of any teacher.

6.14 Instructors’ Suggestions to Improve the Standard of English in the Army

The following themes emerged in response to the suggestions of the instructors with regard to improve the standard of English in the Army:

Theme 1: Syllabus should correspond to the needs of the cadets

Theme 2: More emphasis is required on teacher training

Theme 3: Cadets’ should be placed according to their proficiency level
6.14.1 Theme 1: Syllabus should correspond to the needs of the cadets

Some of the instructors suggested that in order to improve the standard of English in the Army it is important to teach the cadets those language skills which would help them in their future professional and everyday lives. As one of the instructors expressed his views in these words:

\[
\text{English literature is not at all required by the soldiers in their professional life. The kind of writing tasks required in the army profession should be taught to the cadets. Language laboratory should be properly utilized to teach language.}
\]

Another senior instructor having ELT background suggested to introduce ESP syllabus. He stated:

\[
\text{It is now high time that we should completely redesign a new syllabus. The need of the time is to introduce ESP syllabus…}
\]

6.14.2 Theme 2: Need for Teacher Training

Emphasis on teacher training was stressed by a number of instructors. Those who expressed this view believed that if the cadets were taught language through new and effective ways then it would certainly have very positive effects on their learning. As a senior instructor pointed out:

\[
\text{Although the teaching of English is given a lot of importance at the Academy but due to other heavy professional demands of the PMA on the part of the cadets, the teachers also just try to cover the course without any serious dedication. In my opinion, if the teachers are aware of the modern concepts of teaching then they can involve the students in learning more effectively.}
\]
Another instructor suggested:

**Teacher training should be given top priority. Interactive training/discussion sessions should be held in the department...**The department presently lacks an academic environment. There is no concept of providing guidance to the young instructors by their seniors. No academic discussion is carried out for the standpoint of discussing the prevalent trends in language/literature teaching. The spirit of research is non-existent. If a junior officer’s class is visited, hardly any feedback is provided to him with the result that he is unaware of his weak or strong areas. At the same time if a junior officer is talented, no use of his talent is made, nor is he encouraged to improve upon it.

6.14.3 **Theme 3: Cadets should be placed into groups according to their proficiency level**

Some of the instructors felt that one of the reasons for inadequate language competency of the cadets is that the students coming from diverse educational backgrounds are taught the same course without considering their varied language backgrounds. They reported that some of the cadets have very high language proficiency, whereas, quite a large number of them have low language proficiency. The proficiency level of the cadets is completely ignored while teaching. In this regard an instructor suggested:

**Initial division of the cadets should be on the basis of their proficiency so that separate doses of treatment should be given to separate groups. Subsequently they should be amalgamated.**
6.15 Section B

Triangulation of Data: Divergence in the responses

A number of similarities have been noted among the responses of the cadets, ex-cadets and instructors. These similarities are quite obvious (for details see section 8.2). Thus in this section, I will only discuss divergence in the responses of the above-mentioned population groups.

In the case of reasons for learning English, there was a complete agreement amongst all the population groups that English is needed because it is an international language and the working language of the Pakistan Army (cf. 5.4). However, a difference of opinion has been observed in the response related to the reason for learning English ‘for social acceptance’. Most of the cadets and ex-cadets regarded it an important reason for learning English. Contrary to this, the instructors did not consider it an important reason. The cadets considered it an important reason because of the marked difference in their socio-economic backgrounds. The results related to the socio-economic background of the cadets clearly indicate the vast economic gap between the different cadets (see section 5.3.2a). The cadets’ and ex-cadets’ desire to learn English for social acceptance suggests that they are conscious of the power associated with the English language. They feel that one way to come at par with their colleagues, higher in socio-economic status, is use of English language. The instructors, however, have not given weightage to this reason probably because they possess good English language communication skills and can easily impress others by their good English. They cannot understand the psychological reasons for which the cadets and ex-cadets want to learn English.
Another discrepancy observed among the responses of the cadets, ex-cadets and the instructors is related to the listening skill. About 50.8% and 30.8% of the cadets and ex-cadets have reported difficulties while taking notes and in comprehending lectures respectively. On the other hand, the instructors believed that the cadets had no difficulties pertaining to the listening skill. In the case of difficulties related to reading, about half of the respondents (43.3%) mentioned difficulties in reading due to limited vocabulary. The ex-cadets also reported that lack of vocabulary is a reason for their slow reading speed. Contrary to this, their instructors did not consider reading problematic for the cadets. This disagreement appears because listening and reading skills are not tested in the Academy. Hence, the instructors remain ignorant of the real problems of the cadets.

Another point of disagreement is found in the views related to teaching of English literature to the military cadets. Majority of the instructors fully supported the teaching of literature component. They believed that literature helps in refining the personalities of the cadets. On the other hand, the cadets and ex-cadets opposed the idea of teaching literature. Most of them considered teaching of literature as wastage of time. Moreover, they felt that it had not fulfilled their academic and professional language needs to a large extent. It seems that most of the instructors belong to the old school of thought who believed that language could be learnt only through the study of literature. The analysis of data as provided in section 3.4.2, also tells us that most of the instructors have a literature background and do not have any proper ELT training.

Most of the instructors felt satisfied with the teaching methodology employed at the PMA. According to them, a lot was done to improve the writing skill of the cadets.
Contrary to their claims, the ex-cadets strongly criticized the teaching methodology of their instructors. The cadets also shared the same view. Thus, it can be concluded that the teaching methodology used at the PMA is far from satisfactory and needs to be made more effective.

Further point of disagreement was satisfaction with the examination system. Cadets showed satisfaction with the examination system due to the shortcuts they could use. Moreover, most of the cadets seemed satisfied with the examination system because they could easily anticipate the papers. Majority of the instructors also expressed their satisfaction perhaps because they were unaware of the modern ways and techniques of assessment or perhaps they did not want to annoy the PMA authorities by exposing the shortcomings inherent in the system. However, the ex-cadets due to their practical experience and learning showed their dissatisfaction. They believed that the examination system only encouraged rote learning and failed to develop analytical and creative abilities. Their responses revealed that such assessment patterns did not help them in their real life situations. In this regard ex-cadets’ responses can be seen as more authentic because they have given genuine reasons for their answers (see section 7.11).

6.16 Conclusion

In this chapter, I have presented the opinions and perceptions of the ex-cadets and instructors about the different aspects of the syllabus and the teaching methodology employed at the PMA. Discrepancy between the responses was also discussed to check the validity of the responses. Overall, it emerges from the results of the data that there is a potential for further improvement in the existing syllabus and teaching
methodology. There is an urgent need for greater efforts by the PMA administration to revise the syllabus in the light of the recommendations provided in chapter 8. In the following chapter, I am going to present the evaluation of syllabus taught at the PMA.
CHAPTER 7
EVALUATION OF THE ENGLISH TEACHING PROGRAMME
OF THE PMA

7.1 Introduction

7.2 What is Programme Evaluation?

7.3 Models Used for Evaluation

7.3.1 Course evaluation based on Genesee’s suggestions

7.3.1.1 Purpose of evaluation

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7.3.1.3 Kinds of information

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7.4.1 Checklist for evaluation of text-books

7.4.1.1 Evaluation of Prose and Poetry Textbooks

Objectives of the Syllabus in relation to

7.4.1.1.1 the Objectives and Contents of the Textbooks

7.4.1.1.2 Subject Matter

7.4.1.1.3 Vocabulary and Structure

7.4.1.1.4 Clear attractive layout, print easy to read

7.4.1.1.5 Appropriate visual materials available

7.4.1.1.6 Tips for Teaching

7.4.1.1.7 Potential for Adaptability
7.1 Introduction

In the previous chapter, I discussed and analyzed the data gathered through the interviews with the instructors and the ex-cadets. One of the goals of the present study is to determine the overall pedagogical value and suitability of the textbooks/materials towards the English course taught at the PMA. Thus, this chapter specifically focuses on the evaluation of the current syllabus of English taught at the PMA. Firstly, I explain what evaluation is. Secondly, I discuss the models of evaluation used in the present study. Thirdly, I critically evaluate the English syllabus currently taught at the PMA. Fourthly, I present an analysis of the assessment pattern and procedure used at the PMA. Towards the end, conclusion is presented.
7.2 What is Programme Evaluation?

The phrase language programme evaluation is defined as,

Systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and access its effectiveness and efficiency as well as the participants’ attitudes within the contexts of the particular institution involved (Brown, 1989:223).

Evaluation is universally acknowledged as a crucial part of any educational endeavour. No curriculum is complete without an evaluation component. It is concerned with providing feedback on student/learning achievement; obtaining and provision of information on the working of a syllabus within a curriculum in operation; measuring the various activities suggested in it for enabling the learners to achieve its objectives and the effectiveness of the materials of instruction and study. It may point to the need for change and the information collected may provide ideas about what and how modification should be implemented (Amin, 2001). Nothing is perfect, therefore, the material that is once selected after consideration of many issues can lack many things related to it. However, there is always a room for improvement and refinement. Hence, the evaluation is carried out to overcome the deficiencies in the course/syllabus.

7.3 Models Used for Evaluation

In this section, I discuss the models used for evaluation purposes in the present study. These are:

- Course evaluation based on Gennesee’s (1996) suggestions
- Textbook evaluation based on checklist
• General evaluation of the modules of public speaking, phonetics, grammar and vocabulary, writing and A/V Packages, based on my study of relevant literature on evaluation and ELT

7.3.1 Course evaluation based on Gennesee’s suggestions

Gennesee(1996) proposes to consider the following issues when evaluating a course:

• Purpose of evaluation
• Participants
• Kind of information
• Analysis and interpretation of information

7.3.1.1 Purpose of evaluation

The purpose of evaluating the ETP of the PMA is to see how far it satisfies the present academic and future professional language needs of the cadets. I also want to answer the question that should the current syllabus be modified or substituted by a Military English course based on the ESP principles.

7.3.1.2 Participants

By participants, we mean those who play an active role in designing the syllabus. The syllabus under study has been designed by a few members of the Department of English, PMA, Kakul. The Commandant of the Academy and the Director, Board of Studies, also provide their suggestions regarding the aims of the course. There is no involvement of learners and junior members of the faculty. On the contrary, an ESP syllabus cannot be evolved unless the learners’ participation in the syllabus designing is not ensured. Thus, in the present study the views and opinions of the cadets as well as the ex-cadets are taken into account while designing an outline of the syllabus.
7.3.1.3 Kinds of information

Through informal discussions and semi-structured interviews with the instructors, I attempted to find out if some kind of information was obtained about the learners before selecting the contents of the course. The desired information could have been learners’ interests, language needs, prior educational experiences, preferred language styles and strategies, and attitudes towards themselves as learners. It emerged during the discussions and interviews with the instructors that no such information had been obtained before designing the syllabus. It was also found that the cadets are required to take a placement test at the commencement of the course. However, this test is practically useless as the cadets are not placed into different groups on the basis of the results of this test.

7.3.1.4 Analysis and interpretation of information

The next step suggested by Genessee (1996) is the analysis and interpretation of the information collected before designing the syllabus. As discussed earlier (cf. 1.3, 4.2), one of the reasons for inadequate language competency of the cadets is that the cadets coming from diverse socio economic and educational backgrounds are taught the same course without considering their varied language backgrounds. According to the instructors, some of the cadets have very high language proficiency, whereas, quite a large number of them have low language proficiency. The information obtained through the placement test conducted at the commencement of the course can be very helpful, if utilized properly. On the basis of the results of this test, the cadets’ knowledge and skills in particular areas can be assessed. Hence, they can be placed into different groups according to their proficiency levels. Moreover, the
results of the placement test can enable the instructors to identify specific areas of weakness and difficulty so that they can plan an appropriate remedial programme. In the present study, the perceptions of the three population groups: cadets, ex-cadets and instructors, related to the syllabus, language needs and problems of the cadets were collected, analyzed and interpreted before formulating a course outline for the PMA cadets.

7.4 Evaluation of the Syllabus

After analyzing the needs of the learners the perspective of cadets, instructors and ex-cadets, I attempt to evaluate the ETP of the PMA. First, I evaluate the textbooks prescribed for study and then the instructional materials devised to teach public speaking, phonetics, vocabulary, grammar and composition and AV Packages. In addition, evaluation of assessment procedure is also carried out. Like the syllabus of most courses taught at the graduate level, the syllabus under study is also a fixed syllabus. The current syllabus has been in use for about thirty years with a few minor changes. For example, at different times Jane Austen, Somerset Maugham and Hemmingway have been taught. The prose selections have also been different at different at different times, however, the structure and pattern of the syllabus have more or less, remained unchanged. The only significant addition in the syllabus has been the inclusion of BBC Programmes and Phonetics Module. The syllabus is handed over to the instructors before they start their teaching assignments. It tells them what is to be taught and in what order, and which teaching methodology is to be used. The syllabus (with the exception of Public Speaking
Module) is based on the teacher –centered approach. Generally, the instructor is the sole authority in the class and the concept of learner-centeredness is ignored. Most of the instructors are not trained in ELT; hence they fail to develop essential linguistic capability among the students.

The existing syllabus was revised in 1998. The syllabus can be roughly divided into five broad categories:

- Literature (Prose, poetry, drama and novel)
- Public Speaking
- Phonetics
- Vocabulary, Grammar and Composition
- Audio-Visual Packages

A total of 435 periods of 40 minutes duration each, spread over two years have been earmarked for the teaching of English. The breakdown of these periods is given in the following table:

<table>
<thead>
<tr>
<th>Table 7.1: Allocation of Periods</th>
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<td><strong>Module</strong></td>
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<td>Prose</td>
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<td>Poetry</td>
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<td>Drama</td>
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<td>Novel</td>
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<td>Audio - Visual Packages</td>
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<td>Test/ Exams</td>
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7.4.1 Checklist for the Evaluation of Textbooks/Materials

‘Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting’ (Williams, 1983: 251). Evaluation of textbooks/materials is not done haphazardly; there exist some specific criteria suggested by various authors and researchers in the form of checklists. Cunningsworth (1995) and Ellis (1997) have identified three types of material evaluation; the ‘predictive’ or ‘pre-use’ evaluation that is designed to examine the future or potential performance of a textbook; the ‘in-use’ evaluation designed to examine the existing material being used; and the ‘retrospective’ or ‘post-use’ (reflective) evaluation of a textbook that has been used in any respective institution. The evaluation used in the present study can be termed as the ‘retrospective’ type of evaluation in which I have attempted to check the characteristics of the textbooks/materials under study against a collection of criteria proposed by various authors.

As discussed in chapter two, there are different checklists proposed by numerous eminent authors for evaluating EFL/ESL textbooks. I browsed about 7 checklists suggested by different authors and selected 7 features which were common to most of these checklists to do the evaluation. For evaluating the poetry and prose textbooks, I prepared a checklist suggested by Celci-Murcia (1979), Rivers (1981), Williams (1983), Sheldon (1988), Grant (1989), Cunningsworth (1995), Ur (1996), along with the evaluative items added on the basis of my study for the present work.
After a close examination of the checklists the following criteria were found to be common to all the schemes proposed by the above mentioned materials:

1. Objectives of the syllabus in relation to the objectives and contents of the course books
2. Subject matter
3. Vocabulary and Structure
4. Clear attractive layout, print easy to read
5. Illustrations
6. Tips for Teaching
7. Potential for Adaptability

In the following section, I evaluate the different modules of English taught at the PMA. This section is divided into two parts. Part one deals with the evaluation of the prescribed textbooks by applying the checklist provided in section 7.3.2. Part two presents a general evaluation of the modules of public speaking, phonetics, A/V Packages, vocabulary, grammar and composition, based on my study of relevant literature on evaluation and ELT.
7.4.1.1 Evaluation of Prose and Poetry Textbooks

The textbooks and study materials are provided to the cadets by the PMA authorities. However, the cadets have to return these books at the completion of each term. The following textbooks have been prescribed for teaching prose to the cadets:

- An Anthology of Modern English Prose (compiled by the department of English in 1989)
- Modern Short Stories (edited by A. J. Emerson)
- Anthology of English Prose and Poetry (compiled by the department of English in 1998)

‘An Anthology of Modern English Prose’ is taught in the first term. It comprises three sections: Essays and Articles, Literary Essays, and War. Each article in this selection of prose pieces is preceded by a short sketch of the writer and followed by a list of explanation of difficult words and study questions based on the text. ‘The instructors may devise their own methods of discovering the joys and treasures of deeper textual meanings by using their acumen and knowledge’ (Irshad, 1989: iii).

In the first term, the following five articles are selected for study:

- The Holy Prophet by Syed Amir Ali
- Islamic Culture by M. Marmaduke Pickthah
- The Rationale of Pakistan by Quaid-e- Azam Muhammad Ali Jinnah
- On Babies by Jerome K.Jerome
- Morale in Battle by Viscount Montgomery
In the second term, three short stories are taught from ‘Modern Short Stories’ edited by A. J. Merson. These stories are:

- The Refugees by Pearl S. Buck
- The Open Window by Saki
- The Last Leaf by O. Henry

In the third term, ‘An Anthology of English Prose and Poetry’ is prescribed for study. The prose section is not taught in this term. The following poems are selected for study in the third term:

- Love is not Love Which Alters by Shakespeare
- On His Blindness by John Milton
- Ode to the West Wind by Shelley
- The World is Too Much with Us
- Ode to a Nightingale by John Keats
- Stopping on Woods by a Snowy Evening by Robert Frost

In the fourth term, the book titled ‘Modern Short Stories’ is taught. The stories included in the syllabus are:

- Lenin by Sir Winston Churchill
- A Piece of Chalk by G.K Chesterton
- Style by Arthur Schopenhauer

The very inclusion of the component of literature can be called into question since the military cadets are more in need of functional English rather than the acquaintance with the emphatic poetry and personal reflections of different authors. Before the students are linguistically competent, they cannot be expected to benefit
from the study of literature. Although, carefully selected texts can serve as a tool to reinforce language teaching points, the current syllabus does not seem to consider this crucial factor. It seems that the selection of textbooks has been made in haste and with a lack of systematically applied criteria. This requires a detailed evaluation of the contents of the syllabus.

Keeping in view the specific needs of evaluation in this study, the checklist given in section 7.3.2 is applied to the prose and poetry books. Under each heading, all the three textbooks have been evaluated.

**7.4.1.1 Objectives of the Syllabus in relation to the Objectives and Contents of the Textbooks**

Wiles and Bondi (1989) are of the view that objectives and goals provide a philosophically unified structure that undergrids and relates all aspects of the learning situation from the development of an overall curriculum plan to lesson plans in the classroom (p.91).

Objectives should be in the form of appropriate and specific statements, which serve as a base for the curriculum developer to devise an appropriate content (Print, 1993). Curriculum serves as a tool in the hands of teacher. It is the duty of the teacher to realize the objectives of the content or material through it (Kelly, 2004).

From the above definitions and statements on content and objectives it becomes evident that clear objectives are very essential for a curriculum because they are the unifying force which unites all the elements of curriculum.

The most important objective of teaching a language course to students of professional institutions is to enable them to meet the academic needs as well as the communicative needs of their professional life effectively. It seems that the three
textbooks have been compiled/selected without taking into consideration the aims and objectives of the syllabus of English prescribed by the PMA authorities (see appendix A for detailed objectives). Moreover, the language used for defining these objectives is not in accordance with the language required for stating objectives under the domain of education. Objectives should be precise, specific and measurable (Print, 1993). Most of the objectives do not conform to these requirements. The PMA authorities have not clearly specified the final objectives of the syllabus in vivid words so that the learners know what they are expected to have learnt at the end of the course. We do not know what the learners should be able to demonstrate that they have achieved the intended objectives at the end of each term.

**BOOK 1: An Anthology of Modern English Prose**

In the foreword to ‘An Anthology of Modern English Prose’, General Malik\(^\text{13}\) (1989: i) states,

> The department of English was assigned the task to compile a book that should, on the one hand fulfill our cultural and ideological needs and, on the other, meet our linguistic and professional requirements. (Cadets of the PMA) ‘have a special purpose to serve; they have to dedicate themselves to the service of Islam and Pakistan…All training gadgets and course books have to be designed in such a manner that along with professional excellence they go on imbibing, imperceptibly, the eternal spirit of religion and the abiding love of their motherland. A graduate of this Academy must be imbued with the character and professional qualities of the true Muslim soldier’ (ibid).

It is obvious from the above statements that one of the major aims of the PMA authorities is to promote religious and nationalistic ideology among the cadets

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\(^\text{13}\) General Ghulam Muhammad Malik served as the Commandant of the PMA from 1988-1990.
through the teaching of English textbooks. Another important aim of teaching English is to fulfill the linguistic and professional requirements. On the contrary, the above mentioned aims do not directly match with the objectives of teaching the Anthology given in the syllabus document. The objective of teaching the Anthology of Modern English Prose, as provided in the syllabus document is:

**To raise and broaden the base of intellectual and mental horizon, through the teaching of Prose lessons.**

The language used for defining this objective does not seem appropriate. Moreover, this objective is quite unrealistic; it is neither precise nor measurable. It appears that the PMA authorities are not really clear about their objectives. Perhaps, that is why they fail to achieve any objective, as is evident from the result of the cadets’ responses (see question 38, appendix B). Majority of the respondents i.e., 63.3 % believed that the teaching of prose lessons has not broadened the base of their intellectual and mental horizon. The linguistic and communicative needs were not specified while formulating the objectives.

In the Preface to this textbook the compiler states:

*This Anthology has been compiled to fulfill the peculiar needs of the Gentleman Cadets of the PMA…the previous books were a representation of western ideas and an alien culture. Their replacement by a fresher, more modern and more purposeful reading material was overdue. The present book is intended to meet all these requirements. It aims at providing an easy and attractive introduction to the modern English prose…*

This book ignores the students’ objectives of learning English at this level as well as objectives of the syllabus. There is no reference to the skills of listening, speaking,
reading and writing or to study skills. Even the one aim mentioned is not fulfilled because the textbook is neither easy nor provides modern English language.

The second part of the book contains literary essays,

…which have specifically been included to enable our students to compare the style of the western prose writers with that of the Muslim writers from the east whose essays are included in the first part (Irshad, 1989: iii).

This objective appears to be quite irrelevant, as it does not match with the needs of the potential army officers. It should have been suitable for the students of literature but not for

**BOOK 2: Modern Short Stories**

The objective of teaching ‘Modern Short Stories’ as stated in the syllabus document is,

**To instill an insight and ability to understand cultural, social and moral values through the teaching of prose and novel.**

It is interesting to note that the objective of teaching the novel ‘The Pearl’, and the book ‘Modern Short Stories’ is not stated separately. This objective seems to be unrealistic. It is not easy to measure this objective. It further becomes evident from the responses of the instructors that no steps are taken to assess whether the above mentioned objective is achieved or not (see section 7.9).
BOOK 3: An Anthology of Prose and Poetry

This book is also not different from the other two books. The objectives of teaching prose given in the syllabus document are:

1. **To enhance the process of intellectual curiosity and creativity through teaching of prose.** This will further develop a deeper insight, wider vision and a suitable observation among the cadets.

2. **To augment exposure to rich literary heritage of emotional experience and intellectual insight to read, to ponder and to enjoy.**

3. **To reinforce the ability to learn form and technique of good writing through extensive and varied menu of good model writing.** This will be done through the teaching of selective prose lessons.

Keeping in view, the educational background of the learners and the teaching methodology of the instructors, these objectives seem quite unrealistic.

The methodology for teaching prose lessons, as stated in the syllabus document is lecture/direct method. According to the instructors, while teaching prose lessons they usually ask the cadets to read aloud from the book. Most of them usually point out the mistakes in pronunciation, provide meanings of the difficult words and finally discuss the ideas presented in the lessons. There is no effort on the part of the instructors to analyze the language and style of the writers. No writing activities are conducted in the class to inculcate creativity among the students. The instructors believe that forty minutes period leaves no time for any writing activity. Thus, it becomes evident that the objectives stated above are quite unrealistic in the present circumstances.

The book aims at literary achievement which should not be the objective of teaching English to the military cadets. The cadets do not seem to enjoy these short stories. A vast majority of the cadets expressed their desire to exclude these lessons from the
syllabus (see section 5.7.5). The ex-cadets also revealed during their interviews that they desired to have sound knowledge of functional grammar and excellent command over writing and speaking skills. This objective might have been appropriate for literature students but not for professional military cadets. The military cadets would need effective writing skills and reasonable vocabulary, which are ignored while defining the objectives of teaching prose. It appears that those responsible for formulating the syllabus are ignorant of the general principles of English language teaching.

The objective of teaching poetry as mentioned in the syllabus document is:

To provide poetic touch and develop Gentleman Cadets’ literary taste through teaching of poetry.

This objective sounds ridiculous. Most of the Pakistani students do not have any interest in foreign language poetry as they are unable to appreciate the fine nuances of poetry. Same is the case with the military cadets as is evident from the results of the responses shown in section 5.7.3. About 79% believed that the teaching of poetry has not developed their literary taste. It is quite inappropriate to teach poetry to cadets who require English language for practical purposes. The requirements of the cadets are not to acquaint themselves with the love poetry of Shakespeare or romantic poetry of Keats but to acquire sufficient linguistic and communicative competence. Poetry with its structural complexity and special use of vocabulary also causes problems to the cadets. It appears as if the objectives have been prepared haphazardly, without considering the future needs of the cadets.
7.4.1.1.2 Subject Matter

‘The subject matter which is available to the students must be in harmony with the needs and interests of pupils at that level’ (Sherwani, 2001:82).

Book 1

As mentioned earlier, ‘An Anthology of Modern English Prose’ is divided into three parts. The first part contains essays and articles ‘which apart from their literary excellence, aim at creating an understanding of our religious and cultural values’ (Irshad, 1989: iii). Five essays are selected from this section. Out of these five essays, three are written by the Muslim authors and the other two by the British writers. However, the three essays, ‘The Holy Prophet’, ‘Islamic Culture’ and ‘The Rationale of Pakistan’ cannot be termed as essays in the real sense of the term. ‘The Holy Prophet’ and ‘Islamic Culture’ are extracts from two different books written by Syed Amir Ali and Muhammad Marmaduke Pickthal respectively. The third essay ‘The Rationale of Pakistan’ is an extract from a speech delivered by the Quaid-e-Azam Muhammad Ali Jinnah. It is a formal speech using the language of politics which is neither needed by the cadets nor is graspable for them.

The lessons are difficult linguistically for the learners whose reading age is thirteen. Although these lessons are culturally relevant and acceptable for the learners, “incidentally” these lessons are the most unintelligible for the students. It became evident from informal discussions with the cadets and interviews of the ex-cadets that they did not like the present selection of essays in the section ‘Islam and Pakistan’ because of the difficult language as well as the boring content. A majority of the cadets have not approved the present selection of essays (see section 5.7.5). However, they expressed their desire to include more interesting essays related to
Islam and Pakistan, perhaps because ‘the Gentlemen Cadets of the Pakistan Military Academy have a special purpose to serve; they have to dedicate themselves to the service of Islam and Pakistan’ (Malik, 1989: i).

Only one essay, entitled ‘On Babies’ is selected for study from the second section. This is a humorous essay written by an English writer, Jerome K. Jerome. The students seem to enjoy this lesson not only because of the story but also because of the easy language.

The third section deals with the subject of war. Again only one lesson, ‘Morale in Battle’ is prescribed for study. This essay is taken from a book written by Field Marshal Montgomery. The selection of this article seems appropriate as morale in battle is an important factor in the army. The theme of the lesson is of interest to the learners. Majority of the cadets also showed their desire to include more essays related to war (see section 5.7.6).

Home-culture content should be increased because cadets need to know how to talk about it in the future. For this purpose, instead of formal speeches, and lectures by statesmen, stories of Pakistani war heroes may be included in the syllabus. Moreover, authentic material adapted from newspapers, military journals and magazines can be used to teach various language points to the cadets. The emphasis should be more on teaching different language skills instead of trying to inculcate literary taste among the cadets.
Book 2

The following three short stories are included in the syllabus:

- The Refugees
- The Open Window
- The Last Leaf

These uninteresting stories may be delightful for readers familiar with a wide range of literary style but they fail to impress the foreign language learners. The socio-cultural background of these stories is Western, and the dialect of English presented in these stories shows a difference of society. There are many culturally alien references e.g.: “brownness in October wood or in beer”.

Literature and language are closely linked to each other and literature can be used to illustrate different language points and various authentic uses of language. Moreover, it encourages empathetic, critical and creative thinking, but if literature based texts are to form part of compulsory English syllabus then the students have to be linguistically equipped before being able to understand a literary piece. The students’ basic need is to learn functional English, which is not catered through the present literary selection.

Book 3

‘The Anthology of Prose and Poetry’ comprises two separate sections: prose and poetry. First, I discuss the prose section. The following lessons are taught in the fourth term:

- Lenin
- A Piece of Chalk
- Style
These lessons are written by English writers and are linguistically and conceptually quite difficult for the cadets. The lessons also contain a number of culturally alien references. For example, the following extract from ‘A Piece of Chalk’:

“…they blazoned the shields of their paladins with the purple and gold of many heraldic sunsets. The greenness of a thousand green leaves clustered into the live green figure of Robin Hood. The blueness of a score of forgotten skies became the blue robes of the virgin. The inspiration went in like sunbeams and came out like Apollo” (p, 185).

The selection of these articles seems very inappropriate. The cadets with no literary background find these articles quite difficult and boring as was revealed during interviews with the ex-cadets. These uninteresting literary selections may be enjoyable for students familiar with a wide range of literary style but they fail to impress the foreign language learners. It was found during informal discussions with the instructors that the existing syllabus is not organized around any established linguistic criteria and the selection of content is non-purposive. The presentation of texts, which represent different areas of human activity, is a good prospect but the focus seems to be on “covering large area” not on the selection of texts, which present functional English.

The textbook does not make an attempt in making the students feel that they are studying an up-to-date text. They know that for the last 20-25 years this syllabus has been in use with a few minor changes. This sense of oldness and out-dated ideas creates in them a sense of disliking, as they do not become active participants and good receptors for this text (cf. 7.8.1). Hence, this book as such has no contribution in making the cadets proficient in English.
The poetry section comprises 11 poems. Only 6 poems are included in the syllabus written are by Shakespeare, Milton, Shelley, Wordsworth, Keats, and Robert Frost. The ideas expressed by these poets are intricate as they sound the various trends, political and social movements of their ages. Without understanding the historicity of the poems, the cadets would not be able to understand and enjoy them. The instructors also admitted that they could not develop interest among the students for appreciating poetry due to time constraints. Besides, the selection of poems seems to be inappropriate. The poems like ‘Ode to the West Wind’ and ‘Ode to the Nightingale’ are difficult for most of the cadets who have inadequate language proficiency. It seems that these odes have been selected without any regard to learners’ linguistic level and proficiency in language. The noticeable point is that if it is really essential to teach poetry to the cadets then it should be of their interest. As Littlewood (1986) points out, that students’ interest and appreciation of the experiences described will be enhanced if the content of the poems makes contact with their experience. Unfortunately, this is not valid for the present textbook. The poems like ‘Ode to the West Wind’ and others are not of any interest for cadets. Moreover, the way poetry is taught also contributes to the lack of students’ interest in poetry.

7.4.1.1.3 Vocabulary and Structure

The vocabulary load depicted in all the three textbooks seems to be unreasonable for the cadets. The vocabulary items are such that are not likely to be of use in everyday language by the cadets. Words like ‘capercaillie’, ‘Repudiator’, ‘iteration’, ‘sanguinary’, ‘abstention’, ‘primeval’, ‘heraldic’, ‘concourse’, ‘aught’ and
‘paladins’- these are just a few examples-are not only difficult but also irrelevant to and absent from common language. Moreover, the vocabulary used in the textbooks is not repeated in subsequent lessons for reinforcement and therefore these and other such words remain alien for the learners. Such words are difficult even for the instructors who are handling these books.

The textbooks are also difficult syntactically as there are complex structures of lengthy sentences. For example,

In the Quran, men are bidden to observe the Phenomena of nature, alternation of day and night, the properties of earth and air and fire and water, the mysteries of birth and death, growth and decay – evidences of a law and order which man can never bend or alter by a hair’s breadth – as proof of that man is not the sovereign of this world: his province of free will, research and fruitful efforts is but a delegated power within an absolute sovereignty, which absolute sovereignty belongs to Allah the Creator and Sustainer of the Universe, the Lord of all the worlds.

This single sentence from the lesson ‘Islamic Culture’ comprises 106 words.

Similarly, the following sentence from the lesson “The Rationale of Pakistan” (An Anthology of Modern English Prose) comprises 59 words:

On the other hand, the rivalry and the natural desire and efforts on the part of one to dominate the social order and establish political supremacy over the other in the government of the country will disappear and will lead more towards natural goodwill by international pacts between them, and they can live in complete harmony with their neighbors (p. 50).

These two sentences are just a few examples of difficult sentence structures in the textbooks. Such sentences are problematic for the students who are not provided with
any reading skill. Moreover, lengthy and difficult sentences lead to emotional fatigue and boredom.

The lessons are also difficult conceptually. For instance, the lessons ‘Lenin’, ‘The Rationale of Pakistan’ use the language and ideas of politics which is neither required by the cadets, nor is according to their proficiency level. The fact that ‘The Rationale of Pakistan’ is a formal speech renders it unintelligible for the cadets despite the fact that it is culturally relevant. Furthermore, the language of these books is not completely authentic as there are outdated and unfamiliar phrases and idioms in the lessons. The language used in the various essays, stories is that of eighteenth or nineteenth century.

As far as the poetry section is concerned, an average BA/B.Sc student is not competent enough to appreciate nuances of poetry. The student usually gets confused in managing rhyme scheme, various literary devices, ideas and mental state of the poet at this level. It is pointless to expose them to uninteresting literary text as they can appreciate neither the language nor the mood, tone, or special intent of the literary material. As an escape they rely on readymade notes, which encourage cramming, and they generally read the poems only to pass the examination rather than to gain something.

The vocabulary load in some poems is too heavy for the students. Words like ‘stubble’, ‘suckled’, ‘croft’, ‘swath’, ‘treble’, ‘drayd’ are ambiguous for students as well as for the teachers. These words do not belong to current everyday language in the Standard English.
7.4.1.1.4 Clear attractive layout, print easy to read

The quality of paper used for the books (I, II and III) is not of very good quality. The books are acceptable regarding the clarity. However, it would be more appealing if orthographic beauty is considered. All the three textbooks under study lack orthographic beauty.

7.4.1.1.5 Appropriate visual materials available

Visual images can play an important role in conceptual clarity of different things and can also help in understanding written text. Through visual images the teacher can also exploit the text for various language activities. None of the three books have any illustration or visual to help learners’ comprehension ability.

7.4.1.1.6 Tips for teaching

The prescribed syllabus should explicitly state what kind of methodology is amenable to the achievement of its objectives. The teaching methodology to be used for teaching a specific module has been provided in the syllabus document but it has not proved useful as various tips/techniques for teaching are not given. There is no teachers’ manual accompanying the textbooks. The instructors follow the teaching methodology they feel comfortable with, as is evident from their responses given in section 7.9. Most of the instructors are not ELT trained so they generally teach through the lecture method.

The present textbooks do not offer any exercises that can develop any reading sub-skills like skimming, scanning, reading for main idea, etc. The teaching methodology is such that the teacher reads out from the text in the class and the students are not given any exposure to the text. It appears as if the textbooks are compiled in such a manner that the teaching points are not taken into consideration. Moreover, the
compilers are not aware of modern concepts of syllabus designing and communicative teaching methodology. We do not see anything that can help students and teachers because the lessons end abruptly without offering any teaching exercise. Only in ‘An Anthology to Modern English Prose’ some comprehension type questions are given at the end of each lesson but these are also not helpful for teaching purposes. It was revealed during the interviews that the cadets are not required to answer those questions. The instructors generally lecture on the different characters of the short stories, the writer’s style, and the themes. The emphasis is on comprehension. The cadets usually cram the notes prepared by their seniors and reproduce them in the examination.

Although, in the present situation 80 percent marks are allocated for the written examination but there are no exercises in the textbooks to give students practice in writing skills. There is a great need for including exercises like sentence completion, spelling, guided and free writing.

The ability to speak English is a clearly perceived need of the cadets in the academic as well as in the professional life. Keeping in view the importance of spoken English in the armed forces, the Public Speaking Module is taught to the PMA cadets. However, public speaking is taught separately; the textbooks do not offer any exercises to students in the development of this skill.

Listening is as important as speaking, as Rivers (1981:151) puts it:

Speaking does not of itself constitute communication unless what is being said is comprehended by the other person…teaching the comprehension of spoken language is of primary importance if the communication aim is to be achieved.
But the textbooks do not provide any exercises for the learning and practice of the skill. There are no communicative activities for listening, speaking, reading and writing skills. Subsidiary skills like grammar, vocabulary and punctuation have also not been given any importance. There are no structured exercises in the textbooks with which these skills can be taught either in a traditional manner or through communicative teaching methodology. The general impression, which one gets after evaluating the textbooks, is that these books do not offer any teaching points either for linguistic competence or for communicative competence.

7.4.1.1.7 Potential for Adaptability

Though the textbooks do not offer activities/exercises to teach the students with communicative methodology and they do have a number of other flaws as well, but a trained teacher can adapt the texts to make them communicative by picking out certain points from the texts which could be exploited for teaching purposes by designing various activities for the learners to give them practice in the main/subsidiary skills of language. Moreover, after adapting them, the books could be used for teaching with communicative methodology (see Appendix E for ideas in adapting texts).

Learners should be encouraged to develop own learning strategies and to become independent in their learning. The analysis of the syllabus reveals that no attempts are made to familiarize the learners with cognitive and behavioral strategies or, at least, raise their consciousness about learning strategies. It is worth mentioning that in none of the books there is any part explicitly addressing the issue of strategy training whatsoever.
In my opinion, learner training is helpful and valuable in pushing our learners toward the intended goals, of both the learners themselves and the teachers.

**7.4.1.2 Drama**

George Bernard Shaw’s play, ‘Arms and the Man’ has been prescribed for teaching in the third term. The present selection does not seem to be the right choice. At the superficial level it is a simple, romantic love story. Ordinary readers cannot comprehend the serious views propagated by Shaw through his plays. Initially, even the sophisticated audience of Shaw’s own age could not discern the serious purpose of his play. The objective of teaching drama as prescribed in the syllabus document is, ‘to create a craving for literature and develop imaginative inquisitiveness’. Keeping in view, the language background of the cadets and the methodology used at the PMA, the above stated objective seems unrealistic and unachievable. This fact is supported by the responses of the cadets (see section 5.7.9a). A vast majority of them reported that the teaching of drama has not developed imaginative inquisitiveness among them. For non-native learners of language, certain level of reading proficiency is required before exposure to literary texts takes place. But this is not the case with an average student in Pakistan. Reading a drama or novel requires high level of reading skills such as analyzing, interpreting and inferring, which the students clearly lack. Such heavy literary texts like drama or novel can be suitable for literature students but not for students learning language for specific purposes.

**7.4.1.3 Novel**

The novel, ‘The Pearl’ by John Steinbeck has been prescribed for detailed study during the second term. It is a short novel comprising only 104 pages. The stated
objective of teaching the novel is, ‘To instill an insight and ability to understand cultural, social and moral values through the teaching of novel’.

Again it seems quite inappropriate to teach novel to military cadets who study English language to cater the demands of their professional life. The cadets do not need to study English for developing aesthetic abilities and understanding cultural values. ‘The Pearl’ is an allegorical novel. Majority of the cadets do not have a background of literature. The novel contains a number of images and symbols which are not at all explored while teaching. The students do not enjoy reading the novel mainly because they are unable to understand the deeper meanings. Perhaps that is why, an ex-cadet reported during the interview that ‘we used to get bored while reading a childish story of a pearl found and lost’ (cf. 7.8.1).

Part Two

7.4.2 Evaluation of the modules of public speaking, phonetics, A/V Packages, vocabulary, and grammar and composition

I have already done the evaluation of textbooks in part one. The second part of syllabus comprises public speaking, phonetics, A/V Packages, vocabulary, grammar and composition. I attempt to evaluate these components one by one in the subsequent sections.

7.4.2.1 Public Speaking

One of the aims of the PMA is to prepare future leaders, thus a lot of stress is laid on teaching the art of public speaking to the cadets. 84 periods out of 435 are devoted to the teaching of public speaking. The public speaking component comprises presentations, debates and group discussions.
In the first week of the first term, a general lecture is delivered on how to make an oral presentation. The cadets are assigned topics like, Sportsman Spirit, Science in Service of Mankind, Knowledge is Power, commonly found in grammar and composition books prescribed for intermediate and BA/BSc level Pakistani students. The cadets just learn these essays by heart and reproduce them orally in front of the whole class. The cadets come one by one to the rostrum and speak on a given topic for 4-5 minutes. Sometimes there is a short question answer session at the end of the presentations. The instructors also participate in these sessions. Multi-media are available in the Academy, but the cadets are not taught its proper use in making presentations.

In the second week, instructors give introduction about how to prepare debates. In this case again, debates prepared by the cadets lack originality and they copy most of the material from the composition books. The Debating classes are conducted by the cadets themselves. The instructor sits in the rear and listens to the speakers and the cadet-president of the debate.

In the third week of the first term, the instructor gives introduction to the group discussion classes. The discussion classes are also organized by the cadets. It is expected that all the cadets would participate in the discussion. The instructor ensures that those cadets who are shy of speaking or are weak in oral expression, also contribute to the discussion. At times, the instructor also participates by asking leading questions.

The objectives of teaching public speaking as given in the syllabus outline are:

1. Imbibe the ability to fight stage fright, to be confident and fluent in the art of speech by giving exposure in spoken English classes.
2. To inculcate the art of public speaking and develop emphatic expression through spoken English classes.

3. To further augment and reinforce the ability to speak in a more mature, confident and fluent manner by giving them exposure in spoken English classes

4. To enrich ability to make extempore speech with poise and confidence.

As far as the first objective is concerned, it is achieved to a great extent because the cadets can speak English confidently by the time they complete their training from the PMA. Even very shy cadets coming from the remote areas of Pakistan who had never spoken English in their lives start developing confidence as they have to speak compulsorily in front of the whole class. As far as the second objective is concerned, I feel that it is not achieved. When the instructors were asked during the interviews that what kind of practice was provided to cadets to develop ‘emphatic expression’, most of them had no answer.

It is stated in the syllabus outline that making presentations is taught in this term. However, no specific objective for teaching presentations is given in the syllabus document. The authorities seem to have formulated the objectives hastily. Although the cadets are able to overcome stage fright, they are unable to make effective presentations. They are also not taught the use of multi-media in making presentations despite the fact that these resources are readily available at the PMA, Kakul.

Practice in oral presentations, debates and group discussions have certainly helped in developing fluency in speech and confidence among the cadets, but their style lacks maturity. This is perhaps because they are unaware of paralinguistic features of
language and also due to limited vocabulary. It is generally said about Pakistani Army officers that they speak wrong English very confidently. The teaching of spoken English can be made more effective by using interesting and useful activities like problem-solving and role-play activities. Moreover, such topics should be introduced which are relevant to learners age, interest, and needs. The cadets showed positive attitude towards public speaking classes because they feel that these classes fulfill their needs related to speaking skill to a large extent. The results of the responses related to cadets’ interest in public speaking classes confirmed my assumption that the learners show a positive attitude towards learning those things which are relevant to their needs.

7.4.2.2 Phonetics

With a view to improve the pronunciation of the cadets, the Phonetics Module was introduced in the English syllabus in 1998 (Safdar and Asif, 2004). Interestingly, the objective for teaching Phonetics is not mentioned in the syllabus outline. Five periods each in the first three terms, have been allocated for teaching phonetics. The breakdown of these periods is as under:

<table>
<thead>
<tr>
<th><strong>First term</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Phonetics</td>
<td>(1 period)</td>
</tr>
<tr>
<td>Consonants</td>
<td>(2 periods)</td>
</tr>
<tr>
<td>Vowels</td>
<td>(2 periods)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Second Term</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friction/Stop consonants</td>
<td>(2 periods)</td>
</tr>
<tr>
<td>Nasal/Lateral consonants</td>
<td>(2 periods)</td>
</tr>
<tr>
<td>Gliding consonants /Exercises</td>
<td>(1 period)</td>
</tr>
</tbody>
</table>
The Phonetics Module has a number of weaknesses. The contents of the module seem to have been prepared haphazardly. One of the most glaring inadequacies is the fact that only two periods have been devoted to practice various sounds. Another inadequacy is that some important aspects of phonology like word-stress, sentence-stress and intonation are not addressed in the syllabus. It was revealed during the interview with a senior instructor that no criterion was set before selecting the contents of this module. It was also found that most of the instructors had not studied phonetics at any level before teaching at the PMA. Generally the instructors teach phonetics by first giving an explanation of the various terms and then providing them practice in uttering different sounds. Most of the class time is devoted to describe various sounds. Due to time constraints and untrained teachers the desired aim can not be achieved. Moreover, as this component is not tested so the instructors and cadets do not take teaching/learning seriously. Majority of the cadets showed their dissatisfaction with the phonetics course.

After analyzing the components of the phonetics syllabus and the time given to the teaching and practice of these terms one can conclude that this is not sufficient to improve the pronunciation of the cadets.

7.4.2.3 Grammar, Vocabulary Writing and Composition

The book prescribed for teaching grammar is ‘Living English Structure’ by W.S. Allen.

The following components of grammar are taught to the cadets:
The objective of teaching grammar as stated in the syllabus document is:

- **To understand and assimilate the rules of grammar and their application.**

Grammar is generally taught in the traditional way by explaining the rules, followed by practice in those areas. The exercises are not in context. Such exercises done in isolation have not been useful in the teaching of grammar. It was found after analyzing the responses of the cadets and ex-cadets that the objective of teaching grammar was not achieved as most of them showed their dissatisfaction with the teaching of grammar. At the same time they expressed their desire to learn the rules and application of grammatical rules. It has also been observed that the needs and problems of the cadets are not taken into consideration while allocating periods for teaching various grammatical points. Majority of the cadets reported that they fail to use the various tenses properly. The course outline shows that the cadets are not given enough practice in the use of tenses as only two periods are given to the teaching of tenses. Cadets are usually not provided corrective feedback.

Like the phonetics component, the objective for teaching vocabulary is also not mentioned in the course outline. A few vocabulary exercises are designed by the department of English to teach difficult words, and give practice in common errors committed by non-native speakers. ‘However, it was experienced that the students
benefited very little from these exercises’ (Ahmed, 1989:64). Vocabulary is not taught in context.

A considerable amount of written work in the form of essay writing, letter writing, précis writing and critical appreciation has been prescribed in the syllabus. Some writing practice as part of reading comprehension exercises is also done. Moreover, some written work during the study of grammar and literary texts is also carried out. The cadets are required to prepare notes for study of short stories, essays, drama and novel.

The following objectives of teaching writing/composition are given in the syllabus outline:

- To develop the ability to think clearly and communicate ideas logically by utilizing composition classes.
- To develop art of creative writing by using composition classes.
- Ability to skim, scan and write with clarity, analytical ability and correctness. This will be achieved through writing of a term essay (research paper)

However, this component does not make significant contribution in developing the writing skills of the cadets. It was revealed during the interviews with ex-cadets that they seldom prepare their own notes; they mostly reproduce the notes either prepared by their seniors or from the guide books. The instructors also do not demand originality in the work of the cadets.

In the final term, the cadets are required to write a research paper of about three to four thousand words on a specific topic. The instructors are supposed to guide the cadets in note taking, making references, proper use of library and preparation of the bibliography. Unfortunately, the instructors themselves are not fully aware of these
study skills, as such they are unable to guide the cadets properly. This is my personal observation that even very senior army officers while writing in army journals do not acknowledge the various sources and they also do not use proper referencing.

The cadets are also required to read a book of their own choice from the library and write its summary and critical appreciation. ‘This is done to inculcate reading habit and to develop an analytical approach towards work’ (Ahmed, 1989:64). Although this seems to be a good idea but the reality is that most of the cadets do not write the review themselves. One of the instructors revealed during the interview that the cadets generally ask someone else to write the reviews for them.

7.4.2.4 Audio Visual Packages

The Audio-Visual Packages, published by the BBC English Language Series were introduced at the PMA in 1998, mainly with an aim to give exposure to the cadets to native speakers like accent and developing listening, speaking, reading and writing skills. Two packages are included in the syllabuses which are taught in the first two terms. The following objectives are delineated in the syllabus document for teaching these Packages:

People You Meet:

- To augment assimilation of good accent /correct pronunciation, understand grammatical rules and their application. This will be achieved by utilizing the A/V Package ‘People you Meet’.

Follow Through:

- To augment the development of communicative, listening and reading comprehension skills, fluency in spoken and written expression, and imitation of native accent.
The above mentioned objectives appear to be ideal for language teaching but unfortunately the actual situation is not really encouraging. These objectives are achieved only to a small extent as is evident from the overall responses of the cadets related to the teaching of A/V Packages (see table 5.8.5). This is mainly because the teachers are not trained to handle these packages effectively. The instructors just simply tell the cadets to watch these programmes and usually at the end ask them to complete the exercises given in the books. They do not give any kind of explanations. It was revealed through interviews with the ex-cadets that they usually copied the answers from each other. As the cadets are not tested in anything related to these packages therefore they are quite non-serious about these classes. Hence, it is the most neglected part of the language course. Some of the ex-cadets revealed during the interviews that it used to be the ideal time to sleep in the class after the hectic routine of professional activities and they also complained that the A/V sessions were not guided by the instructors. However, they had to attend these classes because they could not skip any class at the Academy like other civilian institutions because of the strict discipline observed at the PMA.

7.5 Assessment

Assessment is an integral part of teaching learning process. It is a powerful means in judging the academic performance of the students. That is why ‘Educational practice has a long tradition of assessment – the process of identifying, documenting and judging learning outcomes’ (Norton and Wiburg, 1998: 222).
The importance of assessment can be judged by the various effects it has on the learners. Assessment:

- Guides their judgment about what is important to learn
- Affects their motivation and their self-perception of their competence
- Structures their approaches to and their timing of personal study
- Consolidates learning
- And affects the development of evolving learning strategies and skills

(Crooks, 1988: 467).

Assessment helps the teachers to know how far their teaching has been effective. Students’ scores indirectly indicate the success or failure of teaching. Modes of assessment are said to ‘…monitor educational systems for public accountability; help to improve curricula; evaluate the effectiveness of teaching and instructional practices; measure student achievement and determine a student’s mastery of skills’ (Kean, 2001, http://ctb.com/about-assessment/four_principles.shtml).

7.5.1 Review of the Existing Criteria

At the PMA, examination is held at the end of each semester to test the cadets in the specific areas covered during that term. The content of English is prescribed by the PMA and the course is prepared accordingly. The course is covered during the four terms. The normal format of such papers is to answer two to three questions based on the texts within a short limit of time (three hours). The rest of the paper is based on grammar and language usage. The assessment procedures are norm-referenced. This examination carries 65 marks. Oral fluency of the cadets is also graded. This carries 20 marks. The other 15 marks are meant for sessional tests held during the semester. There are at least three such tests and the average of these marks is added to the total
of end semester examination and oral English marks. Any one failing twice in the same semester is dropped from the Academy. At the end of each semester, final examination is held (specimen question papers of all the four terms are provided in appendix E). Question papers for the periodical tests are set by Head of the Department or by an instructor nominated by him. For the end term, examination papers are set by the Head of the Department who makes at least two sets of papers for each semester. ‘These papers are then put up before the Academic Council which approves one set of paper or it may mesh up the two sets and make a fresh set of papers. The finally approved question paper is then kept in safe custody of the Branch which conducts examinations at all levels in the Academy. The teachers have no knowledge about the type of questions, etc’ (Ahmed, 1998:64-5).

It emerged from the evaluation of examination papers and analysis of the data collected through interviews with the instructors and the ex-cadets that the prevailing system of examination at the PMA is unsatisfactory. It fails to measure the cadets’ competency in the language learnt, rather it encourages rote learning. As a result, the originality and creativity of thought among the cadets’ is not nurtured. It can be hoped that a compulsory paper of a second language at this level would consist of a test of understanding and communication but there are many drawbacks.

7.5.2 Nature of Questions

This examination is mainly textbook-based and demands only the memorization of the taught material. This generally means one question each on the literary genres taught during that term. The questions instead of requiring critical thinking just require summary of the main incidents. Such type of examination belongs to the typical old traditional examination. Generally the nature of the examination questions
is that of information retrieval. The questions demand discussion, explanation or description e.g. ‘Draw the character sketch of….’ The rest of the paper is based on grammar and language usage. The cadets are required to write an essay of about 400 words and complete exercises related to vocabulary and grammar. Discrete grammar items are included which do not contextualize language and make the process of language learning independent from normal life activities. There is no place for communicative or functional use of language.

Although the speaking skill is tested at the PMA but there is no specific criteria for testing it. As it was revealed during an interview with a senior instructor:

No, we have no set criteria to judge the speaking skill of the cadets. But you see we have their public speaking classes in which the cadets give presentations and we keep on observing their spoken English and then at the end of the term we give them marks…

It becomes evident from the above statement that the speaking skill of the cadets is not assessed on any proper criteria.

The manner of setting questions also needs to be changed. The change in the style of the question paper can be done after understanding the objectives and functions of language. Basic function of any Language Policy is clearly stated in the educational policy of 1970 as it is said:

The basic criteria in selecting the right medium of instruction are ability to: (a) help students acquire knowledge as effortlessly as possible; (b) communicate with clarity and objectivity; (c) stimulate critical and creative thinking (Ministry of Education and Scientific Research, 1970: 18).
The questions based on literature module instead of requiring critical thinking just require summary of the main incidents. Such type of examination belongs to the typical old traditional examination system.

A change in the assessment pattern is desperately required. It needs to be more pragmatic rather than theoretical and subjective. The textbook, objectives, and the concepts should be reflected in the assessment/evaluation process and discourage cramming.

7.6 Conclusion

In this chapter, I have attempted to evaluate the textbooks and analyzed other components of the syllabus like public speaking, phonetics, Audio-Visual Packages, vocabulary grammar and composition. This evaluation reveals that an effort has been made to give the cadets proficiency in as many skills as possible. The aim of the syllabus is to make the cadets proficient in reading, speaking and writing, which are therefore emphasized a great deal. The syllabus is, however, traditional in approach. It is expected that the cadets will learn the language and acquire proficiency in language skills through the study of literature. Whereas, literature is the best exposition of language, it is doubtful that the study of literature can be very effective as a vehicle for teaching and learning of the language in the case of military cadets.
CHAPTER 8

FINDINGS AND RECOMMENDATIONS

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8.6 Conclusion
8.1 Introduction

In chapter seven, I evaluated the course contents of the existing ETP by using various models. This chapter presents the findings of the research questions and draws implications. I will begin with a discussion of the findings which were collected from different sources: questionnaires of the cadets, interviews of the instructors and army officers, and evaluation of the course contents. In the light of the findings, I attempt to answer the research questions and also provide recommendations to improve the course. Then, the rationale for course designing is taken into account. This is followed by a discussion of the limitations of the study. The chapter ends with some concluding remarks about future research dynamics in the field of English for Military Purposes.

8.2 Discussion of the Results

In this section, I present the overall findings in the light of detailed analyses discussed in chapters 5, 6 and 7. These findings have been presented by providing answers to the research questions that were posed in the beginning. The present study chooses to focus on the evaluation of the English Teaching Programme (ETP) of the PMA, Kakul, to discover those factors which may have decreased the efficiency of the syllabus and attempts to find out as to why it does not achieve the desired goals. This research is also a thorough investigation to measure the level of existing linguistic adequacy of the PMA cadets with reference to the specific roles they are required to perform, so that their problem areas could be systematically identified and subsequently reported with recommendations.

Here, I have attempted to answer the research questions stated in sections 1.6 and 3.1.1.
The findings of this research do answer my overarching research question, which is:

**To what extent, the existing English Teaching Programme at the PMA is successful in enabling the cadets to acquire linguistic competence to perform in various academic and professional settings?**

**Research Question 1: What are the reasons for which the cadets want to learn English?**

The motivation to learn or study a second language has long been recognized as an important attribute for successful learning (Dornyei, 1998; Gardner, 2000; Gardner and Lambert, 1972). Undoubtedly, this motivation has to be taken into account in terms of specified needs expressed by the learners. Kennedy and Bolitho (1984:14) assume that, “If it is possible to find out a student’s motivation for learning English and match the content of the course to this motivation, the chances of successful language learning are increased”. The findings of the present study indicate that there are no conflicting views and opinions among all the stakeholders as far as the importance of English language is concerned. All the participants believed that the English Language plays an important role in the academic and professional lives of military cadets.

The cadets from all types of institutions and from all socio-economic strata of society expressed their desire to learn English for its utilitarian value. They seem to be fully aware of the importance of English language at the Academy that is why most of them (about 82%) have reported that they want to learn English for fulfilling linguistic requirements of the PMA. The PMA is a residential institution where the medium of instruction and routine communication is purely in English language. From the very first day when the cadets join the Academy, they are forbidden to use
any other language except English. In such a situation it really becomes important for
the cadets to learn the English language. There was also complete agreement in the
responses related to other instrumental reasons such as, ‘to pass examination’ and
‘for success in future professional life’.
A vast majority of cadets reported that they also wanted to learn English for
integrative reasons such as ‘acquiring new ideas’ and ‘broadening one’s outlook’,
‘for having access to international books and journals’ and ‘access to information
technology’. It suggests that the respondents are broad- minded, progressive and
open to new ideas (see section, 5.4)
The findings also indicate that knowledge of English is a decisive factor for success
in professional life of the prospective army officers. It is imperative for an army
officer to learn and gain proficiency in English language to progress in rank structure
(see section 6.2.1.1) Majority of the cadets (79.2%) and ex-cadets (see section 7.1)
reported that they want to learn English, as it is the working language of their
profession.
It appears from the responses of the cadets and ex-cadets that are fully aware of the
social prestige attached to the English language in our society. That is why a vast
majority of both the participant groups, consider the learning of English as improving
their social acceptability. They view English as synonymous with progress and
prosperity. However, from the instructors’ point of view, learning English for
improving social acceptability is not considered an important reason. According to
them, the cadets desire to learn English mainly for two reasons: firstly, it is the
official language of the Army and secondly, it is an international language. It seems
that a majority of the cadets and ex-cadets consider the reason of learning English for
improving social acceptance an important reason because of the marked difference in their socio-economic backgrounds. The results related to the socio-economic background of the cadets clearly indicate the vast economic gap between the different cadets (see section 5.3.2a). The cadets’ desire to learn English for social acceptance suggests that they are conscious of the power associated with the English language so they think that one way to come at par with their colleagues, higher in socio-economic status, is through the use of English language. The instructors, however, have not given weightage to this reason probably because they are in a position of authority and are fluent in communication, so they can easily impress others by their good English. They cannot understand the psychological reasons for which the cadets want to learn English.

**Research Question 2: Which language-based tasks are required by the cadets to participate in their training at the PMA, as well as in their future professional lives?**

As far as the answer to this question is concerned, the findings indicate that all the population groups believe that the military cadets need to learn all the four language skills: listening, speaking, reading and writing as well as other aspects of language like grammar, vocabulary. However, in regard to language skills the writing and speaking skills have been given more weightage by all the participants (details provided in sections: 5.6, 7.4 and 7.5). In addition, the ex-cadets belonging to technical arms like aviation, signals and engineers have emphasized the importance of reading skill as well.
Based on the findings of needs analysis the different language–based tasks required by the cadets to participate in their training at the PMA and in their future professional lives are listed as under:

**Tasks Related to Listening Skill**

- Communicating with seniors, civilians and foreigners
- Listening to lectures/seminars
- Taking notes during lectures
- Listening to news and other media
- Listening to orders/instructions

**Tasks Related to Speaking Skill**

- Speaking to seniors/civilians/foreigners
- Delivering lectures/presentations/briefings
- Conducting and participating in meetings/conferences
- Asking and responding to questions in an area related to technical/academic/ expertise
- Telephoning
- Speeches/ Debates

**Tasks Related to Reading Skill**

- Reading academic and technical texts
- Interpreting data in tables and diagrams
- Reading a range of general authentic texts on everyday social and job-related themes, e.g. newspapers, briefs
Tasks Related to Writing Skill

- Writing Assignments
- Reproducing assignments in exams
- Presentation/briefing
- Summary writing
- Essays
- Research paper
- Précis writing
- Book review
- Formal/ informal letter/ e-mail
- Report writing
- Tactical appreciation
- Case study
- Minutes of a meeting
- Writing clear messages
- Pen picture of an officer

Research Question 3: What aspects of language use/usage cause problems to the cadets/ex-cadets?

Overall, listening has not been considered a cause of concern among most of the cadets and the ex-cadets. The same opinion has been expressed by the instructors regarding the listening skill of their students. However, an inconsistency has been observed among the responses of the cadets. The results provided in section 5.5.1 indicate that a large majority i.e., 70% of cadets do not consider listening a difficult
skill. On the other hand, in response to item 24, 30.8% cadets have reported difficulties in comprehending formal lectures and 50.8% reported difficulties in taking notes (cf. 5.5.13). Similar problem has been identified by Ahmed (2006), in the case of lawyers. Understanding the unfamiliar accent in connected speech has also been reported as an area of concern by some cadets and ex-cadets.

Like listening, reading is also not considered a very difficult skill by all the population groups. Only a few cadets and ex-cadets have pointed out that sometimes lack of vocabulary hampered their reading speed. However, a few ex-cadets from technical arms/services like aviation, engineers, and signals have identified difficulty in reading professional books and journals.

A majority of the instructors also believed that reading was not a problematic area for the students. According to them, many cadets encounter problems in comprehending the texts, at the time of joining the PMA. However, by the time they graduate they do not face any such problem (cf. 6.7.3).

On the other hand, a number of problems related to speaking and writing skills have been reported by the cadets, ex-cadets and instructors. In the case of writing, the common mistakes which have been identified are mainly in the use of tenses and subject-verb agreement. Other mistakes reported are lack of vocabulary, organization of ideas and paragraph construction. As far as the speaking skill is concerned, pronunciation, vocabulary and grammar have been regarded as areas of concern by all the population groups.

Vocabulary also emerged as a cause of concern for the cadets and ex-cadets. This supports Jordan’s (1998:149) view that “students usually want to increase their store of vocabulary, regarding it as a yardstick of their language improvement”.
Research Question 4: To what extent does the English syllabus taught at the PMA, fulfill the academic and professional language needs of the learners?

The data collected from the cadets and the ex-cadets reveal that the English syllabus taught at the PMA has not fulfilled their academic and professional language needs to a large extent (cf. 5.7.1, 5.7.2, 7.8.1). While there are variations in cadets’ responses collected through the questionnaire, most of them responded that the syllabus has not fulfilled their language needs completely but only a few of them answered that it has fulfilled their language needs.

Majority of the cadets have specifically expressed their dissatisfaction with the literature component. According to them, the heavy literature-based content made the English course unsuitable to meet their academic and professional language needs. Moreover, they stated that the phonetics course and the teaching of grammar and vocabulary also did not help them in learning the language. Contrary to this, most of them expressed their satisfaction with the Public Speaking Module. According to them, the public speaking classes helped them in overcoming stage-fright. Most of the cadets stressed the need for teaching functional English.

With the exception of one ex-cadet, all the others have expressed their dissatisfaction and disappointment with the syllabus of English taught at the PMA. This dissatisfaction mainly arises from the fact that the participants are aware of their academic and professional language needs which this course has not really fulfilled. They vehemently criticized the literature component included in the syllabus. They termed it as a “sheer wastage of time”. According to them, the military cadets do not
need to study “the deeper shades and nuances used in literature; what they require is functional English” (cf. 7.8.1)

The ex-cadets reported that the teaching of Audio-Visual Packages Module could not achieve the desired objectives. They felt that it was perhaps due to the reason that the instructors were not properly trained to teach this Module. The same was true for the Phonetics Module as well. The participants also pointed out that the teaching of reading skill was ignored. According to them, précis writing was included in the course outline but enough practice was not given in this area. Moreover, they felt that adequacy in writing skill is extremely important in academic and professional military settings but it was not taught in an effective manner. As a result, they had to rely on ready-made notes and ‘learn by heart’ the essays and letters from the composition books. They lamented the fact that, creativity and analytical thinking – the attributes required of a good army officer, were not developed through the teaching of English language (cf. 7.8.2).

On the other hand, a majority of the ex-cadets displayed satisfaction with the ‘public speaking module’. They felt that the public speaking classes had contributed in developing confidence among them, however, a few of them pointed out that the teachers need to be trained to polish their public speaking skills.

Contrary to the views of the cadets and ex-cadets, the instructors (six out of fourteen) have expressed satisfaction with the syllabus of English taught at the PMA. They believe that it fulfills the language needs of the cadets to a great extent. According to them, the syllabus is balanced, as all the four language skills are given due importance while teaching English. However, when they were probed as to how the cadets were evaluated to check whether the objectives of the course had been
fulfilled or not, most of them did not come up with any logical answer. Later, most of them admitted that there was a lot of room for improvement (see section 7.10). The analyses of the textbooks also reveal that the language needs of the cadets are not fulfilled to a great extent (for details see chapter 7). The specific language needs of the cadets are supposed to be kept in mind while compiling the textbooks. Unfortunately, the compilers of these textbooks do not take into account the language needs of the cadets as no activities are provided which offer practice in the use of the language. Moreover, the teaching of literature component to the military cadets is also questionable. The evaluation of other course components also presents the same situation. The Phonetics Module seems to be designed in a haphazard manner and, therefore it does not achieve its desired objectives. The same is true for the Audio-Visual Packages Module.

**Research Question 5: Which teaching methodology is being used at the PMA, and to what extent this methodology enables the cadets to acquire the required language competence?**

With regard to the above question, a lot of contradiction has been observed in the responses of the instructors. Since 1994, communicative language teaching methodology has been recommended for teaching at the PMA. However, the findings related to the above question reveal that the instructors usually employ lecture method to teach the literature component. Sometimes, this is followed by a discussion. It emerged during interviews of the instructors that there are no exercises or activities practiced in the class which are based on the lessons. The instructor plays an authoritarian role and the cadets are usually passive listeners during lectures.
Sometimes the cadets are nominated by the teachers to read the text aloud in the class. The results indicate that the existing methodology has not been effective in enabling the cadets to acquire the required language competence. Data gathered from the cadets and ex-cadets also indicate that most of them were not satisfied with the teaching methodology adopted by their instructors (cf. 7.8.2). However, only the public speaking module has been appreciated to some extent by the cadets as well as by the ex-cadets (cf. 5.8.2 and 7.8.3). According to a few ex-cadets, although oral skills were taught, but the methodology pursued was inappropriate. They complained that most of the instructors usually did not guide them properly and just sat in the class after assigning them various tasks. They also complained that the instructors did not consider the interest of the cadets during the lectures; their only purpose seemed to take class. According to them, the process of learning and teaching at the PMA was far too serious and unenjoyable. Moreover, the teaching styles are dry and books included in the syllabus are not related to their real interests. Even, some of the instructors have admitted that the existing teaching methodology had not been very effective in enabling the cadets to acquire the language competence. For them, the overall curriculum for language teaching was “too fragmented and incoherent”.

It becomes evident from the above discussion that the question of methodology which is very crucial in ESP course designing has not been addressed properly to achieve better results.

**Research Question 6: How are the cadets evaluated, and to what extent is the existing evaluation system appropriate to measure the acquired language competence of the cadets?**
As mentioned earlier, the PMA follows semester system which consists of four terms. At the end of each semester, final examination is held (specimen question papers of all the four terms are provided in appendix E). This examination carries 65 marks. The assessment procedures are norm-referenced. Oral fluency of the cadets is also graded. This carries 20 marks. The other 15 marks are allocated for periodical tests during the semester. There are at least three such tests, the average of those marks is added to the total of end-term semester examination and oral English marks. Any cadet securing less than 40 percent marks is not promoted to the next semester. Question papers for the periodical tests are set by the head of the department or by someone nominated by him. For the end term examination the papers are set by the head of the department who makes at least two sets of papers for each semester. These papers are then put up before the Academic Council which approves one set of paper or ‘it may mesh’ the two sets and make a fresh set of papers. The finally approved question paper is then kept in safe custody of the Branch which conducts examinations at all levels in the Academy.

The normal format of final examination papers is to answer two to three questions based on the texts within a short limit of time (three hours). The rest of the paper is based on grammar and language usage.

It emerged from the evaluation of examination papers and analysis of the data collected through interviews with the instructors and the ex-cadets (cf. 6.11 and 6.12) that the prevailing system of examination at the PMA is unsatisfactory. It fails to measure the cadets’ competency in the language learnt, rather it encourages rote learning. As a result, the originality and creativity of thought among the cadets’ is not nurtured.
This examination is mainly textbook-based and demands only the memorization of the taught material. This generally means one question each on the literary genres taught during that term. The questions instead of requiring critical thinking just require summary of the main incidents. Such type of examination belongs to the typical old traditional examination. Generally the nature of the examination questions is that of information retrieval. The questions demand discussion, explanation or description e.g. 'Draw the character sketch of....' The rest of the paper is based on grammar and language usage. The cadets are required to write an essay of about 400 words and complete exercises related to vocabulary and grammar. Discrete grammar items are included which do not contextualize language and make the process of language learning independent from normal life activities. There is no place for communicative or functional use of language.

Although the speaking skill is tested at the PMA but there is no specific criteria for testing it. It was revealed during an interview with a senior instructor that there was no specific criterion like IELTS to judge the speaking skill of the cadets.

The questions based on literature module instead of requiring critical thinking just require summary of the main incidents. Such type of examination belongs to the typical old traditional examination system.

A change in the assessment pattern is desperately required. It needs to be more pragmatic rather than theoretical and subjective. The textbook, objectives, and the concepts should be reflected in the assessment/evaluation process and discourage cramming.

On the face of it, the existing system of examination seems to be ideal but the prevailing practice of English language testing at the PMA is not satisfactory as is
reflected through the data analyzed (cf. 5.10). Assessment procedure in every language programme bears wide ranging implications for teaching methodology and syllabus contents. A learning teaching programme is required to be a harmonious blend of all the three aspects. Unfortunately, these aspects are missing in the existing assessment procedure.

8.3 Rationale for Course Designing

This section deals with the fundamentals of course design. Firstly, the summary of the findings of needs analysis and evaluation of course contents is presented. Secondly, the aims and objectives of the course in question are set. Thirdly, the selection of an appropriate approach is discussed. Fourthly, the issues related to grading and sequencing are taken into account. Lastly, various considerations to select topics for course contents are pointed out.

8.3.1 Summary of the Findings of Needs Analysis

To present an outline of the proposed course, I will take into account the quantitative and qualitative findings of needs analyses and evaluation of the ETP, which have been discussed in chapters 5, 6 and 7. From the findings of the study, the following main points can be deduced:

1. Cadets belong to varied economic, educational and linguistic backgrounds which have great influence on the English language competency of the learners.

2. Command of English is required to survive in social, academic, and professional military settings.
3. Cadets are not properly trained to develop their language skills. They lack the required linguistic skills and sub-skills for performing various academic and occupational roles in military settings.

4. Majority of the cadets do not face difficulty while listening to lectures in English. However, it should be noted that listening is a complex skill which should not be neglected in teaching; rather it should be integrated with the other skills.

5. Writing and speaking skills need special focus as spoken and written proficiency is very significant in the professional life. An army officer proficient in oral and written skills has better chances of promotion and getting important assignments against an officer with lesser oral and written proficiency. The cadets may be offered a comprehensive writing course.

6. Our system of education is such that encourages rote-learning that is why generally the students face problem in coping efficiently with the challenge of creative writing. Similar situation is faced by the cadets as well.

7. An interesting finding emerged related to difficulties in speaking. Majority of the cadets reported that while speaking they faced difficulties in vocabulary, grammar and pronunciation. Very few cadets reported difficulty related to confidence and conversational ease. Whereas, students of civilian colleges/universities often report difficulties in the areas of ‘conversational ease’ and ‘confidence’.
8. Lack of vocabulary, inadequate grammar and correct pronunciation are also the cause of concern for most of the learners.

9. A majority of the respondents believed that they had adequate competence in reading. However, they mentioned that they did not have the required vocabulary and reading speed. This reveals that their inadequate competence in vocabulary skills caused deficiency in reading comprehension as well.

10. Another interesting finding also emerged during the study related to the attitudes of the various population groups towards teaching in English classes. Majority of the ex-cadets expressed the view that despite realizing the importance of English language in this fast moving world they would find the English classes as a refuge from the hectic schedule of military training. As the teaching methodology was also boring so they did not benefit much from English classes. Some of the instructors also complained that due to the hard physical training, most of the time the cadets usually “half-sleep” during the classes.

11. The cadets preferred activities like role play, problem solving, etc., as compared to passive learning and no activities in the classroom.

12. Instead of studying literature specific content, the cadets and ex-cadets expressed the desire to study functional English.

13. Autonomous learning strategies need to be developed among the learners.

14. Many cadets and ex-cadets consider learning of English as improving their social status. The findings of the study provide support to
Mansoor’s (2005) observations that Pakistani students see the study of English as a passport to upward social and economic mobility.

15. It was found that the examinations conducted at the PMA have negative backwash effects on the test users. Teachers tailor their instructions according to the requirements of the assessment.

16. Specific course for English is needed to address the problem.

### 8.3.2 Aims and Objectives of a Course of Studies

Aims and objectives are essential for a course of studies as they provide a sense of direction and coherent framework in planning this activity (Nunan, 1993; Graves, 1996; Bruce, 2000). Widdowson (1983: 7) points out, ‘By aims I mean the purposes to which learner will be put after the end of the course’. The aim of the suggested course is to enable the cadets of the PMA to listen, speak, read and write effectively in English so that they can perform adequately in their present academic and professional military settings. The goals of teaching English at the PMA are, to give students intensive experience in the use of general and professional English, to help students to develop their ability to communicate effectively and to express themselves confidently. Therefore, to achieve these aims, instructors should find ways to increase the students’ confidence in using English in this environment and also develop their cognitive processing skills so as to enable them to understand and express ideas, attitudes and feeling, to think and respond creatively.

According to Nunan (1993), objectives are a ‘particular way of formulating or stating content and activities’. It is essential that a language syllabus should be planned in conformity with its clear objectives which, of course, ensue mainly from a general
statement of the aims of the syllabus. ‘If objectives are succinctly based on real needs, they offer precise guidance in the selection and sequencing of appropriate contents and teaching methodology’ (Iqbal, 1998: 27). Following is a concise account of the objectives formulated for the PMA cadets on the basis of needs analysis carried out through questionnaires and interviews with the cadets, ex-cadets and the instructors and the evaluation of the ETP at the PMA, Kakul. The research already conducted to suggest taxonomies of objectives (Yalden, 1987; Hutchinson and Waters, 1987; Jordan; 1997; Iqbal, 1998) was drawn on for insight in the study.

8.3.2.1 Objectives with regard to listening

• Ability to understand RP and General American accent
• Understand lectures comprehensively
• Understand instructions
• To understand prosodic features
• Take down notes from lectures
• Write clearly and concisely in a kind of personal shorthand which will probably make use of various devices, e.g. abbreviations, symbols, etc
• Decipher one’s own notes later on and recall the essence of the lecture

8.3.2.2 Objectives with regard to Speaking Skill

• Ask questions to instructors fluently
• Give presentations with fluency
• Speak in group/pair work with fluency
• Communicate effectively in their professional field as well as in different social settings
• Deliver speeches/presentations confidently and fluently
• Participate in meetings/conferences
• Developing awareness of basic levels of formality

8.3.2.3 Objectives with regard to Reading Skill

• Develop awareness of different reading strategies (e.g. skimming, scanning, evaluating, inferencing, anticipating, deducing, etc).
• Interpret diagrams, charts and tables
• Understand the general features of a text

8.3.2.4 Objectives with regard to writing Skill

• Organize thoughts in a logical manner
• Format appropriately according to the required standard of document
• Use appropriate military terminology
• Produce grammatically correct sentences
• Use appropriate cohesive devices
• Punctuate according to standard rules
• Write summaries, reports, presentations
• Make notes of the main points of a reading text / develop note-making skills
• Proof read accurately, applying the rules for correct grammar, punctuation and spellings
8.3.2.5 Objectives with regard to Grammar

- to enable students to feel confident in the use of parts of speech, tenses, subject-verb agreement, voice, narration, sentence structure, articles, conditionals, spelling and punctuation.

8.3.2.6 Objectives with regard to Vocabulary

- Understanding techniques of word formation through roots, affixation, derivations etc.
- Acquisition of vocabulary related to the military profession
- Acquisition of vocabulary used in everyday life
- Identifying common errors

8.3.2.7 Objectives with regard to Study Skills

- Using dictionary
- Note taking/note making
- Taking examinations
- Research skills
- Presentation skills
- Seminar/discussion strategies

8.3.3 Selecting an Appropriate Approach to the Proposed Syllabus

After identifying cadets’ language needs and stating the aims and objectives of the course, the next important step is the selection of a syllabus which can fulfill the cadets’ needs in this particular situation. For this, the following different types of syllabuses can be taken into account:
8.3.3.1 Types of Syllabus

Jordan (1997: 60-63) has provided an overview of different types of syllabus under the three broad headings, which indicate a general kind of approach. These are:

a) Content or Product

b) Skills

c) Method or Process

Type A: Content / Product

1. Grammatical/ Structural/Language form Syllabus

A grammatical syllabus focuses on various aspects of grammar, e.g. verb tenses, sentence patterns, articles, nouns, adjectives, etc. These aspects are then graded for teaching purposes from simple to the complex, and according to frequency and usefulness.

2. Notional-Functional Syllabus

‘This lists conceptual meanings (notions: e.g. time, space, quantity) expressed through language (logical relationships, etc.), and the communicative purposes (functions) for which we use language (e.g. greetings, requests, apologies, description, comparisons, cause and effect, etc.)’(ibid: 60). This syllabus is often called the communicative syllabus, because in this approach the emphasis is on communication and the processes of communication are often utilized in the teaching/learning, e.g. problem solving, interacting with people.

3. Situational Syllabus

In situational syllabus, the content of language teaching is a collection of real or imaginary situations or contexts in which language is used. The language occurring
in the situation involves a number of functions, combined into a plausible segment of discourse.

4. Topic-Based Syllabus

It has a similar approach to that of situational syllabus. Topics are chosen from the students’ specialist studies. The language of those topics is analyzed and then appropriate syntax and lexis are practiced.

5. Content-Based Syllabus

Such a syllabus or approach focuses on teaching learners the language, skills and academic conventions related with their specific subject and its content.

Type B: Skills

6. Skill-Based Syllabus

In a skill-based syllabus, the constituents of the skill are usually highlighted – the sub-skills or micro-skills. For instance, reading (which may be termed as a macro-skill) may be sub-divided into a number of micro-skills, e.g. skimming, scanning, reading for information etc.

According to Robinson (1991), “…skill-based syllabuses are something of a half-way house between content or product syllabuses on the one side and method or process syllabus on the other”.

Type C: Method/Process

These two types of syllabuses focus on some kind of task to be performed. After target tasks are analyzed, pedagogic tasks can be listed and selected after negotiation
between the student and the teacher. The purpose of the tasks is to develop the methods or processes involved in learning activities.

**Task-Based Syllabus**

A task-based approach to language learning looks at communicative competence as a composite ability, and at communicative tasks that can focus learners' attention on the actual sharing of meaning through spoken and written interaction. During such tasks, learners can focus upon exploration of the language system in operation. Task-based learning provides a clear and purposeful context for the learning of grammar and other linguistic features. Such a language focus in context may actually speed up the acquisition process and enable learners to systematize their knowledge of the target language structures and functions. The role of task-based learning is to stimulate a desire in learners to improve their language proficiency by challenging them to complete meaningful and authentic tasks. Each task will have context in which genuine language use emerges.

**8.3.3.2 Approach to the Proposed Course for Military Cadets: Eclectic Approach**

After considering different types of syllabuses, next I attempt to find a suitable approach to the course in question. For this, I relied on the following:

1.) Strengths and weaknesses of the various types of syllabi discussed in the previous section.

2.) Insights from literature review as discussed in detail in chapter 2.

3.) Findings of the needs analysis as discussed in chapters 5, 6 and 7.

4.) My teaching and research experience in ESP.
After careful considerations, I came to the conclusion that the proposed syllabus cannot neatly fall into one specific category. Following Ahmed (2005), I decided to select an eclectic approach. Hutchinson and Waters (1987: 51) also suggest: “it is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher”.

8.3.3.3 Selection of Course Contents

Next, the topics for the contents of the proposed course were selected. The selection was based on the findings of needs analysis, course objectives and reviews of contents of books provided in Appendix E.

Yong (2006) suggests that when designing an ESP course, grammatical functions, acquisition skills, terminology, specific functions of discipline content should be taken into consideration. He further suggests, “…general English language content should also be integrated into the course since content-related language cannot function without general English language content”. Therefore, while choosing the contents of the proposed course, I tried to create a balance between general English content and content- related language.

8.3.3.4 Sequencing/ Grading Contents

Once the content for the proposed course was specified, it required to be sequenced. For this, taking insights from Nunan (1988), Corbel (1985) and Rowntree (1981), I relied on the following for grading the course contents.

i. Findings of the needs analysis

ii. Objectives of the course
iii. The degree to which the background knowledge of the learners could be used

iv. Processing difficulty of the language items, tasks, content specific input and genres (from difficult to easy)

v. Learners’ expected motivation

vi. Relevance

vii. Focus on particular genres

viii. Focus on particular skills/topics

ix. Focus on integration of skills

Of course, decision making in this context is very difficult as the above mentioned points when taken together, create a complex situation. Following Nunan (1988:74), to overcome such a situation, “decisions will be largely intuitive and subjective”. Based on the factors listed above, my intuition helped me to make final decisions related to grading the course contents, and organizing them into different units. The characteristics of military English discussed in chapter 2 should also be considered while teaching writing to the military cadets. An outline of the proposed course is provided in Appendix G.

8.4 Recommendations/Suggestions

Based on the findings of the study, the following recommendations and suggestions can be incorporated in an ESP course for Military cadets.

- Keeping in view the varied educational and cultural backgrounds of the cadets, it is suggested that the cadets should be placed according to their proficiency levels. This significantly helps in determining the academic
linguistic needs of the cadets. Placing cadets in the right level will help instructors predict their language needs and their progress in the program.

- To bridge the gap between the linguistic deficiencies of the existing situations and the required level of competence, an English course for academic and professional military purposes must be introduced. It is supposed that such a course will help cadets to improve their English language skills for academic, professional and interaction purposes.

- While there is a need for improving the cadets’ language proficiency in all four basic English skills (listening, speaking, reading, writing), the language materials offered at PMA, Kakul should place more emphasis on teaching the two skills of writing and speaking. All of the participants considered these two skills as the most important skills required by the cadets in academic and professional military settings. Moreover, grammar and vocabulary should be incorporated into the four skills and taught in context and in a meaningful way.

- To improve the vocabulary of the cadets, it is important to draw their attention to the need for developing vocabulary in a systematic way. The learning and practice must involve the use of collocations, semantic fields and networks. It should also help cadets to develop their own strategies for inferring meaning from context and making effective use of dictionaries, thus becoming more independent learners.
A comprehensive writing course should be introduced. The process approach along with product approach should be used to teach writing skill to the cadets.

Authentic materials should be used to teach language because the real world situations learners will face or are already facing are best prepared for, with authentic texts. The choice of any language teaching materials must be made with the proper context in which the materials will be used. If the learners can see a close connection between the content of the material and their academic/professional/general needs, then there will be a strong motivating force for the language learners and better results will be achieved. Therefore, instead of heavily literature based content, subject specific/general material should be included in the course.

No uniform methodology of teaching has been identified. A communicative/ eclectic approach could be ideal for teaching the course. Instructors trained in ELT can teach this course efficiently. However, these instructors will have to work harder to prepare their lessons to do justice to the demands of communicative teaching in a holistic way. The instructors will have to design and adapt authentic materials from different sources like books recommended in Appendix E, newspapers, military history, journals, case studies, reports, etc. as no specific textbook is available that caters to specific needs of military cadets in Pakistan.
• Teachers should adopt the role of facilitator or counselors for fostering a learner-centered environment which would help the cadets develop problem solving and critical thinking skills. They may also be trained in new teaching methods and should make use of both mentalist and humanist assumptions about language learning such as problem solving and a student centered approach as they need to become autonomous learners of English in the future. Maximum opportunities must be provided to the cadets to experiment with the target language in context.

• Examination system also needs to be changed. The existing system fails to measure whether the objectives of the course are achieved or not.

• The new course needs to concentrate on the acquisition/expansion of specific language based skills such as listening comprehension, speaking, reading, note taking, communicating while collaterally tasked, and other collaborative learning activities as well as a broad base of specialized vocabulary related to the students’ professional military or vocabulary fields.

• Creativity and originality are highly recommended for keeping cadets actively involved in lessons. Although passive learning techniques are easier to maintain classroom management, it may not always be in the best interest to the student as a language learner.

• Military students must be made to think critically and to use both oral and written forms of communication. Although more mature students can learn from lecture formats, other students often don't have the same concentration skills to sit for extended periods of time. Therefore, multi-
tasking and activities using the lessons and materials in a variety of formats and approaches might prove useful.

In the following section I discuss the limitations faced by me while carrying out research.

8.5 Limitations of this Research

Like every researcher, I also faced some limitations while carrying out my research. Being a female researcher was one of the main limitations in the study. As Asif (2005:324) rightly puts it, ‘Genderless existence of researchers is not humanly possible’. In the Army culture it is not considered appropriate for a female to visit military institutions alone. The presence of my husband was required in one to one meetings with the participants. It is relevant to mention here, that very recently female instructors and cadets have been allowed to join Army. One of the reasons for delay in data collection was that my husband was committed in his own professional assignments so I could not visit the PMA alone, which was a unisex institution at that time. As mentioned in section 4.4, initially I had decided to conduct face to face interviews of the instructors, but after piloting I realized that the presence of my husband being a senior officer affected the responses of the interviewees. I felt that the interviewees would feel more comfortable in their own environment, thus, I decided to conduct telephonic interviews. This decision, however, did not affect my data. Under the given situation, this was the best strategy I could employ.

This study also suffers from a few methodological weaknesses and limitations. Though various sources and methodologies adopted in the present study were found to be effective in validating the data and achieving triangulation in the study, they
were also shown to be somewhat limited in analyzing the teaching methodology of the instructors, thus calling for the use of other sources and methods in further studies.

As for the sources, cadets, ex-cadets and instructors of English were investigated for conducting language needs analysis of the learners. However, it would have been more interesting to listen to other sources such as the teachers of other subjects and platoon commanders. The teachers of other subjects and platoon commanders with abundant experience of teaching/working with the cadets would have been able to offer valuable information related to :(i) which language related tasks they considered important in terms of teaching English to the cadets (ii) what they thought the cadets were most lacking in general, (iii) what they would suggest to improve the English proficiency of the cadets. But this would have been very time consuming.

In addition, observation of actual communicative practices following the questionnaire administration would have helped cross check the findings of the semi structured interviews and the questionnaire survey. By observing what the army officers really performed in English at work place, the research might have been able to not only confirm the findings of this study, but also learn what had not been revealed through the ‘introspection’ and ‘retrospection’ of respondents through the interviews and the questionnaire survey (Long, 2005).

One of the important aspects of the present study was the evaluation of teaching methodology being used at the PMA. It would have been ideal for me to observe the classes, to evaluate the teaching methodology employed by the instructors. However, due to administrative constraints as well as due to my gender, this could not have been possible. The only possible solution to get round this problem could have been,
if I had selected and trained co-researchers from among the instructors or could have asked them to video-record classroom teaching. Although, initially a few instructors who had been my students agreed to provide me video-recording of their classroom teaching. But, during the days of my data collection a research titled, ‘Military Inc’, was published which highlighted various controversial issues related to Pakistan Army, thereby, bringing a bad name to the Army. Thus, everyone in the Army became cautious about providing data related to the Army to any researcher. As mentioned earlier, in the initial days of my research, I was refused access to the PMA for data collection purposes by an individual for personal reasons which I do not want to make public. Keeping this in view, I did not force any instructor to provide me with the recorded videos of teaching because I did not want to put any one in an embarrassing situation. As an alternative strategy, I conducted in-depth interviews with the instructors to gain insights into their teaching methodology. However, I cannot make a claim that this is an adequate recompense for actual classroom observation.

8.6 Conclusion

To conclude, the existing syllabus of English is perceived to be inadequate to match the real needs and problems of prospective army officers. This research highlights the fact that the cadets are more concerned with the goal-oriented courses of specific nature which can better help them to improve their academic skills, linguistic abilities and communicative competence in the English language. It was also found out that some changes need to be made in teaching style in order for courses to be more effective. This attitude of the learners, recorded in this study advocates the
The findings of this research are expected to help in other unexplored areas related to English for Military Purposes. One recommendation for future research is to work on materials development concerned with English for Military Purposes in such a way that a specific textbook is compiled to address the particular needs of military cadets in Pakistan.

Nevertheless, even this investigation cannot be deemed as final: there is always a possibility of new investigation in view of the ever changing realities of life. However, any change in the syllabus should be introduced on a valid and logical basis, providing learners with contents which are relevant to their present as well as future linguistic needs.
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APPENDIX A

ENGLISH 1st TERM

Objectives
1. To raise and broaden the base of intellectual and mental horizon, through teaching of Prose lessons.
2. To develop Communicative Skills, listening and writing comprehension skills, fluency in speech, and reading ability to pronounce correctly.
3. Imbibe the ability to fight stage fright, to be confident and fluent in the art of speech by giving exposure in Spoken English Class.
4. To understand and assimilate the rules of grammar and their application.
5. To develop the ability to think clearly and comm. Ideas logically by utilizing composn classes.
6. To Develop listening comprehension through communicative methods, by using the A/V Package “The Lost Secret” thereby acquiring native accent.

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**ENGLISH 2^{nd} TERM**

**Objectives**

1. To instill an insight and ability to understand cultural, social and moral values through the teaching of Prose and Novel.
2. To inculcate the art of public speaking and Develop and emphatic expressing through spoken English classes.
3. To reinforce the ability to think logically, compose ideas vividly and communicate their view pt argumentative by using composn classes to the optimum.
4. To augment assimilation of good accent / correct pronunciation, understand grammatical rules and their application. This will be achieved by utilizing in the A/V package “People You Meet”.

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ENGLISH
3rd TERM

Objectives
1. To further sharpen and polish the art of speech (ability to speak) confidently, fluently, logically.
2. To reinforce the ability to learn form and Tech of good writing through extensive and varied menu of good model writing. This will be done through teaching of selected prose lessons.
3. To create and satisfy a craving for literature and develop imaginative inquisitiveness through teaching of Drama.
4. To provide poetic touch and develop GCs literary taste through teaching of Poetry.
5. To augment eh develop of communicative, listening and reading comprehension skills, fluency in spoken and written expression, and imitation of native accent. This will be done by using the Audio/Visual package “Follow Through:

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**Total** 123
**ENGLISH 4th TERM**

**Objs**

1. Ability to skim, scan and write with clarity analytical ability and correctness. This will be achieved through writing of a “Term Essay” (Research Paper). To further augment and reinforce the ability to speak in more mature, confident and fluent manner by giving them exposure in spoken English class.

2. To further enhance the process of intellectual curiosity and creativity through teaching of poetry. This will also further develop a deeper insight, wider vision and a suitable observation among the Cadets.

3. To augment exposure to rich literary heritage of emotional experience and intellectual insight to read to ponder and to enjoy.

4. To enrich ability to make extempore speech with poise and confidence.

5. To develop art of creative writing by using composition class.

6. To further supplement the develop of communicative and reading comprehension skills, fluency in Spoken and Written expression and imitation of native accent by teaching A/V programme “Bid for Power”.

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<td>Composn 6-7 (Critical Appreciation 1-2)</td>
<td>2</td>
<td>WW</td>
</tr>
<tr>
<td>31</td>
<td>Oral Presentation -11 (Extempore)</td>
<td>1</td>
<td>OE</td>
</tr>
<tr>
<td>32</td>
<td>Composn 8-9 (Essay Writing – An Educated Soldier can Contribute More)</td>
<td>2</td>
<td>WW</td>
</tr>
<tr>
<td>33</td>
<td>Composn 10-11 (Critical Appreciation 3-4)</td>
<td>2</td>
<td>WW</td>
</tr>
<tr>
<td>34</td>
<td>Composn 12-13 (Essay Writing – Duty Determines Destiny)</td>
<td>2</td>
<td>WW</td>
</tr>
<tr>
<td>35</td>
<td>Composn – 14 (Critical Appreciation-5)</td>
<td>1</td>
<td>WW</td>
</tr>
<tr>
<td>36</td>
<td>Final Exam</td>
<td>4</td>
<td>E</td>
</tr>
<tr>
<td>37</td>
<td>Paper Showing</td>
<td>1</td>
<td>PS</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

QUESTIONNAIRE FOR THE CADETS

This questionnaire is part of my doctoral research carried out to investigate the compatibility between the forms and function of English, taught to the cadets at Kakul. The purpose of this research is to improve the standard of English in the Army by updating the existing English Teaching Programme at the PMA, to make the learners perform adequately in their present academic and professional settings. The findings of the research will lead to recommending English for Specific Purposes (ESP) course designed on the basis of the academic / professional linguistic needs of the cadets. Your contribution in this regard is extremely important to accomplish the study successfully.

The questionnaire will be kept strictly confidential. Excerpts from the individual answers and results will be made part of the final research report, but under no circumstances will your name or any identification be included in the report.

Thank you for your cooperation.

Instructions: Please write the appropriate code / response in the answer column.

Part A – Background

I. Demographic

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions/Filter</th>
<th>Coding Categories</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fathers’ Profession</td>
<td>1. Armed Forces (specify rank)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Government Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Professional (Doctor/Lawyer/Teacher)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. Agriculturist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Any other (specify)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Household Income</td>
<td>1. 15000 to 25000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 26000 to 35000</td>
<td></td>
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<td></td>
<td></td>
<td>3. 36000 to 45000</td>
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</tr>
</tbody>
</table>
II. **Educational Background**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions/Filter</th>
<th>Coding Categories</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Medium of instruction. Using the scale below, please tell us about the educational institution you attended in terms of the medium of instruction available at the following levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1. Urdu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2. English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Secondary level (classes 9-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Intermediate level (classes 11-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>From which school did you pass your matriculation/O level examination?</td>
<td>Write the name of the institution</td>
<td></td>
</tr>
</tbody>
</table>

III. **Language Background**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions/Filter</th>
<th>Coding Categories</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Punjabi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Pushto</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. Sindhi</td>
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<tr>
<td></td>
<td></td>
<td>5. Urdu</td>
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<tr>
<td></td>
<td></td>
<td>6. Any other (specify)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Please indicate your competency in spoken</td>
<td>1. Full Competency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Moderate Competency</td>
<td></td>
</tr>
<tr>
<td>S/No</td>
<td>Questions/Filter</td>
<td>Coding Categories</td>
<td>Answer</td>
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<td>------</td>
<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>8.</td>
<td>Please indicate your competency in written English?</td>
<td>1. Full Competency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Moderate Competency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Mild Competency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Not at all</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Fulfilling the linguistic requirements of the PMA</td>
<td>1. Disagree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Slightly disagree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Neither agree/Nor disagree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Slightly agree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Agree</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>To pass examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Acquiring new ideas and broadening one’s outlook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Having access to information technology</td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>Having access to international books and journal</td>
<td></td>
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</tr>
<tr>
<td>14.</td>
<td>For success in future professional life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>For social acceptance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part B – Needs Analysis**

Listed below are some of the reasons people have for learning English. Please indicate the importance of each reason to you personally in the answer column.

1. **Reasons for Learning English**
## II. Learners’ Language Difficulties

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions/Filter</th>
<th>Coding Categories</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Understanding dialogues while watching English language TV programmes or movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Interacting with foreigners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Making presentations in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Participating in discussions/seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Reading comprehension of texts/materials of academic nature in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Writing essays in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Taking examination in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Which of the following aspects of listening to lectures do you find difficult?</td>
<td>1. Decoding, i.e. recognizing what has been said. 2. Comprehending, i.e.</td>
<td></td>
</tr>
</tbody>
</table>
understanding the main and subsidiary points.
3. Taking notes, i.e. writing down quickly, briefly and clearly the important points for future use.

25. In which area do you find difficulty when speaking English? (You may choose more than one option)

- Grammar
- Pronunciation
- Vocabulary
- Confidence
- Conversational ease

26. Which of the following aspects of reading do you find difficult? (You may choose more than one option)

- Vocabulary
- Reading speed
- Subject matter
- Structure of argument
- Any other (specify)

27. When reading in English do you need to refer to a dictionary?

- Frequently
- Occasionally
- Never

28. In which area/areas do you find difficulty when writing an assignment in English?

- Verb tenses
- Grammar
- Spelling
- Punctuation
- Organization of ideas
- Vocabulary

### III. Importance of language skills required at the PMA

By using the scale, please indicate the importance of English language skills you require at the Academy.
<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions/Filter</th>
<th>Coding Categories</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Listening skill</td>
<td>1. Not at all</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. A little important</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Quiet important</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Very important</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Most important</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Speaking skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Reading skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Writing skill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. Suitability of the existing syllabus of English

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions/Filter</th>
<th>Coding Categories</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.</td>
<td>How far does the syllabus of English fulfill your academic needs?</td>
<td>1. To a large extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Moderately</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To some extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Very little</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Not at all</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>How far does the syllabus of English fulfill your professional needs?</td>
<td>1. To a large extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Moderately</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To some extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Very little</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Not at all</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>To what extent do the poems included in the course develop your interest in poetry?</td>
<td>1. To a large extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Moderately</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To some extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Very little</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Not at all</td>
<td></td>
</tr>
<tr>
<td>S/No</td>
<td>Questions/Filter</td>
<td>Coding Categories</td>
<td>Answer</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------</td>
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</tr>
<tr>
<td>39.</td>
<td>Is it appropriate to teach the present novel ‘The Pearl’?</td>
<td>1. Yes 2. No</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>If “No”, then what should be introduced?</td>
<td>1. A Pakistani novel 2. Foreign but modern novel 3. Any other (specify)</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Do you enjoy reading the drama ‘Arms and the Man’?</td>
<td>1. Yes 2. No</td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>Which part of the syllabus do you think should be increased?</td>
<td>1. Prose</td>
<td></td>
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<td></td>
<td></td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>you find interesting? (You may choose more than one response)</td>
<td>2. Poetry</td>
<td>3. Drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Public Speaking</td>
<td>7. Grammar</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Teaching Methodology

| 44. | Which teaching methodology would you like your teachers to adopt in English classes? | 1. Lecture Method |
|     |                                           | 2. Grammar Translation Method |
|     |                                           | 3. Communicative Methodology |
|     |                                           | 4. Eclectic Method (combination of all the methods) |

| 45. | To what extent are you satisfied with the public speaking module? | 1. To a large extent |
|     |                                                                 | 2. Moderately |
|     |                                                                 | 3. To some extent |
|     |                                                                 | 4. Very little |
|     |                                                                 | 5. Not at all |

| 46. | To what extent are you satisfied with the contents of the phonetics course? | 1. To a large extent |
|     |                                                                 | 2. Moderately |
|     |                                                                 | 3. To some extent |
|     |                                                                 | 4. Very little |
|     |                                                                 | 5. Not at all |

| 47 | To what extent are you satisfied with the way grammar is taught to you? | 1. To a large extent |
|    |                                                                         | 2. Moderately |
|    |                                                                         | 3. To some extent |
|    |                                                                         | 4. Very little |
|    |                                                                         | 5. Not at all |
48. To what extent are you satisfied with the way vocabulary is taught to you?

   1. To a large extent
   2. Moderately
   3. To some extent
   4. Very little
   5. Not at all

49. In what ways the teaching of Audio-Visual Packages have helped you? (You may choose more than one response)

   1. Acquiring native accent
   2. Understanding grammatical rules and their application
   3. Development of communication and reading comprehension skills
   4. Fluency in written and spoken expression
   5. None

50. Which of the following activities would you prefer while learning English? Circle the appropriate answer.

   a. Role play
   b. Pronunciation practice
   c. Problem solving activities
   d. Learning and practicing grammar
   e. Debates/Discussions activities

VI. Examination System

51. To what extent are you satisfied with the examination papers?

   1. To a large extent
   2. Moderately
   3. To some extent
   4. Very little
   5. Not at all
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 52. | Are guidebooks/ notes important in the preparation of exams?  
Yes/ No |
| 53. | Do you learn essays and letters by heart?  
Yes/ No |
| 54. | Do you think that you can express your own creative ideas in the examination paper?  
Yes/ No |

VI. Recommendations

55. Please give your suggestions to improve the syllabus of English.
APPENDIX C
Interview Questions for Instructors

I. Reasons for teaching English
Q.1 Why do you think English is offered as a compulsory subject to the military cadets?
Q.2 Why is the literature component taught to the cadets?

II. Academic / Professional Language Needs of the Cadets
Q.3 What types of listening/speaking/reading/writing tasks are required of the cadets for academic and professional purposes?

III. Language Difficulties Faced by the Cadets
Q.4 In which areas do the cadets find difficulties while listening to lectures as well as watching English movies? (E.g. decoding, comprehending, taking notes or understanding unfamiliar accent).
Q.5 In which areas do the cadets find difficulties when speaking in English? (E.g. grammar, pronunciation, vocabulary, confidence, conversational ease).
Q.6 Which aspects of reading do the cadets find difficult? (E.g. vocabulary, reading speed, subject matter, structure of argument).
Q.7 In which areas do the cadets find difficulty when writing assignments in English? (E.g. verb tenses, grammar, vocabulary, spelling, punctuation, organization of ideas, paragraph construction)?

IV Suitability of the Existing Syllabus of English
Q.8 To what extent do you think the existing syllabus of English is based on the academic and professional language needs of the learners?
Q.9 To what extent does the syllabus of English fulfill the objectives of the course? How far do you think the teaching of ‘Arms and the Man’ develop “imaginative inquisitiveness” among your students?
Q.10 How far is it appropriate to teach the ‘Anthology of Prose and Poetry’ to the military cadets?
Q.11 To what extent do you think the poems included in the course really develop the interest of the cadets in poetry?
Q.12 Give your opinion about the Public Speaking classes?
Q.13 Give your opinion about the phonetics course.

V. Teaching Methodology
Q.14 What is the criterion of placing the cadets into various groups when they join the Academy?
Q.15 Which teaching methodology do you employ to teach different genres of literature to your students? What kind of activities/exercises do you give them?
Q.16 How do you teach grammar and vocabulary to your students?
Q.17 How do you teach audio-visual packages?
Q.18 What listening, speaking, reading and writing techniques are taught to the cadets?
Q 19. What study skills are taught to the cadets?
Q 20. To what extent, the different language skills taught to the cadets equip them to meet their academic/professional requirements?
Q 21. Are there any guidelines or tips given to the teachers, in the syllabus, for teaching this course?
Q 22. How often do the cadets use the language laboratory?

VI. Examination System
Q 24. How do you evaluate the speaking skill of your students?
Q 25. How do you evaluate the cadets in order to know whether the objective mentioned in question 16 (i.e. the teaching of drama develops imaginative inquisitiveness) has been fulfilled or not?
Q 26. What is your perception of the existing examination system of the Academy?

VII. Recommendations
Q 27. What would you suggest to improve the English Teaching Programme at the PMA?
APPENDIX-D
INTERVIEW QUESTIONS FOR THE EX-CADETS

Q1. What are the different reasons for which you want to learn English? (e.g. to improve your social status, to have access to information technology, it is the working language of your profession, etc.)

Q2. What is the importance of various language skills in your professional life?

Q3. What kind of listening tasks in English do you require in your professional life? (e.g. listening to lectures, participating in conferences and seminars, etc.)

Q4. What type of tasks in spoken English do you require in professional military settings? (e.g. delivering formal/informal speeches, giving presentations, communicating with foreigners, etc.)

Q5. What kind of reading tasks do you require in your professional life?

Q6. What kind of writing tasks do you require in your professional life? (e.g. routine correspondence, briefings, etc).

Q7. How much of the dialogue do you understand while watching English language TV programmes or movies?

Q8. In which area(s) do you find you difficulty while listening to lectures in English? For example, (i) decoding, i.e. recognizing what has been said (ii) comprehending, i.e. understanding the main and subsidiary points; (iii) taking notes, i.e. writing down quickly, briefly and clearly the important points for future use).

Q9. Which aspects of reading do you find difficult? (For example, vocabulary, writer’s style, subject matter, structure of argument).

Q10. In which area(s) do you face difficulty when writing assignments in English? (For example, verb tenses, grammar spelling, punctuation, organization of ideas, vocabulary).

Q11. In which areas do you face difficulties when speaking in English? (e.g. grammar, pronunciation, vocabulary, confidence, conversational ease).

Q12. Do you face problem while communicating with native speakers?

Q13. To what extent does the syllabus of English which was taught to you at the PMA has fulfilled your professional linguistic needs?
Q14. To what extent are you satisfied with the way, grammar and vocabulary were taught to you at the Military Academy?

Q15. To what extent are you satisfied with the way listening skill was taught to you at the Academy?

Q16. To what extent are you satisfied with the way speaking skill was taught to you at the Academy?

Q17. To what extent are you satisfied with the way reading skill was taught to you at the Academy?

Q18. To what extent are you satisfied with the way writing skill was taught to you at the Academy?

Q19. What are your perceptions of the examination system at the Academy?

Q20. What would you suggest to improve the syllabus of English at PMA as well as to improve the standard of English in the Army?
APPENDIX E
Sample of Examination Papers

Q1: Write a paragraph of 200 words on any one of the following topics (10)

Topics:  
a. Freedom  
b. Justice  
c. Role of Media in the Modern Era

Q2: ‘Islam is a rational religion and appeals to man’s reasoning’ elucidate in the light of the lesson “Islamic Culture”.

OR

“Babies cause a great deal of trouble…but still you would not have the house without them”. Elucidate in the light of the lesson ‘On Babies’. (20)

Q3: Write a letter to your father telling him about life at PMA. (15)

Q4: Use any five of the following pairs of words in meaningful sentences: - (10)

a. Anxious  
   Eager

b. Afflict  
   Inflict

c. Adapt  
   Adopt

d. Council  
   Counsel

e. Accordingly  
   Consequently

f. Canon  
   Cannon
Q5: Give synonyms and antonyms of any five of the following words and use them in meaningful sentences:

<table>
<thead>
<tr>
<th>Words</th>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Latent</td>
<td>_________________</td>
<td>_________________</td>
</tr>
<tr>
<td>b. Reverence</td>
<td>_________________</td>
<td>_________________</td>
</tr>
<tr>
<td>c. Accomplish</td>
<td>_________________</td>
<td>_________________</td>
</tr>
<tr>
<td>d. Riddle</td>
<td>_________________</td>
<td>_________________</td>
</tr>
<tr>
<td>e. Adore</td>
<td>_________________</td>
<td>_________________</td>
</tr>
<tr>
<td>f. Nurture</td>
<td>_________________</td>
<td>_________________</td>
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</tbody>
</table>

Q6: Choose the correct verb (any five):

a. I __________________ fifteen next birthday. (Am, shall be, have been)
   b. The baby __________________ all morning. (Cries, has been crying)
   c. He __________________ out five minutes ago. (Has gone, went, had gone)
   d. This paper ______________ twice weekly. (Is appearing, appearing, appears)
   e. I __________________ Raja this week. (Didn’t see, haven’t seen)
   f. He was ______________ smoking in the morning (chain, used to, like)

Q7: Supply appropriate conjunction to complete any five of the sentences.

a. Take care ______________ you fall.
   b. Be just ______________ fear not.
   c. Virtue ennobles ______________ vice degrades.
   d. This purse has been stolen ______________ lost.
   e. Man proposes ______________ God disposes.
   f. I ran fast ______________ I missed the train.

Q8: Supply suitable prepositions in blank spaces. (any five)

a. It is a boring house ______________ live in.
   b. Alcohol is injurious ______________ health.
   c. I anybody ______________ home?
   d. He was operated ______________ last week.
   e. Are you blind ______________ your own interests.
   f. I’m envious ______________ his success.

Q9: Read the following passage to identify and write which speech the underlined words are:

This Sermon on the Mount less poetically beautiful. Certainly less mystical appeals by its practicality and strong commonsense to higher minds and is also capacity and demands of inferior natures which require positive and comprehensive.

Term 2
Q1: Write an essay of 250 words on any one of the following topics:
   a. Science is a blessing
   b. Human Rights movements and challenges to human rights
   c. Role of Pakistan Army in nation building

Q2: Masterpieces are a rare phenomenon and demand dedication and sacrifice. Discuss with reference to the character of Bahaman in the story ‘The Last Leaf’.

   OR

Discuss ‘The Horseman in the sky’ as a story of commitment and devotion to duty.

Q3: Analyze the character of Kino with reference to the novel ‘The Pearl’.

   OR

‘The Pearl’ is a tale of exploitation of one class of society by the other. Explain with reference to the novel.

Q4: Give synonyms and antonyms of any five of the following words and use these words in meaningful sentences.
   a. Fierce  b. Stout  c. Lament
d. Methodical  e. Mingle  f. Self possessed
g. Infirmity

Q5: Use any five of the following pairs of words in meaningful sentences.
   a. Desert, Dessert  b. Draft, Draught
c. Eligible, Illegible  d. Eminent, Imminent
e. Licensee, License  f. Literal, Literate
g. Extensive, Intensive

Q6: Complete any ten of the following sentences with appropriate prepositions.
   a. She has saved __________ so much money she will be well ___________ for the rest of her life.
   b. Everyone was afraid to go out __________ the dark until the rebellion had died ___________.
   c. I have nothing __________ common __________ him.
   d. The razor can be adapted __________ any voltage.
   e. The rude man burst __________ a roar __________ coarse laughter.
   f. This wall defends the town __________ attack __________ the west.
   g. I hope this cold will not develop __________ pneumonia.
   h. Don’t worry I will protect you __________ harm.
   i. I insist __________ unquestioning obedience __________ your superiors.
   j. The picture will be __________ show __________ one week longer.
They were standing _____________ two houses.

She got married _____________ seventeen.

Q7: Punctuate the following sentences.

a. he has only one thing in his mind profit
b. he is a good typist he makes few mistakes
c. certainly he is a successful person
d. basset the ministers most trusted advisor will resign his office
e. my father always said be careful what you wish for

Term 3

Q1: Write an essay of about 250 words on any one of the following topics

a. Enlightened Moderation
b. Population Explosion
c. Environmental Pollution

Q2: Discuss G. Bernard Shaw as a Realist with reference to his drama, “Arms and the Man.”

OR
Write a note on the character of Riana as depicted in ‘Arms and the Man.’

Q3: Give synonyms and antonyms of any Five of the following words and use these words in meaningful sentences:

a. Flinch   b. Sagacity   c. Distract

d. Radiant   e. Feeble   f. Delicate
g. Consistent

Q4: Rewrite any Five of the following sentences after making necessary corrections:

a. He is not good in tactics but also he is creative.
b. I didn’t understand what did he say.
c. There has been very little rain this year.
d. He loved her all his life passionately.
e. I came here with her and john.
f. Will you have more tea?
g. He arrived at Mutan.
Q5: Use any Five of the following pairs of words in meaningful sentences: -
   a. Judicial, Judicious  
   b. Kashmir, Cashmere  
   c. Lay, Lie  
   d. Miner, Minor  
   e. Oral, Verbal  
   f. Pore, Pour  
   h. People, Peoples

Q6: Discuss the theme of ‘Ode to the West Wind’.
   OR
   Why did Milton feel so dejected? Discuss in the light of the poem ‘On His Blindness.’

Q7: Complete any Five of the following conditional sentences: -
   a. He would have come _____________________.
   b. You will get into trouble if _____________________.
   c. Your dress would look better _____________________.
   d. If you had done the home work _____________________.
   e. If I had time, _____________________.
   f. If wishes were horses, _____________________.
   g. If it is fine _____________________.

Q8: Change the narration of any five of the following sentences: -
   a. He said to me, “I am living in London.”
   b. I said to Khalid, “I’ll leave it on the table.”
   c. He said to his son, “How did you do that.”
   d. She said, “Do you sleep in the after noon?”
   e. Ahmad said to me, “Go to bed and don’t get up till you are called!”
   f. She said to me, “I lost my temper yesterday morning.”
   g. He said, “Shall I send it to you by post?”

Q9: Explain in your own words the remarks ‘Nature imitates Art’ with reference to the lesson ‘Paining.’
   OR
The repaid succession of the events adds to the thrilling effect of the story ‘The Escaped Lunatic.’ Discuss.

**MEANINGS**

a. Accede

Exceed

b. Accept

Except

c. Adept

Adopt

d. Cast

Caste

e. Calendar

Calender

f. Cue

**Term 4**

Queue

**Q2:** Change the following into indirect. Attempt only five.

a. Akbar said, “You are not observing traffic rules.”

b. He said to me, “I can do this assignment very well”

c. Atif said, “There has been a great change in society”

d. Doctor said to the patient, “Are you feeling well now?”

e. Father said to his son, “Did you brush your teeth in the morning?”

f. The teacher said to his student, “Do not waste your time in unhealthy activities?”

**Q3:** Fill in the blanks with suitable prepositions. Attempt only five.
a. We aim _____________ producing quality products.
b. I approve _____________ his conduct whatever you may think.
c. The letter was addressed _____________ me.
d. I am not acquainted _____________ the principal of this school.
e. The audience was amazed _____________ his eloquence.
f. I am annoyed _____________ these students.

Q1: Write a paragraph of about 100 words on the topic “Where do I see myself in five years”.

Q2. Write an essay of about 250 words on any one of the following topics:
   a. Sweat saves blood
   b. World Powers always need an enemy to keep their blood warm
   c. Knowledge is power

Q3: Change the following into indirect. Attempt only five.

   g. Akbar said, “You are not observing traffic rules.”

   h. He said to me, “I can do this assignment very well”

   i. Atif said, “There has been a great change in society”

   j. Doctor said to the patient, “Are you feeling well now?”

   k. Father said to his son, “Did you brush your teeth in the morning?”

   l. The teacher said to his student, “Do not waste your time in unhealthy activities?”

Q4: Fill in the blanks with suitable prepositions. Attempt only five.

   g. We aim _____________ producing quality products.

   h. I approve _____________ his conduct whatever you may think.

   i. The letter was addressed _____________ me.

   j. I am not acquainted _____________ the principal of this school.

   k. The audience was amazed _____________ his eloquence.

   l. I am annoyed _____________ these students.

Q5: Give synonyms of any Five of the following words and use them in meaningful sentences:

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Genre</td>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>b. Advertisement</td>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>c. Cautiously</td>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>d. Deliberation</td>
<td>____________</td>
<td></td>
</tr>
<tr>
<td>e. Sanctify</td>
<td>____________</td>
<td></td>
</tr>
</tbody>
</table>
Q6: ‘A Close Shave’ is an account of a man’s escape from the clutches of imminent death during an aerial raid. Narrate an imaginative account of your escape from intense firing and shelling during war.

OR

Briefly summarize ‘Efficiency or Enjoyment of Life’ in your own words.

Q7: Tick the correct answer:

a. Ali’s flight from Karachi via Quetta took more than 05 hours. He ________________ be exhausted after such a long flight.
   i. must  ii. can  iii. had better

b. The book is optional. My professor said we could read it if we needed extra credit. But we ________________ read it if we don’t want to.
   i. cannot  ii. must not  iii. don’t have to

c. Susan ________________ hear the speaker because the crowd was cheering so loudly.
   i. couldn’t  ii. can’t  iii. might not

d. The television isn’t working. It ________________ damaged during the move.
   i. must have been  ii. must  iii. must be

e. ________________ I make a call?
   i. Might  ii. Can  iii. May

Q7: Put the following sentences in the passive voice and highlight those which cannot be made passive.

a. She went for a walk in the park.

b. My sister is a doctor.

c. I hope to become a lawyer.

d. The actors read the script with great feeling.

e. The cat drank the milk.

f. How old are you?

g. I will build that house.

h. Her name is Jennifer Alison Smith.

i. Nobody seems to be responsible for him.

j. His father helped me with my math problem.

Q8: Pick the correct sentences from the following pairs of sentences.

a. I don’t know shy she is always late for appointments.

b. I don’t know why she is always late for appointments.

c. He always goes out after work.

d. He goes out always after work.

e. Do not use your dictionary. Please put away it.

f. Do not use your dictionary. Please put it away.

g. John drives an old big Mercedes.

h. John drives a big old Mercedes.

i. I don’t understand what are they saving.

j. I don’t understand what they are saving.
APPENDIX – F

Recommended texts/ materials for the book bank
- Handouts
- Model official military letters, reports, case studies
- Military Journals
- Army Green Book
- Staff Duties in the Field
- Campaign by Macmillan Publishers

Reference Books


Appendix G

Outline of the Recommended Course

The course can be organized into 25 units. Firstly, each unit provides information about the following:

a) Objective/ objectives of the course
b) Skills to be practiced in the unit
c) Teaching materials for the unit
d) Teaching methodology
e) Topics

This course has been designed based on a comprehensive needs analysis as reflected in the formulation of its aims and objectives. The recommended course should be taught in all the four terms. It is better to follow the order of the units in the proposed course, as the units are arranged keeping in view certain considerations. However, the department of English can arrange the order of the units, in case they desire to do so for certain preferences and priorities. More than one unit can be started simultaneously depending upon the choices of the instructors.

Unit 1: Dictionary Usage

a) Objective: After the completion of this unit, learners will be able to explain and find the basic elements of dictionary by using guidewords.

b) Skills: Focus on dictionary usage skills and pronunciation (integrated with writing)

c) Materials: Oxford Advanced Learner’s Dictionary. Activities selected/adapted from the books recommended in Appendix F.

d) Teaching Methodology: Communicative Language Teaching/Eclectic.

e) Topics:

1. How to use a dictionary
2. Basic elements of a dictionary
   • Spellings
   • Meanings
   • Synonyms and antonyms
   • Pronunciation
   • Syllabication
   • Parts of speech
   • Usage
   • Idiom phrases
   • Etymology
   • Variants
   • Inflections

Units 2 and 3: Vocabulary Development

a) Objectives: After completing these units the learners will be able:
   -to understand the meanings of difficult words used in military settings as well as in everyday life.
   - identify common errors
b) **Skills:** Focus on vocabulary development (integrated with listening, reading and writing)

c) **Materials:** Authentic. Practical exercises, selected/adapted from the newspapers, military review journals and books recommended in Appendix F.

d) **Methodology:** Communicative, written practice exercises

e) **Topics:**
   1. Guessing the meaning from context
   2. Antonyms, synonyms and homonyms
      - Pairs of words
      - Phrasal verbs
      - Prefixes and suffixes
      - Memorizing the words (strategies and mnemonics)
      - Problem words and correct usage
      - Common errors

**Unit 4: Introduction to Articles**

a) **Objective:** After the completion of this unit, learners will be able to identify articles from the text and use them appropriately in different contexts.

b) **Skills:** Focus on grammar (Integrated with reading, writing and speaking)

c) **Material:** Reading of the essay ‘Morale in Battle’ and other interesting articles related to military profession.

d) **Methodology:** Communicative. Identifying articles from the text. Written practice exercises and class discussion on the significance of morale in battle.

e) **Topics**
   - Using ‘the’
   - Using ‘a’ and ‘an’
   - No article is needed

**Units 5 and 6: Parts of Speech**

a) **Objective:** After the completion of these units, learners will be able to identify nouns, verbs, adverbs, adjectives, conjunctions, interjections and pronouns.

b) **Skills:** Focus on grammar (Integrated with writing).

c) **Materials:** Selected/adapted from the books recommended in Appendix F.

d) **Methodology:** Communicative Language Teaching/Eclectic. Written practice exercises on identifying parts of speech. Changing parts of speech.

e) **Topics**
   - Nouns
   - Verbs
   - Adverbs
   - Adjectives
   - Conjunctions
   - Interjections
   - Pronouns
Unit 7: Conditionals

a) Objectives: After the completion of this unit the learners will be able to use conditional sentences accurately.
b) Skills: Focus on grammar (Integrated with reading and writing).
c) Materials: Selected/ adapted from the books recommended in Appendix F.
d) Methodology: Communicative Language Teaching/Eclectic. Reading a selected story and identifying prepositions from the text. Written practice exercises on using conditionals.
e) Topics: Discussion on a topic like “If I were the Commandant of the PMA”.

Unit 8: Prepositions

a) Objectives: After the completion of this unit the learners will be able to identify prepositions from text and use them appropriately.
b) Skills: Focus on grammar (Integrated with reading and writing).
c) Materials: Selected/ adapted from the books recommended in Appendix F.
d) Methodology: Communicative Language Teaching/Eclectic. Reading a selected story and identifying prepositions from the text. Written practice exercises on using prepositions.
e) Topics:
   - Prepositions of time
   - Prepositions of place
   - Prepositions that follow adjectives commonly used in military
   - Prepositions that follow nouns commonly used in military
   - Other types

Unit 9: Punctuation Usage

a) Objectives: After the completion of this unit, the learners will be able to identify punctuation marks and use them accurately.
b) Skills: Focus on grammar (Integrated with reading and writing).
c) Materials: Authentic. Selected/ adapted from the books recommended in Appendix F.
d) Methodology: Communicative Language Teaching/Eclectic. Reading a selected article/story and identifying punctuation marks from the text. Written practice exercises on using punctuation marks.
e) Topics:
   - Comma
   - Full stop
   - Colon
   - Semicolon
   - Hyphen
   - Dash
   - Round and square brackets
   - Inverted commas
   - Question mark

Unit 10: Direct and Indirect Narration
a) **Objective:** After the completion of this unit the learners will know the rules of direct and indirect narration. They will also be able to change sentences from direct into indirect and vice versa.

b) **Skill:** Focus on grammar (integrated with reading and writing)

c) **Materials:** Authentic. Selected/adapted from case studies and articles/essays previously done.

d) **Methodology:** Communicative Language Teaching/Eclectic. Written practice exercises.

e) **Topics:**
   - Direct narration
   - Indirect narration

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**Unit 11: Tense and Time**

a) **Objective:** After the completion of this unit, the learners will be able to use the past, present and future tenses appropriately.

b) **Skills:** Focus on grammar (Integrated with reading, speaking and writing)

c) **Materials:** Authentic. Selected/adapted from the books recommended in Appendix F.

d) **Methodology:** Communicative Language Teaching. Written practice exercises on tenses. Pictures can be used to discuss and write stories to give further practice on tenses.

e) **Topics:**
   - Past tense
   - Present tense
   - Future tense

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**Unit 12: Types of Sentences**

a) **Objective:** After the completion of this unit, the learners will be able to identify and use various types of sentences efficiently.

b) **Skill:** Focus on grammar (integrated with reading and writing)

c) **Materials:** Books recommended in Appendix F.

d) **Methodology:** Communicative Language Teaching/Eclectic. Reading of some selected article/story to identify types of sentences. Written practice exercises will also be given based on the article/story

e) **Topics**
   - Types of sentences: declarative, interrogative, imperative, and exclamatory

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**Unit 13: Note Making and Note Taking**

a) **Objective:** After the completion of this unit, learners will be able to make and take notes.

b) **Skill:** Focus on reading, listening, and writing.

c) **Materials:** Authentic. Selected/adapted from military textbooks, military history books, military review journals, and the books recommended in Appendix F.

d) **Methodology:** Communicative Language Teaching/Eclectic

e) **Topics**
• Making notes from documents
• Mind Maps

Unit 14: Pronunciation Practice
a) Objective: After the completion of this unit, learners will be able to improve their pronunciation.
b) Skill: Focus on speaking skill (integrated with reading and listening)
c) Materials: Authentic. Selected and adapted from books recommended in Appendix F
e) Topics:
• Practicing different sounds
• Reading aloud
• Picture discussion
• Role play

Unit 15: Listening
a) Objective: After the completion of this unit, learners will be able to listen adequately in academic and professional military settings.
b) Skill: Focus on listening skill (integrated with speaking)
c) Materials: Authentic. Selected and adapted from authentic military situations like conferences, presentations, talk of guest speakers and the books recommended in Appendix F.
d) Methodology: Communicative Language Teaching
e) Topics:
• Be prepared to listen
• Listen with positive attitude
• Listen to understand
• Focus your attention
• Concentrate on context
• Take notes
• Curb the impulse to interrupt
• Summarize and evaluate

Unit 16: Introduction to Speaking Skill

Objectives: After the completion of this unit learners will be able to express specific language functions appropriately.
b) Skill: Focus on speaking (integrated with reading and writing)
c) Materials: Selected/adapted from the books recommended in Appendix F.
d) Methodology: Communicative Language Teaching/Eclectic. Reading a story containing dialogues. Written practice exercises on the topics given below. Task-based activities.
e) Topics:
• Dialogue reading
• Dialogue practice
• Introducing oneself
• Giving instructions/orders
• Talking about the future
• Plans and intentions
• Picture conversations

Unit 17: Introduction to Reading Skill
a) Objective: After the completion of this unit, the learners will be able to scan, skim and find the main idea of a text.
b) Skill: Focus on reading (integrated with writing)
c) Materials: Authentic passages for reading and written practice. Selected/adapted from newspapers, military textbooks, military history books, military review journals, and the books recommended in Appendix F.
d) Methodology: Communicative Language Teaching/Eclectic
e) Topics:
• Scanning
• Skimming – finding the main idea

Unit 18 and 19: Advanced Reading Skills/ Précis Writing
a) Objective: After the completion of these units, the learners will be able to read the following adequately: military- related information in newspapers, military textbooks, military history books, military review journals, case studies. They will also be able to summarize the main points of a text.
b) Skill: Focus on reading (integrated with writing and vocabulary building)
c) Materials: Authentic. Selected/adapted from newspapers, military textbooks, military history books, military review journals, and the books recommended in Appendix F.
d) Methodology: Communicative Language Teaching/Eclectic
e) Topics:
• Reading for Inference
• Critical Thinking
• Understanding Vocabulary
• Discovering Language
• Rules for précis writing/ practice précis

Units 20 and 21: Organization in Writing and Editing
Objectives: After the completion of these units, learners will be able to:
• Produce written texts in a coherent manner
• Edit their written texts adequately
b) Skill: Focus on coherent writing (integrated with listening, speaking and reading)
c) Materials: Authentic. Selected/adapted from newspapers, military textbooks, military history books, military review journals, and the books recommended in Appendix F.
d) Methodology: Communicative Language Teaching/Eclectic
e) Topics:
• Brain Storming
  ▪ Think about the contents
• Think about the readers
• Think about the conventions of formatting a particular document
• Organize the overall structure of the document

• How to write a good paragraph
  • The functions of paragraph
  • Paragraph patterns
  • Unity and coherence in paragraph (cohesive devices)
  • Paragraph length
  • Topic and concluding sentences in a paragraph
  • Link between paragraphs
  • Introductory and concluding paragraphs

• Editing
  • Edit for contents
  • Edit for punctuation
  • Edit for spelling
  • Edit for coherence within the paragraph
  • Edit for overall coherence
  • Edit for spacing, underlining, bold words etc.
  • Edit for formatting

Units 22 and 23: General Rules of Service Writing: Military Papers, Letters, Briefs and Messages

a) Objective: After the completion of this unit, cadets will be able to use the basic conventions and rules in military writing accurately. The cadets will also be able to write official/unofficial letters and military papers efficiently.

b) Skill: Focus on writing skill (integrated with reading)

c) Materials: Authentic. Model letters, military papers, briefs, messages. SD in the Field

d) Methodology: Lecture/Communicative Language Teaching

e) Topics:
  • General rules governing service correspondence
  • Planning a letter
  • Layout and style (routine official letter, formal official letter and demi official letter
  • The structure of a letter
  • Layout of a military paper
    • Introduction
    • Aim
    • Discussion
    • References
    • Content
    • Conclusion
    • Recommendations
    • Sending a fax/e-mail

Unit: 24: Taking Part in Meetings
a) **Objective:** After the completion of this unit, learners will be able to take part in meetings efficiently

b) **Skill:** Focus on speaking skill (integrated with writing skill)

c) **Materials:** Authentic/ adapted from military situations, and the books recommended in Appendix F.

d) **Methodology:** Task-based activities

e) **Topics:**
- Chairing meetings
- Decision making methods
- Responsibilities of participants
- Duties of officers and participants
- The agenda
- The minutes

**Unit 25: Presentation Skills**
a) **Objective:** After the completion of this unit, learners will be able to give presentations/talk on various topics efficiently

b) **Skill:** Focus on speaking skill (integrated with listening, reading and writing)

c) **Materials:** Authentic. Selected/adapted from military situations, and the books recommended in Appendix F.

d) **Methodology:** Communicative Language Teaching/Eclectic

e) **Topics**
- Steps for preparing talks effectively
- Determine the purpose
- Analyze the audience and the situation
- Choose the main ideas for your message
- Research your topic thoroughly
- Organize the data and write your draft
- Plan visual aids if desirable
- Rehearse the talk and revise where necessary
- Give proper attention to your pitch, rate of delivery, volume, vocal quality and pronunciation and accent. Give attention to your posture, movement, gestures, facial expressions and appearance

**Unit 26: Report Writing**
a) **Objective:** After the completion of this unit, learners will be able to write reports

b) **Skill:** Focus on writing skill (integrated with listening, speaking and reading)

c) **Materials:** Authentic. Books recommended in Appendix F.

d) **Methodology:** Communicative Language Teaching

e) **Topics:**
- Types of reports
- Essentials of a good report
- Purpose of the report
- Fundamental structure
Unit 27: Writing Book Reviews

a) Objective: After the completion of this unit, learners will be able to write book reviews efficiently.

b) Skill: Focus on reading and writing skills

c) Materials: Military history and books recommended in appendix F

d) Methodology: Communicative Language Teaching

e) Topics:

Scope: What a book review is and is not

Essential objectives

- Contents or what is said in the book
- Style or how it is said
- Assessment, or analysis of how true or significant the book is

Material for the review

- Bibliographical data
- Classification
- Author and author purpose
- Subject matter
- Contents
- Style
- Form and technique
- View of life
- Value and significance
- Format

Planning and writing

- Beginnings
- Development
- Conclusions