Impact of Contextualized Text on Students’ Learning of Writing Skills of English as Second Language for Specific Purposes at Tertiary Level

A thesis submitted

by

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DEDICATION

This work is dedicated to my family members; my parents, my wife and my children who have been very lucky for me. Without their support it was not possible for me to go for my PhD and complete it.
ABSTRACT

Contextualized text means the text resulting from the local circumstances and in accordance with learners’ needs and cognition level. It also suggests that the text in use includes language, understandable to the target learners, and suits the philosophy and psychology of the learners and the society. Knowledge shifts from one to another context more successfully when the pupil understands not only the specifics but also the generalized vision—the fundamental ideology, models, and associations attained through the appliance of comprehension.

True experimental design was adopted for the research to explain the relationship between dependent and independent variables. Two groups (control and experimental) were selected randomly to conduct the experiment. The independent variable of the study was Contextualized text and dependent variables were Writing Skills, Thinking Skills and Social and Ethical Development of the learners while learners’ Socioeconomic Status was taken as an attribute variable. The researcher selected simple factorial design for the study to analyze the effects of attribute variable as well on the dependent variables. Descriptive statistics was used to convert the data from mere wordy data into statistical one in order to make it measurable and statistically provable. ANOVA was used to make credible inferences from the data obtained. The findings signify that improvement in students’ learning is because of the treatment and no other factor has any effect on this.
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Chapter 1

INTRODUCTION

1.0 Overview:

This chapter has been organized in a systematic manner. It elaborates the background of the study. It also discusses the education system of Pakistan at school level that leads to the competence or incompetence of students on English language. The chapter also includes the statement of the problem and the research questions. It also contains objectives, scope, significance of the study and some key terms used.
Figure 1.1

Overview

Background to the Study

Statement of the Problem

Objectives of the Study

Research Questions

Significance of the Study

Scope of the Study

Definition of the Key Terms

- Education system of Pakistan
- GCE
- Private Schools
- Govt. Schools
- Madrasa Schools
- Contextualized Text
1.1 Background to the study

English language has become a “lingua franca” and is used between non-native speakers these days. According to Holmes (1997) the word lingua franca illustrates a language serving as a usual way of message between different linguistic factions in a multilingual language community. Naoki Kameda (2001) suggests that focus on English versus Japanese English already has become a language spoken by so many people in so many places, as we have already observed, it’s a language spoken by more people as a second tongue than a first.

In view of this explanation there are several languages which are performing this task but with some geographical limitations like Spanish between South America and part of North America, French among Canada, some parts of Europe and some parts of Africa, Chinese in some parts of Asia. English is the only language which is being used as means of communication irrespective of purpose and geographical limits all across the world. “The majority of these countries still use English as official language, and consider it their second language” (Miriam Conteh-Morgan, 2001).

In the context of Pakistan, English language has become inevitable and is considered as a yardstick to measure an individual’s competence for success in ones profession regardless of the field.

English Language has four basic skills. These skills are integrated out of which two are considered receptive skills and other two are considered as productive skills.
Receptive Skills $\rightarrow$ Listening Skills $\rightarrow$ Speaking Skills $\rightarrow$ Productive Skills $\rightarrow$ Writing Skills

The above mentioned skills show that Listening and Speaking skills are connected while Reading and Writing Skills are mutually linked. It also mentions receptive and productive skills. The study focuses on Writing Skills only at tertiary level of Pakistan.

1.1.1 Contextualized Text:

Contextualized Text means the text resulting from the local circumstances and in accordance with learners’ needs and cognition level. It also suggests that the text in use includes language, understandable to the target learners, and suits the philosophy and psychology of the learners and the society. Research shows that knowledge shifts from one another context more successfully when the pupil understands not only the specifics but also the generalized vision—the fundamental ideology, models, and associations attained through the appliance of comprehension.

“A contextualized approach to instruction also stresses the social nature of real world activities the value of building a learning community within the classroom, and the importance of subsidiary learning that takes place when knowledge and skills are acquired within a social context. (Wenger, 1998; Lave & Wenger, 1991)”
The researcher assumes:

• Useful scholarship involves both attainment and dynamic application of acquaintance, ability, and procedures.

• To support shift to other backgrounds, useful erudition needs the achievement of a comprehensive basic and necessary awareness together with knowledge of the concerned topic, proficiency, and approaches.

• Education is a means of the undertakings and of the cultural perspective in which it occurs.

Study of the education system of Pakistan at school level in terms of language of instruction and assessment suggests that there are three languages used for instruction and assessment; Urdu and English and regional languages. When a student reaches higher education level he is expected to be proficient in English language with all its four skills. At higher education level of Pakistan the language of instruction is English and therefore he uses the same in his assessments as well. Books used at this level are also written by foreign authors and hence students always find themselves in a situation of dilemma where they lack skills of English language. English language is not considered as a foreign language (FL) in Pakistan and mostly students do have opportunities and exposure of listening skills of the language but they find it extremely difficult to develop appropriate writing skills.

1.1.2 Education System of Pakistan

In order to understand the problem of the learners regarding English language at tertiary level, one has to understand multi layered education system at school level
of Pakistan. Unfortunately, in Pakistan, there have been more than one systems prevailing in the society and the standards of all these education systems vary. In general perspective, education systems in Pakistan can be divided in the following tiers:

- GCE and A Level Exams (Popularly known as O and A levels)
- Private schools offering education in compliance with local education boards.
- Government schools system offering education in compliance with local education boards.
- Madrasa Schools (Schools offering religious education)

### 1.1.3 GCE and A Level Exams:

The GCE is an internationally recognized qualification. This qualification consists of two levels.

- The Ordinary (O) Level
- The Advanced (A) level

The Ordinary level has been substituted by GCSE (General Certificate of Secondary Education) in schools in UK but it is still accessible to intercontinental students. Candidates can appear privately also for the exams but typically such students in Pakistan enroll in Pakistani elite schools. These schools offer suitable syllabi to allow students come up to the standards of this internationally recognized examination. These schools maintain good standard of education and offer instruction of international standards. They are considered as elite schools because fees charged by them are very high and general population of Pakistan cannot afford to invest so much on their children’s education. These schools are considered as luxury in
Pakistan. Although students of O and A levels are competent in English language skills and can compete at all levels, such students are only a small minority of the overall students’ population of Pakistan and therefore have almost no significance in the context of this study.

1.1.4 Private Schools Offering Education in Compliance with Local Education Boards:

There is a large web of private schools that offer education in compliance with local education boards. In Pakistan, there are local education boards for different cities that administer and examine students at X and XII grades. There is a large variety of private schools in the country with difference of standard. Some schools maintain quality of education through research and teachers’ training but majority of such institutions are not meticulous about their standard of education if compared with the Elite Schools. In comparison of government schools of Pakistan, these schools possess better infrastructure and physical facilities for students and are preferred by the parents, especially in urban areas, but as stated earlier, the quality of education is not up to the mark especially English Language Skills. There has been a phenomenal growth in private schools in Pakistan over the last decade and students coming from these schools are of major significance for the study. The researches have shown that private schools have spread very fast. “Private schools comprise an increasingly large and growing share of primary enrollment in low-income countries. For example Pakistan....” (Wahab, Isani, 2010).
1.1.5 Government Schools System Offering Education in Compliance with Local Education Boards:

Government schools are state owned schools and low-income group generally send their children to these schools. Government of Pakistan has a commitment with people and also international community to achieve universal primary education. To support their vision of education, Government has set up numerous schools in all corners of the country. These schools lack Physical as well as educational facilities. A number of ghost schools have also been reported in the country. The recent efforts of the government have resulted in certain model schools that may have better facilities for the students than other schools of the same type, but these schools are less in number and become insignificant. Intake of public sector universities includes students from this tier of education system as well and therefore this system is also of some significance for the research.

1.1.6 Madrasa Schools (Schools offering religious education):

The Madrasa Schools are another type of system which focuses on religious education. Students in these religious schools generally are not competent in secular education. This system focuses on Arabic as language of instruction and assessment. In some madaris English is taught but the competence level of teachers and learners both is not comparable with private schools. Students of these schools generally do not opt for worldly education and therefore are not significant for the study. Wahab & Isani suggest that in accordance with 1998 census of Pakistan, the total enrollment in the Madaris was 1% of the student enrollment. (Wahab, Isani, 2010)

This brief discussion on education system of Pakistan reveals the multi layered system and the difference among these layers. It is meant to mention why students at
tertiary level struggle in learning English as second language and especially Writing Skills which is considered as the most difficult skill by general people and by researchers equally. Nik Y A, Hamzah A, Hasbollah H. R. have mentioned clearly that writing is one of the most difficult skills for students. It becomes double edged sword when these students, with very little competence over the target language, are taught the writing skills through the text that are written by foreign authors in foreign context. Especially when they are required to develop proficiency in business writing, the students find it extremely difficult with non-contextualized texts. This study focuses on impact of contextualized text for writing skills of English Language in comparison with non-contextualized text. To keep the study go in a specific direction, business writing is the concerned area for the research.

1.2 Statement of the Problem:

English Language Teaching has been an area of major concern among educators in recent times. The very concept of skill based teaching itself is relatively new in the country. A handful of researchers are working on teaching methodologies and their effectiveness and impact on students’ learning at different levels of education. Researchers in Pakistan have started working on skill based teaching of English Language and also skill based testing. (Yousuf, 2012) suggests in his doctoral research about pivotal role of skill oriented language teaching Strategy in improving language learners’ competency.

Teachers have been trying to come up with modern and effective strategies of teaching writing skills to the students coming from a variety of educational, social and economical backgrounds. These students lack pre-requisite skills and knowledge regarding the target skill, to add insult to injury, books that are available and used for
the purpose are non-contextualized; written by foreign writers. In order to develop competence and proficiency among students over business writing, understanding the scenario and cases that are presented to them becomes of utmost importance. Students don’t seem to understand the information provided for business writing activities and as a result memorize the content. Many methods of teaching of English can be used for developing speaking skill one of these methods that is comparatively more modern in terms of time is Contextualized Teaching Learning (CTL). According to Johnson:

“CTL is an educational process that aims to help students see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments” (Johnson, 2002)

According to psycholinguist context, the content gives learner several evidences to learn the language. The unfamiliar content hinders true learning of the writing skill. This issue makes the existence and usage of contextualized text inevitable for students’ learning. Elaine DeLott Baker, Laura Hope and Kelley Karandjeff (2009) in their report suggest close relationship of contextualized teaching and learning (CTL) with a wide variety of learning theories for improving students’ acquisition of basic skills. With the concept of contextualized learning comes the vital need of teachers’ training for the same. Since this idea is still in its early age in Pakistan as compared to the western world, teachers are still under trained if not
untrained to teach English to non-natives with contextualized teaching. Teacher’s training is yet another area that needs serious attention in Pakistan. There are several organizations in the country working on this but teachers’ training for skill based teaching is still missing. As it is not the scope of this study, it will not be pondered upon but this is one area that should be worked on. But all this is resulting in leaving negative impact on student’s language learning.

Undergraduate students that are the subjects of the study are expected to join corporate world after their graduation. The corporate world in Pakistan has expanded rapidly during the last few years and is now connected with the global community. The employees need to contact with the international community as well. This gives rise to a question of importance of contextualization of the material taught for writing skills for business once they are required to communicate with foreign community. The students who get enrolled in the course offering the contents of writing for business need to understand basic principles of business writing. These principles are taught to them through different case studies and examples. When such cases that are written in context are given to them, they fail to understand the essence of these writings and therefore the effort of teaching effective business writing goes in vain. The same problem has given room to the concept of CTL, especially in non-native countries.
1.3 Objective(s) of the Study:

- To provide research in Pakistani context regarding learning of Writing Skills of English as a Second Language through contextualized text.
- To measure the relationship between contextualized text and students’ writing skills
- To measure the relationship between contextualized text and students’ thinking skills
- To measure the relationship between contextualized text and students’ social and ethical development
- To measure the relationship between students’ socio-economic status and their writing skills by teaching through contextualized text.
- To measure the relationship between students’ socio-economic status and their thinking skills by teaching through contextualized text.
- To measure the relationship between students’ socio-economic status and their social and ethical development by teaching through contextualized text
- To provide empirical evidences of teaching Writing Skills of English as Second Language through contextualized text.
- To provide empirical evidences of development of students’ thinking Skills by teaching through contextualized text.
- To provide empirical evidences of students’ social and ethical development by teaching through contextualized text.
• To provide curriculum developers of English tested suggestions regarding contents of teaching Writing Skills for business purposes at tertiary level.
• To find hindrances in teaching Writing Skills of English through contextualized text.
• To provide practical implications to make teaching Writing Skills of second language through contextualized text smooth in Pakistani context.
• To open new vistas for further research in the field of English Language Teaching.

1.4 Research Questions:
1. Does teaching Business Writing through contextualized text develop writing skills in the learners at tertiary level?
2. Does teaching Business Writing through contextualized text develop thinking skills in the learners at tertiary level?
3. Does teaching Business Writing through contextualized text incorporate appropriate ethical and social development in the learners at tertiary level?

1.5 Hypotheses of the Study

I. H₁: Contextualized text facilitates learners in developing thinking skills than that of non-contextualized text.

H₀: Contextualized text does not facilitate learners in developing thinking skills than that of non-contextualized text.

II. H₁: Contextualized text facilitates learners’ appropriate social and ethical development than that of non-contextualized text.
H₀: Contextualized text does not facilitate learners’ appropriate social and ethical development than that of non-contextualized text.

III. H₁: Contextualized text facilitates learners in learning writing skills of English for business purposes than that of non-contextualized text.
H₀: Contextualized text does not facilitate learners in learning writing skills of English for business purposes than that of non-contextualized text.

IV. H₁: Socioeconomic status, along with independent variable impacts dependent variables significantly.
H₀: Socioeconomic status, along with independent variable does not impact dependent variables significantly.

1.6 Significance of the study:

The findings of the study will help in identifying the issues of teaching practices through non-contextualized text and in discovering the impacts of contextualized teaching for learners’ long lasting learning of writing skills of English Language. The research will also guide in developing the contextualized text for teaching writing skills at tertiary level. The study will also benefit in observing degree of learners’ motivation towards learning writing skills. Findings of the research will also help teacher trainers to train the language teachers for CTL. It also provides guide lines for students of English Language. This research is an authentic document for curriculum developers to make “learning–friendly” curriculum for English language learning. It also provides curriculum developers a comprehensive picture for overall language teaching and learning. The study will contribute to the body
of empirical knowledge. This study will help researchers in exploring the phenomena of ELT.

1.7 **Scope of the Study:**

The scope of the study is limited to tertiary level. The subjects of the study were selected from under graduate level of a public sector business school of Karachi. The research focusses on writing skills only of English Language. As there are different kinds of writing, the study focusses on the skill of Business Writing. Instead of teaching mere knowledge level the learning focused in this study is at application level according to the Bloom’s taxonomy.

1.8 **Definition of Key Terms:**

- Contextualized Text: Text used in the classroom made in accordance with local social scenarios.
- Non-contextualized Text: Text written by foreign authors.
- Non-native Speakers: People/Nations that are not considered as English Speaking nations like Pakistan.
- Madaris: It is plural of Madrisa which means Schools that offer religious education as their core area of teaching.
- CTL: Contextualized teaching learning.
- ELT: English Language Teaching
- Under Graduate Level: Level of education that caters students who have completed 12 years of education.
Chapter 2
Review of Literature

A language is a methodical means of correspondence through sounds or conventional signs. It is a scheme for expressing thoughts using sound, gesticulation, and characters. Any source of sharing ideas, especially, language, the express of ideas by the tone of voice uttered by the throat and mouth is a language. Many language experts and linguists who belong to the tribe of psycholinguistics maintain that language is learnt as a habit. They believe that an important tool to learn a language is its usage which is usually done through practice. In the words of Pahuja “Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings. A language is a system of arbitrary vocal symbols by means of which a social group operates” (Pahuja, 1994). Languages that have their written manuscripts base on words and the collection of these words is called vocabulary of a language. Meanings of the words and their amalgamation are called “semantics”.

English language has become a lingua franca and is used between non-natives speakers these days but the roots of English are fairly old. Lingua Franca is a common language among people of different cultures to converse. English language has gone through different periods before reaching the shape and status that it enjoys internationally today. It starts from 600 A.D. when Germanic tribes came to Europe. Among these tribes Angels, Saxons and Jutes came to England. These were called Anglo-Saxons and the language they used to commune was called Anglo-Saxon Language. Roman Empire got weak in the 14th century because of war with Goths who attacked the empire. This was almost the same period when Celtic tribes
developed in regions of Scotland and Wales. Till 410 the Roman Empire completely collapsed and in areas currently UK and Celts and Anglo-Saxons remined there. These tribes engaged in a furious and long lasting war that lasted for around 100 years and concluded in assecination of all the Celts. Therefore it is maintaned that Anglo-Saxons established which is now called England in 1550. Anglo-Saxons had to learn Latin language after their conversion to christianity. English language is divided through its history into three periods. i.e. Old English(7th century-1100), Middle English(1100-1450/1500), Modern English (1500-now). In some books Modern English is divided in to two Early modern (1500-1700) , Late Modern (1700-now).

2.1.1 Old English

When England was established there were several kingdoms but the most advanced was Northumbria. In this age the most important epic poem of old age Beowulf was written. In eighth century Alfred the Great, the most famous king of West Saxons came into power, established many schools and translated many books from Latin. In 866 Norseman came to England. Norse language had a great influence over English language. Because English and Norse languages were not too different languages from one another and English could understand Norse, there were many interchanges of words. Many pronouns were also taken to English. It is also supposed that sound structure and Grammar of English have been influenced by Noreseman. Old English was a bit different than Middle English in more than one ways. It was different in structure, in sounds, and grammar. But in vocabulary Old English borrowed many words from Latin and Norse while Middle English had words of native origin.
2.1.2 Middle English

This is the age of Norman Conquest. Between 1100 and 1200 this was the event that effected England most. In this era French were ruling England. The language of England became French in courts, aristocracy and Literature but it could not replace English as a national language and remained a common language among masses though it changed a to a great extent. Vocabulary was changed up to a great deal. Many new words were introduced in all fields and subjects. Germanics were still maintaining English; now considered as Middle English as their language but it had already gone through many changes. The changes occurred mainly in the areas of grammar and sounds. They had started using complete sentences and logical order of words “This can be called as a simplification but it is not exactly. Languages don’t become simpler; they merely exchange one kind of complexity for another” (Strevens, 1988)

2.1.3 Early Modern English

200 years between 15th and 17th century brought few major changes in sound system of the language. One major change was the removal of vowels (in their sounds not as letters) from many words where they were used unstressed at the end. As stated, it was a major change and paved way for many modern words and sounds used these days. This changed the language altogether. This change is now called “The Great Vowel Shift”. This shift became a major difference in the Middle and Modern English.

Besides the change in sounds there were some other developments as well that had some affects on the language. Most notable change was development of printing in traduced by William Caxton in 1475. This was a main reason of publishing of books
that created a habit of book reading among people and paved way for written communication. That is why this age is also considered as age of “English Renaissance”. The language grew. Many new words got their places from Latin and French. This influence of other languages brought new ideas as well which is a key to growth of any language and civilization

2.1.4 Recent Developments

Language is one tool that makes human beings distinguished from other beings. It is a major source to express their ideas, thoughts and creativity and share them with others. Although we communicate nonverbally as well, language remains the chief factor. Nonverbal cues are difficult to comprehend and that’s why people rely more on words. In Modern Age English language developed dramatically. English speakers expanded noticeably in this age. These days English is not only spoken as a native language but is used in so many countries as a second language as well. Scientific discoveries in the United States of America became another major reason of so much reliance on English language. Many new universities and institutes were set up in USA where English became the only language of research. English has also become a language of commerce and industry around the globe. All non-native business men and entrepreneurs need to be proficient in English in order to prosper in their respective fields. Language is a source of spreading literature among masses which not only widens the horizons but also enriches their culture and paves way for inter-cultural harmony. It is important to mention at this point here that expansion of English language brings no danger to native languages rather it also results in expansion of vocabulary of other languages. English can be used to compare one’s
native or local language and can result in cultural growth. The language enables us to maintain and express our point of view through reading international literature which is of course in English language and as a result flourish our own language and research. A lot of information is available regarding every field and area of study. But one needs to be proficient in English to take maximum benefits from that.

Development of printing press and appearance of King James version of Bible English developed fully in England and took the shape of “Standard English”. Two more important events of the 18th century were publication of Johnson’s dictionary and independence of Americans. Till then English language was established as an international language and it is the same till date.

Since English is considered as a language fully developed it is not dependant merely on accent. It is now a source for educated ones and men of letters to share their experiences via print media and therefore it has become a language that is consistently increasing by keeping a lot of matter from other languages as well. It is in use by native and non-native speakers both, around the world and is a language of almost every field may it be aviation, medicine, science and technology, trade or education. That is why now people have started referring to it as “World English

One key factor that leads to modernization is education. Many formal, informal and non-formal ways are adopted to impart education among common people and obviously one needs a language for that. In Indian sub-continent when the British come to authority it was a prerequisite for the language to leave its long lasting impression on people. It took the place the languages that were in use for education including Arabic, Persian and others. In the words of Mansoor
“With the arrival of British in the sub-continent, English replaced the languages of learning and education such as Arabic, Persian and Sanskrit. A turning point in the socio-political history of the sub-continent was Lord Macaulay’s decision in 1835 to favor English and bring an end to the Oriental and Anglican controversy. The need for English augmented in 1854 when eligibility to government service was also limited to those who had English education” (Mansoor, 1993).

2.2.1 Linguistics

Technical analysis of language is called Linguistics. It is generally considered as study in three areas of the language i.e. context, meaning and structure of language. Area of studying sounds under linguistics is called phonetics. It deals with pronunciation and accent as well as characteristics of what they call Speech Sounds. It is also a study of meanings of the language or expressions used in the language and also resolve complexities and vagueness in the speech. This also connects the language with practical and real time usage of the language with logic. In specific terms of linguistics these are called Semantics that is inference of meanings from speech and pragmatics that is contextualized meanings of thoughts. Another very important area of linguistics is grammar. Grammar can be considered as regulations and principles of a language that keep it in a shape formally required to be used. This area works on both sounds and meanings known as morphology, syntax and phonology. Combining all these areas make the analysis of language possible under the term linguistics.
Language analysis is done by multiple experts who study a language through different aspects. These experts specialize in their respective fields and areas of linguistics and try to contribute in the development of the language. The English language that we know and use today underwent many works of research and is still experiencing developments. This is an indication of a living language.

Sociolinguistics is one field that is significant in the development of any language. It deals with usage of language and variations that occur in the language through cultural diversity as well as discourse analysis including both structure and speech.

### 2.2.2 Development of Linguistics

The 20th century is considered as an era of recent development in the field of linguistics. Ferdinand de Saussure worked on structural linguistics. He suggested a term Parole which deals with expression and speech of language. Another term that he used is Langue which refers to principles and conceptual occurrence that make a language structured and formal. Indian sub-continent also participated in the field of linguistics. Patanjali used the terms Sphota (meanings) and Dhvani (sound) and understanding of both are required to understand the meanings of words.

Modern day’s linguistics contains many names of those who have contributed in the field. One famous and significant name is of Noam Chomsky. He distinguished between competence of thoughts and their presentation. Competence is intrinsic characteristic of language while presentation is the usage of language. Conventionally expression is considered as a fundamental signifier in a language. In
1967 Jacques Derrida criticized the relationship between presentation and writing in his book Of Grammatology and highlighted the significance of words in language more than speech.

Chomsky’s advocacy of language as a system in his theory of generative linguistics paved way for fields like psycholinguistics which deals with function of language in mind which has been narrowed down to neurolinguistics which investigates about the process of brain regarding language acquisition. More precisely it works in learning of adults and children. Another field that in this area that developed during this century was cognitive linguistics. This was a fruit of research of theorists like George Lakoff. Cognitive linguistics works in the area of concept of language in mind. Community, history, culture and politics also influence a language and therefore these aspects also need to be studied under the umbrella of linguistics. Many literary critics have worked on translations as well. Field of speech language pathologist also emerged in recent times. Speech disorders are worked on for their remedy mainly at the phonetic stage by a speech pathologist. He uses both phonological and cognitive strategies to remove the disorders. In the same way dictionaries and encyclopedias are edited, revised and made available for publishing by Lexicographers. They work in the field of vocabulary. All these experts work in their respective fields with the help of computers and different softwares in this modern age of technology. Together with specialists of technology and computers they have prepared now what we call digital dictionaries and mobile phone applications for language skills. These involve meanings of words, their correct pronunciations and even machine-based translations. These tools are now taking a significant place in
teaching-learning and even research especially in field of teaching English as a foreign language. Linguistics as a field has now been acknowledged in its place and importance as many curriculum developers and policy makers are now working in this field and working on making strategies and policy documents for language acquisition systematically.

Another term that is used is Philology. This refers to the modern concept of Science of Language. This term has never been famous in the USA in past but this term has replaced the idea of Synchronic Analysis given by Ferdinand Saussure. Philology refers to study of language’s grammar, history and literary traditions. Now the term linguist used for all those who work and research about the fields of a language to explain and examine them.

2.2.3 Some Major Areas of Linguistics

Linguistics has been divided in certain areas. There are specific domains of linguistics which are given below

2.2.3.1 Historical linguistics

This area of linguistics deals with transformation and general traits of language through the ages of history. This change in language through a long period of time in history is also called diachronic linguistics. Sometimes people tend to get confused between diachronic linguistics and synchronic linguistics. Synchronic linguistics is actually the study of different languages at a given time regardless of its previous history. Historical linguistics was one of the first areas in the field of linguistics that
emerged and used in the 19th century linguists. Later on they turned to synchronic linguistics, especially after the writing of Chomsky

2.2.3.2 Sociolinguistics

Sociolinguistics deals with development of and formation of language through society. It works on the synchronic approach of linguistics. It focuses on characteristics of a language of certain languages and examines commonalities and differences among the languages. It also covers the area of language variation in different societies that have occurred as a result of change in dialect. Sociolinguistics also works on issues of language used and people using the language. To suffice, it is a systematic approach of examining changes and problems in language because of a specific society or different societies or otherwise.

2.2.3.3 Developmental linguistics

Developmental linguistics works in the field of individual’s language skills, development of these skills especially in children. More specifically, developmental linguistics deals with acquisition of language by children, process of acquiring a second language by children, second language acquisition by adults and whole process of language learning.

2.2.3.4 Neurolinguistics

Process of human brain for language learning and grammar of language is studied under neurolinguistics. Researchers are drawn to the field from a range of milieu, bringing along a variety of experimental methods as well as broadly varying conjectural standpoints. Much work in neurolinguistics is learned by models in psycholinguistics and theoretical linguistics, and is tilted towards investigating how
the brain can apply the progressions that hypothetical and psycholinguistics propose are necessary in producing and understanding language. Neurolinguists study the physiological method by which the brain develops information related to language, and assess linguistic and psycholinguistic theories, using a physiology, brain imaging, electrophysiology, and computer modeling.

2.3 Applied linguistics

Generally linguists deal with technicalities and issues of languages and unfolding commonalities and variations within and among languages. Findings of these researches are used for further research and applied to other areas of linguistics is the field of Applied Linguistics. Research in the field of linguistics hovers around areas like language learning, lexicography, translation, language development. The linguists also work in the field of policy making regarding language learning and language development. Applied linguistics focuses on real time problems of the language and practical and issues related to people using a specific language. Applied linguistics uses source for its research like sociology and anthropology.

In this modern age of science and technology, one come tool that is frequently used in the field of applied linguistics is computer. Computers need voice line which requires fusion and detection of speech. This computational linguistics application, computer aided translation and language processing also come under the field of applied linguistics. Many states use methods of linguistic examination for unauthorized inhabitants or people who are not nationals of those countries or those who want refuge in other countries to prove their claims in the absence of necessary credentials. These methods are also a part of applied linguistics. Such methods can be
observed in immigration department of any country. This is usually done through an interview. Either first language or English is used for this examination. Tapes of these interviews are examined then by certain experts either a freelancer or a government official. Task of the analyst, who is actually an applied linguist, is to make sure the nationality of the interviewee through his language patterns. This plays a key role in government’s decision about the faith of the interviewee so the linguist needs to keep researching about his field

2.4 English as a second or foreign language

English as a second or foreign language has become a term in the field of English Language Teaching. There are many terms that are used in this connection which make the readers confused and therefore these terms need to be defined clearly. This term has been used in different ways by many linguistics and experts. Some of these are: “English for speakers of other languages (ESOL), English as an additional language (EAL) and as English as a foreign language (EFL)”. These terms are usually used by the practitioners and are considered as almost replaceable. Some other such terms are used in English Language Teaching are: “teaching English as a second language” (TESL), “teaching English to speakers of other languages” (TESOL), and “teaching English as a foreign language” (TEFL), “English as an international language” (EIL), “English as a lingua franca” (ELF), “English for special purposes or English for specific purposes” (ESP), “English for academic purposes” (EAP) and “English language learners” (ELL).
TEFL as obvious form its name is teaching of English for such speakers for whom English is a foreign language. This is teaching in practical in any country or linguistic setting. Generally this teaching is done for those people who either want to appear in an international exam or to take up a job in a country that has English language which is foreign to them. Many entrepreneurs are also going through this especially those who want to set up their businesses in an English speaking country. It can be a part of government curriculum as well to support students’ learning of English as a foreign language. Some countries like China and Iran are supposed to have everything done in their local languages but even in these countries extra efforts being done towards EFL. The Chinese EFL Journal and Iranian EFL Journal are examples of international journals devoted to specifics of English language learning within countries where English is used as a foreign language. Only purpose of mentioning these countries and journals is to highlight the importance English as a foreign language even in those countries who are maintaining their native language as the only medium of education.

2.5 English for Specific Purposes

An English for specific purpose (ESP) course design is usually based on the definite needs of learners of a particular discipline. There are different purpose-oriented ESP courses such as:

- English for Academic Purposes
- English for Engineering Purposes
- English for Medical Purposes
- English for Business Purposes
• English for Tourism. Etc.

Hutchinson and Waters, 1987 maintain that there are various successful occasions where ESP practitioners while designing a course conduct need analysis to find out learners’ real needs before incorporating the course contents in the syllabus.

English for Business Purposes, as obvious for its name, is that type of language that is particularly used in business setting. Different business organizations may have different organization culture but one thing has become inevitable now and that is the language. Majority of international trade is carried on and recorded in English Language. English for Business Purposes has its own vocabulary and words some time become so technical that only a student of business administration can understand them. Even in business, different aspects of business may have different vocabulary. For example in Business Finance, language used will be difficult even for a customary business graduate. For that one has to be a finance graduate. Language for Business and Corporate law would be more technical. Language for banking is different than marketing or advertising. This kind of language is taught in business schools and it has become a must now for all business graduates to know English for Business Purposes. According to Hutchinson & Waters (1987:19), “ESP came into being after the Second World War, which was the time of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale”. Another reason of ESP emerging as a sub-field of linguistics is advancement in linguistics. Linguistics concerns more about other technicalities of a language but many language experts also started working on actual usage of language for real-time communication. Hutchison & Waters also maintain that ESP becomes more important after the distinction between spoken and written English, which means that language is usually altered
according to the specific usage. They (Hutchison and Waters) go beyond this point. They also suggest that if situation in which a language is used changes adaptation of language accordingly becomes necessary. They use psychological aspect of learning as well in order to build their arguments regarding development of ESP. They have focused on the ways and methods a language is learnt rather than techniques of how it is delivered. In other words they have put learners and their needs upfront. Learners have been considered as ones who required various approaches, posses many skills and come with various schemes and needs of learning. To suffice, learners’ needs for language learning are as important as teaching methodologies and techniques of language learning themselves. Strevens (1988) defines the supreme characteristics of ESP as being

“… designed to meet specified needs of the learner; related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities; centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse; in contrast with General English”.

Later Dudley-Evans and St. John (1998) presented an adapted definition of the variable characteristics of ESP.

“ESP may be related to or designed for specific disciplines… ESP may use, in specific teaching situations, a different methodology from that of General English; ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional
work situation. It could, however, be for learners at secondary school level…. ESP is generally designed for intermediate or advanced students”.

In addition to this Anthony (1997), comments that there is a thin line, in some cases, between teaching of an ESP course and general English course. Many general English teachers are using same approach of need analysis, incorporating their own real life experiences and knowledge in their teaching.

Generally speaking, ESP is different than ESL. One major difference is the need of the learners to learn these courses. ESL revolves around grammar and composition while ESP focuses on usage of language in different contexts. ESP has range of specific needs and focuses like English for accounting or management or tourism. Different skills can be taught to students requiring it for different purposes. For example under an ESP program one might teach reading skills to a student studying management science or speaking skills to students who wish to excel their future in tourism. It is a fusion of teaching language and matter. Learner’s proficiency in language helps them in getting the concepts of language while their subject matter paves way for choosing appropriate level of language and using it in the right context. It is away to tell how to articulate subject in correct language. In fact need analysis helps the teacher a great deal in facilitating the learners to grasp concepts of language quickly and effectively. The ESP approach to teaching English augments the significance of their learning of English and the teacher uses their interest in the specific field as a motivating factor towards learning of the whole content including
the language. Sometimes maintaining motivation and interest level becomes a bigger problem for the teachers than teaching of foreign language itself and ESP technique, if used intelligently by the teacher can be useful.

ESP is reviewing, assimilating and motivating the students for learning the subject as well as the language. For this a teacher has to wear many hats. He or she is playing the role of curriculum developer, course setter, creator of setting conducive to his or her style of teaching, a psychologist and the one who can meet immediate learning goals of learners and his own intended learning outcomes (ILOs). Environment of the classroom depends a lot on teachers own communication so that he can create and offer such opportunities to the learners where they can use the language taught to them. These opportunities keep them poised and interested in the whole teaching learning process. Such an environment is fundamental for quick learning and raise of confidence in the learners.

Another important aspect that one needs to keep in view is the nature and learning styles of learners coming to an ESP classroom. They usually come with specific schema, experiences and objectives and need to be dealt with accordingly. They tend to learn more when they are allowed to mingle with people and use the language skills and knowledge of their own context practically. Only then they will find it effective and worthwhile. Usage of skills that they have already learnt make them not only understand the concepts but will make them work harder to get newer concepts of the language. English for specific purposes can be taught in isolation of the context. A learner comes to an ESP class with a conscious effort and a specific
mindset to learn a language, even if he possesses average knowledge skills, these techniques can make the teaching easier and smoother.

2.6 Writing Skills in English Language

Writing is considered as one of the most effective and continuous process of exploring effective ways of communication. It is a skill that is regarded as a skill needing most efforts as compared to other language skills still they keep learning how to write. Peyton and Tran maintain that even if the skill is difficult, adult learners will continue to learn as an effective mode of sharing thoughts and opinions. (Peyton, 1993; Tran, 1997). As Bello says that writing given ample opportunity to learners not only to express their views but experiment a bit regarding tools of language and the vocabulary they have learnt in their courses which also results in reinforcement of the principles of language. (Bello, 1997).

Writing is a intricate act. The structure of a coherent text involves repeated access to numerous different types of knowledge. Although all writers experience some difficulty during writing, especially when they are devising new ideas, it is presently assumed that the experienced writer expends much less cognizant effort than a novice in interleaving diverse types of knowledge. The expert writer also has a more supple organization of knowledge in both an explicit content domain and in the doctrine underlying good communication and comprehension skill (Flower & Hayes, 1981; Means & Voss, 1985; Resnick, 1985).

Although all writers experience some intricacy during writing, especially when they are formulating new ideas, it is currently believed that the experienced writer expends much less conscious effort than a novice in interleaving different types of
knowledge. The expert writer also has a more flexible organization of knowledge in both a specific content domain and in the principles underlying good communication and comprehension skill (Flower, in press; Flower & Hayes, 1981; Means & Voss, 1985; Resnick, 1985). Children and/or novices, on the other hand, are considered to have much more difficulty with the writing process. They cannot match different types of knowledge easily, they spend much more time on each section of the text than the connoisseurs, and they recognize each part of the composition progression as more effortful (Bereiter, 1980; Scardamalia, 1981; Bereiter & Scardamalia, 1985). Writing doesn’t occur accidently rather it requires conscious and continuous efforts to produce an effective piece of writing.

Proficiency in language is assumed as a key to successful communication. In the words of McKee “language will successfully assist people in diverse activities, which involve communication, various types of dealings, or even writing. Whether we are students or not, there is a need to use language aptly”. He further suggests, “. McKee goes on to say that the capacity to write efficiently is still significant despite of the dominant and incredible effects of technology on human activities”. (McKee, 1939). When talking about effects of technology on writing, one adverse effect on writing has been caused by text messaging. Many educators have charged this technology of being negative for writing. According to Dolch (1942), “Children must spell if they are to write. When we write, we are actually writing down our thoughts. These thoughts are expressed using words, and these words need to be spelled appropriately. Therefore, writing would need appropriate spelling”. Writing is one of the most important ways of communication. According to Shidle (1965), “writing skills are needed everywhere”. In his book The Art of Successful Communication, he
states that almost every task, every work and every activity needs communication skills. These skills are required by all of us to connect and share our ideas and for this, best way is to communicate through writing. According to Quattrini (1985) writing is the best way of showing our feelings because writing is like “shaping” our thoughts which means use of appropriate and most suitable vocabulary for communicating our thoughts. At another occasion Cruse suggests that the best way of giving meanings to our thoughts is words. (Cruse, 2000).

Most EFL students are not proficient in English as they are non-native speakers of English and, to their drawback, most often live in a non-English-speaking setting, making the practicing of their English challenging. Also, in many EFL surroundings, English is only used as a means of communication in the classroom where teaching and learning activities are happening. Outside the classroom, English may not be used because the community does not speak the language. Another negative feature of EFL contexts is that the writing instructors may be local academics. These local academics may have graduated from either a local or abroad university. Therefore, as local instructors, they may use more L1 (First Language) and “bookish language”, speak English less assertively or provide less cultural information (Celce-Murcia, 2001). These unfavorable circumstances in the EFL context have contributed to the many challenges concerned with creating successful high-class EFL writing classes. In addition to these issues, the following factors also add to the intricacy of teaching writing in an EFL context: language difficulty, influence of L1 (First Language), differences between L1 and L2, genuineness, diverse entry levels of students, class sizes, and cultural influence.
Writing in the first language is already challenging for many EFL students (Rivers, 1968) “… EFL writing students encounter even greater challenges if they are requested to produce a piece of writing in English because they need to express themselves with the syntactical and rhetorical devices of a language which they are still learning” (Zhu, 2002). Celce-Murcia (2001) states that “the ability to express one’s ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement; many native speakers of English never truly master this skill” (p. 205). Anokye (2008) agrees, stating that “writing is unlike any other academic skills in the sense that it is not something that necessarily gets easier with time” (p. 65). Brown (2001), together with Richards and Renandya (2002) also support this claim because the skills concerned in writing are complex. The students, learning a second language (L2), have to assign their concentration to two different facets, namely the lower level skills such as spelling, punctuation, or word choice and the higher level skills such as planning, and organizing. The two aspects are similar to what McDonough and Shaw (2003) introduce concerning the levels of writing.

2.7 Writing for Business

We require communication skills everywhere, may it be our workplace, our personal life. Only then we can benefit from our communication fully. Writing is the tool to send our message effectively and precisely and with concreteness especially if we are managing a workplace as a manager. In other words writing skill is a must of all managerial skills. It has been a common observation that most of the working professionals in a workforce in general lack writing skills. This lacking keep them shaky and under confident when it comes to reporting writing and other genre of the
same sort. This becomes a major handicap in the way of their success and progress in reaching top management level. Though professional writing need experience and practice as well but without getting to know the fundamentals of writing, only experience will bring laurels. Through written communication one does not only get messages but it develops one’s own writing skills too. According to Dr. Gerard “The objective of communication is not the transmission but the reception.” (Dr Gerard M Blair, 2008). One of the basic reasons of business writing is to request or receive information or send information in form of letters, memos, reports and proposals. For business writing one needs to learn with accuracy, conciseness and completeness. Purpose of writing with these qualities is to make our piece of writing understandable to our target.

Being able to conversion between academic and professional writing is an important skill to faultless as you proceed in your educational profession and prepare for life after school. Swift work circumstances require an idiosyncratic approach to writing, which can be complicated for new business professionals. Understanding and employing the following principles, however, can help give you an early benefit in your professional growth. Writing in a business situation necessitates the ability to adapt your document to a range of different addressees. Your proposal may have to be accepted at the executive level, but carried out at the practical level. Because of this, it is important to know how to use tactical writing to your advantage. There was a time especially in developing countries when entrepreneurs used to execute their businesses with a common notion that they would not need polished writing skills as they don’t need them. But now times have changed. As business community as become global, knowing how to write effectively is considered as a must for business. Business
writing class is a class that deals with business letters and writing of the same genre. There is another notion that people with sufficient creative writing skills need not learn business writing because they are good at creative writing. This is a major misconception. These two are poles apart from each other. Many creative writers found business writing extremely different and at times difficult. Business writing require various skills and writing techniques that are learnt and do not come naturally. General inclination of businessmen is towards analytical and statistical skills. But then how to communicate the analysis to others involved in the project. In order to achieve organizational objectives set, most important aspect is of problem solving techniques. This skill is required to keep an effective team intact. To manage a team and communicate the problems and the solutions to these problems always require good business writing without which the whole show will be spoilt. All teams need to work in harmony and in constant communication. Without effective communication respective teams will find it difficult to find and maintain a specific direction which will not only cause demotivation but also make the organization suffer losses both financial and in terms of goodwill. Effective written communication will cause effective leadership and efficient management which can win team members’ confidence and trust and as a result business can achieve all the objectives that were set in the beginning of a project or a venture.

Business organizations need and involve daily writing which are the documents written and used daily. These documents might not be the primary area of concern for the organization but these documents hold pivotal place in achieving the organization aims and objectives. Ashton et al describe these documents in The Work Skills in Britain Survey as “short documents” (e.g. short reports, letters or memos),
and “long documents with accurate spelling and grammar” (e.g. long reports, manuals, articles or books). (Ashton et al., 1999). It is difficult but significant to draft these documents. Every document that is written at a workplace is important in one way or other but its significance is context based. It is tough generally that a document which is written for global or wide range of audience is significance otherwise it’s not like writings of Karl Marx, or translations of a divine book. But only the thickness of the book does not make it significant. Even a one pager can be equally important in its context. One needs to see the purpose for which it is written and fruits of this document. A detailed course outline of a course or a progress report written by a teacher for a student can be equally important in context of education as an official state document issued by the state authorities. To suffice wherever it’s written, the putting the communication through paper is important but a hard job. Anderson, 1985; Beaufort, 1999; Flower, 1994; MacKinnon, 1993) in their research writings have discussed need, importance and stress connected with writing at the workplaces in the USA. They maintain that need for writing varies from work place to workplace. It depends on the nature of the organization and the area it deals in but generally there has been need for effective writing skills has increased during the last decade.

2.8 Thinking Skills

Thinking Skills are the mental procedures we use to do things like: resolve problems, make decisions, ask queries, device strategies, pass opinions, systematize information and create new ideas. Often we're not conscious of our thinking - it happens involuntarily -but if we take time to contemplate what's going on then we can become more proficient and more creative with our minds. Thinking skills are generally not given its due importance in solving every day jobs. We only realize its
importance when we get in a fix or reach a wrong analysis or conclusion only because of lack of comprehension and creative thinking. We can resolve these problems through using our cognitive capacities and thinking more creatively rather than depending on usual ways of seeing things. Thinking skills, in simple words are tools that enable us to apply existing knowledge to a new situation. It makes us capable enough to analysis and adaptation. It is also called Matacognition which allows us to get to know our thinking skills, acquire new knowledge and to apply it in novel problems for their resolution. Growth and development in this area provides deeper understanding of the principles and result in acquisition and retention of expert knowledge. Smythe et al. suggest

“The ability to generate spatial representation is important in our ability to construct analytical representations of our surroundings. When entering a problem space, means-ends analysis permits the problem solver to eradicate the differences between the preliminary state and the goal state by integrating both divergence reduction and the creation of sub goals”.  

(Smythe et al., 1994)

In the words of Graddy “Cognitive flexibility allows an individual to convey knowledge to new situations. Cognitive flexibility can be defined as the ability to spontaneously restructure one's knowledge in many ways, in adaptive response to radically changing situational demands". (Graddy, 2001). This skill of responding to new situations and problems can be attained by learning the art of connecting and relating thoughts and ideas together to reach logical conclusion. Getting cognitive awareness is also
important as it makes us able to relate and apply several concepts of other domains and areas to other different contexts like applying mathematical knowledge to problems related to physics. According to Graddy "In complex environments, learners generally cannot retrieve an intact hierarchical learning structure from memory; instead the mind combines, recombines and reinvents structural components to meet the requirements of each particular situation". (Graddy, 2001). (Anderson, 2000) suggests that “reproductive thinking” can be avoided easily through cognitive flexibility. He defines the term reproductive thinking as “specific routine that students develop in problem solving that do not transfer to novel demonstration”.

2.8.1 Importance of Critical Thinking for Education/Language Learning

Literature highlights language skill as a contributing cause to proficient critical thinking skills (Feuerstein, 2007; Nisbett, Peng, Coi & Norenzayan, 2001). This entails that at university level the demands for students to critically reason and argue about topics in an academic context and good language skill influenced by language capability are vital. According to Pienaar (2001), critical reading and understanding at Higher Education level requires:

- “elaboration on an argument and developing its implications;
- understanding, analysing and evaluating arguments and opinions;
- supporting general assertions with details; and
- recognizing the central idea in a work”.

As a result, in order to accomplish these conclusions, we argue that academic language proficiency appears to be indispensable. In this regard, literature points out
that academic language proficiency is critical to declare opinions clearly (Bauer et al., 2006) to succeed in critical reading (Paul, 2004) and to succeed academically (Kane, 2008; Nel & Nel, 2008). The incapability to comprehend and apply outcomes is more prominent among the students who are taught in a non-native or second language. (Donald et al., 2006; Nel, 2011; Nel & Nel, 2012). Learning through an additional language could hamper active communication, which may result in a passive process of information-giving and rote learning, since it is linguistically easier to grip (Donald et al., 2006), as well as in the inability to carry out superior cognitive functions in the language of learning. The inability is linked to a lack of “Cognitive Academic Language Proficiency (CALP)” (Cummins, 1996) or “Academic Language Proficiency” (Krashen & Brown, 2007). CALP refers to receptive competency, which involves learners need to display cognitive and linguistic ability in order to access academic knowledge found in textbooks or instruction. Furthermore, CALP also implies dynamic competence to convey knowledge through writing (Ramani & Joseph, 2008). As the WGCTA focuses on receptive competence, the focus of this study was on the academic language proficiency of the participants to understand and construe texts. “In conceptualizing academic language proficiency, utilized the framework of Krashen and Brown (2007)” who argue that academic language proficiency comprises of two major components, namely, knowledge of the academic language used in a particular setting, in our context, the university and knowledge connected to the different specified subjects. In addition to the two components, they also argue for competency in the use of approaches such as reading and problem-solving, which abets the acquisition of academic language and knowledge of the different specified subjects (Krashen & Brown, 2007). Regarding the latter, critical
thinking skills are considered as important for problem-solving (Facione, 2009; Halpern, 2007; Halx & Reybold, 2005; Vandermensbrugghe, 2004), which reinforces the link between academic language proficiency and critical thinking.

“Academic language proficiency requires good language ability” (Nel, 2011; Nel & Nel, 2012), as a major factor contributing to the critical thinking skills for the purposes of this research. They based their argument on the view of Paul (2004) and Csapó and Nikolov (2009) who assert that “critical thinking entails a mentally disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information collected, to achieve these critical thinking events, good language proficiency which depends on a good language capability is important”.

### 2.8.2 Various Definitions of Critical Thinking from Different Schools of Thought

Problem solving is generally considered as a tricky task. It involves some skills different than usual approaches of solving complex problems. This can be attained through critical or lateral thinking. It is usually defined as an approach of problem solving through an approach that is not direct and creative engaging analysis in order to resolve issues and problems of complex nature that can be done away with using traditional logic. The term Lateral Thinking was introduced by Edward de Bono in 1967. He defines it as an aspect of creative thinking different than its usual connotations. He regards lateral thinking an approach different than what he calls “Vertical Logic”; which is solving a problem following a traditional method of approaching it step by step or “horizontal imagination”; which means having various ideas but treating them independent of their combined effect on the resolution of a
problem. Instead, critical thinking is examining characteristic by looking for the errors. It focuses more on movement of ideas i.e. to move from one idea to new ideas. It's important for young people to build up and exploit good critical thinking skills, not just for their education but life as well. The better their skill to review and evaluate a predicament or situation, the better they will do in whatever they pursue. Just like any other muscle, the brain needs to work to stay strong and vigorous. Using your analytic skills and intellect to evaluate and solve a problem is a vital skill to have. Using array of reliable resources to assess information is fundamental so you don't waste time filtering through useless material. Good study skills, reading comprehension commonsense will help in rising outstanding critical thinking. Being an educated person is helpful, but if you don't have self-confidence in your thinking process you will still do badly in school and life.

Thinking skills engross mental progression used in cognitive functions that allow people to make meaning from, and generate with, information: solving problems, making decisions, critical thinking, planning and organizing job everyday jobs, using a considerable amount of memory, and finding, synthesizing and analyzing information. In the workplace, a variety of functions of thinking skills are applied to most tasks. Some examples include searching for details in a report, planning and organizing activities such as meetings, counseling actions to be taken, and construing the results of a study. Peter Drucker introduced a term “Knowledge Worker” that he used for a peculiar type of employees at a workplace. He includes, in the list, such workers who primarily require analytical, decision making, interpretation and problem solving skills as prerequisite for their job. They work in their specific specialized areas using these skills to handle and process the information. Teachers, lawyers, engineers
etc. can come in the list of knowledge workers but now the scope has expanded enormously. Information technology has affected almost every field a great deal and now in almost every area such workers are becoming indispensable. Around the globe such workers always remain in demand and in all fields. These workers require intellectual capacities than physical. Because they have to handle and make useful interpretations they are usually required to collect, produce, construct, assess, capture and analyze information. One of the main skills for such work is effective communication. Every knowledge worker is supposed to be a master of communication so that he can pass on the information effectively. His audience should infer what he implies. Around the world in general and in developing countries in particular, especially in Pakistan; where this study has been conducted, education systems are still struggling such professionals who are well rounded and have the skills to be included in this list. More than half of the graduates who come out of their respective colleges and universities in Pakistan fail to adjust and adapt to the demands of this rapidly growing age of information technology. This also creates frustration in them and they stop thinking creatively. APM group, a consultancy of organizational and people development, conducted a global survey and in conclusion came to a point that the most needed skill for employers around the world is critical thinking. The firm conducted a research on Thai students that revealed that students are generally being turned into good listeners rather than ones who can think and ask and therefore they lack this important skill. Case with Pakistani education is not very different either. Another global survey was conducted by the American management Association in 2010 and called it “critical skills survey” engaging 2,115 managers and executives around the world. The survey concluded that majority of the managers and executives
considered critical thinking as the most significant factor in organizational growth more than IT skills.

Critical thinking is a skill more connected to cognition to solve a problem. It is not only used in a professional setting but we require that in our interpersonal situations as well. According to Lau, “Critical thinking is clear and rational, involves precise and systematic skills and follows the rules of logical and scientific reasoning” (Lau, 2011). It can be very easily suggested that critical thinking is a skill enabling people to evaluate accurately and precisely.

Definitions of critical thinking that have come forth from the cognitive psychological approach include

- “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts” (Sternberg, 1986, p. 3)

- “the use of those cognitive skills or strategies that increase the probability of a desirable outcome” (Halpern, 1998, p. 450)

- “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” (Willingham, 2007, p. 8).

As mentioned earlier that educators have also talked about thinking skills. One of the famous names in the domain of education is of Benjamin Bloom. He contributed through his famous Taxonomy (1956). His document is often referred to whenever a
researcher and teachers discuss teaching, evaluation and higher-order thinking skills. According to Kennedy et al, Bloom has placed comprehension at the bottom and evaluation at the top. The whole process is divided in three stages i.e. “analysis”, “synthesis” and “evaluation” which represent thinking skills. (Kennedy et al., 1991).

Despite differences among the schools of thought and their approaches to defining critical thinking, there subsist areas for conformity. First, researchers of critical thinking characteristically agree on the specific abilities included by the definition comprise of:

- “Analyzing arguments, claims, or evidence” (Ennis, 1985; Facione, 1990; Halpern, 1998; Paul, 1992)
- “Making inferences using inductive or deductive reasoning” (Ennis, 1985; Facione, 1990; Paul, 1992; Willingham, 2007).
- “Judging or evaluating” (Case, 2005; Ennis, 1985; Facione, 1990; Lipman, 1988; Tindal & Nolet, 1995).
- “Making decisions or solving problems” (Ennis, 1985; Halpern, 1998; Willingham, 2007).

Other abilities or behaviors identified as relevant to critical thinking include “asking and answering questions for clarification” (Ennis, 1985); “defining terms” (Ennis, 1985); “identifying assumptions” (Ennis, 1985; Paul, 1992); “interpreting and explaining” (Facione, 1990); “reasoning verbally, especially in relation to concepts of likelihood and uncertainty” (Halpern, 1998); “predicting” (Tindal & Nolet, 1995); and “seeing both sides of an issue” (Willingham, 2007).
Facione suggests that apart from abilities and skills, critical thinking also include “dispositions” (Facione, 1990). Ennis maintains that researchers started working in the direction critical thinking and capability to think in that way later called “dispositions” being two different aspects. (Ennis, 1985). Facione defines this as two separate entities. They are considered as attitudes of mind. According to him disposition is “consistent internal motivations to act toward or respond to persons, events, or circumstances in habitual, yet potentially flexible ways”. Facione (2000).

Many researchers have considered motivation as a factor related to critical thinking. Various researchers of this area consider abilities and temperament as attributes of critical thinking. Facione at one place states “consistent internal motivation to engage problems and make decisions by using critical thinking”. (Facione, 2000). Halonen notes that “a person’s propensity, or disposition, to reveal higher-order thinking relates to their motivation” (Halonen, 1995). Halpern considers effort and perseverance as two basic factors towards disposition that support critical thinking. (Halpern, 1992). Paul regards determination as “traits of mind” as prerequisite to be a critical thinker. (Paul, 1992). Like matacognition, motivation is considered as a factor that supports an individual in a critical situation without which a critical analysis and appropriate resolution of a problem is unlikely to happen. Turner takes it to another perspective by suggesting “difficult or challenging tasks, predominantly those highlighting higher-order thinking skills, may be more motivating to students than easy tasks that can be solved through the rote application of a pre-determined algorithm” (Turner, 1995).

Many researchers working in the area of critical thinking regret the deprived state of critical thinking in most educated adults and children. For example, Halpern
(1998) points to research from the field of psychology, concluding that many, if not most, adults fall short to think critically in many situations. Kennedy et al. (1991) and Van Gelder (2005) have concluded that many adults do not have basic reasoning skills. Halpern (1998) cites the example that many people admit to believe in mystic phenomena, despite a lack of evidence in support of such things. Halpern attributes such failures not to the incapability to reason well but to simple “bugs” in reasoning. She argues that human beings are programmed to look for patterns, mainly in the form of cause-and-effect relationships, even when none exist. Van Gelder (2005) repeats this sentiment, characterizing humans as “pattern-seekers and story-tellers” (p. 42). This proclivity results in a bent to jump to the first explanation that put together intuitive sense without carefully scrutinizing alternative possibilities, a phenomenon that Perkins, Allen, & Hafner (1983) have termed “makes-sense epistemology” (p. 286). Moreover, the general public often finds “personal experience” to be more forceful evidence than a cautiously conducted, scientific study. Given these natural inclinations toward deficient reasoning, Halpern advises that we should not expect to see striking improvements in critical thinking over time as a result of instructional intrusion. Improvements in critical thinking are steady and incremental (Halpern, 1998).

One reason for this gap in fundamental reasoning skills may be scarce educational experiences. Paul (1992) argues that archetypal school instruction does not support the development of higher-order thinking skills like critical thinking. Paul elucidates that knowledge is “coterminous” with thinking, especially good or critical thinking. However, typical school instruction, with its emphasis on the treatment of content, is designed as though recall were equal to knowledge. This type of lower-
order learning is simply learning by rote or connection, with the end result that students memorize material without understanding the logic of it. Students tend not to recognize that their affirmations, viewpoints, and statements have connotations, and thus require evidence to support them. “For most students, believing, not thinking, is knowing” (Paul, 1992). In spite of evidence suggesting that the average individual struggles to think critically, many researchers are confident about the capacity of humans to become critical thinkers with suitable instruction. Kennedy et al. (1991) point out that empirical research suggests that students of all intellectual capability levels can benefit from critical thinking instruction. Similarly, Lewis and Smith (1993) argue that critical thinking skills are for everyone, not just the exceptional.

As noted before, researchers differ on the extent to which critical thinking skills learned in one context are transferrable to new situations, areas, and disciplines. Most researchers tend to agree, however, that transfer is improbable to occur unless students are taught explicitly to transfer. What does this mean from an instructional standpoint? First, students must be given chances to apply critical thinking expertise and abilities in a wide range of contexts and subject areas. Second, instruction should accentuate metacognitive skills, such as setting goals, planning, and scrutinizing progress toward goals (Kennedy et al., 1991). Third, students should be sensitized to profound problem structure, because most students’ thinking is inclined to focus on the apparent structure of problems, or the shallow aspects of tasks (Halpern, 1998; Willingham, 2007). Hummel and Holyoak describe structure understanding as the ability to “code and manipulate relational knowledge” (as cited in Halpern, 1998, p. 453). The goal of structure training is to facilitate students to distinguish a particular problem structure whether it appears in math, science, or social studies—so that they
may organize appropriate approach. Structure training occupies distributing practice in a range of contexts and situations. Halpern points out that use of “authentic” or real-world learning activities helps to encourage the transfer of critical thinking skills. Brown (1990) argues that “domain-specific knowledge” may also be necessary for young children to productively transfer skills to new problems that exhibit the same profound structure. She observes,

“We conclude that even young children show insightful learning and transfer on the basis of deep structural principles, rather than mere reliance on salient perceptual features, when they have access to the requisite domain-specific knowledge to mediate that learning” (p. 130).

2.9 Cultural Differences

Every act we do and every idea or value we hold on to is culturally bound. Profound structure of culture can be seen in many facets of life for people of different civilizations, such as religion based value systems and so on. Various approaches of categorizing cultures are introduced among which, Hall’s high context versus low context theory as well as Hofstede’s five dimensions of national culture have been getting great recognition and are extensively quoted in cross cultural research. The context theory proposed by Hall (1989) states:

“A high-context (HC) communication or message is one in which most of the information is either in the physical context or internalized in the person, while very little is in the coded, explicit, transmitted part of the message. A low context (LC) communication
is just the opposite; i.e., the mass of the information is vested in the explicit code”. (p.91)

Culture teaching has become one significant part in Business English teaching in Chinese universities and similar goals have been made clear in the National Curricula for English teaching (2000), stating that foreign language teaching should cultivate students “intercultural communication competence”, in addition to the precise use of the language, and also expand their sensitivity, lenience and flexibility in dealing with cultural differences in order to meet the growing need for worldwide exchanges.

Case-based teaching was set up into management courses in Harvard University and it involves real life situation analysis and argument. The heart of case-based teaching is the case which is defined as “a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person (or persons) in an organization.’’(Mauffette-Leenders et al., 1997, cited by Jackson, 2004, p. 214). This method of teaching has been generally used in business related courses (Barnes et al., 1994).

There is no better field for observing a culture in action than business. Cultures tend to disclose themselves in situations where much is at risk, because it is here that their resources are most needed. Marriage, family contracts, and such demanding experiences as disease and the death of a loved one bring out much of what is characteristic and primary in a culture. The same is true of business, because economic endurance is at stake. Business practices are formed by deeply-held cultural mind-set toward work, power, conviction, wealth—and communication.
Perhaps the most sophisticated verbal cues for power distance are the grammatical modulations found in such languages as Japanese and Korean. Japanese has special word forms that show reverence or reflect greater formality and civility. Usage can also depend on whether one is addressing members of an in-group or an out-group. It is critical to observe these fine points in business, and companies may even educate employees how to use proper language to show respect to customers or superiors. Korean culture is powerfully age sensitive, and an age difference of a year or less may require courteous language from the younger party. Two classes of variations are used: honorific inflections to show respect to the persons mentioned, and seven “speech levels” to show different degrees of respect to the listener. Nearly every language has resources for showing deference, if not to the extent of Japanese or Korean, and these tend to be important in business situations.

Thus if a Western multinational firm that functions in Malaysia is consulting with local firms for construction labor, the Malaysian business style should take over. Construction is not just a matter of hiring workers. It is a intricate undertaking that requires complicated coordination of activities, sourcing of materials, management of workers, and hundreds of working relationships among the parties concerned. All these will occur according to the customs of the local culture that makes them possible. Conversely, if a Malaysian business is seeking overseas capital from a multinational firm, it must recognize that this capital will be raised according to rule-based Western systems that require precision, accounting principles, detailed contracts, and legal enforcement. The conversation will therefore take place mainly in the Western mode.
2.10 Contextualized Teaching Learning

Skills in reading and writing are means to academic learning, but typically, these skills are taught independently from the discipline areas to which they must be applied. Despite the provision of substantial resources to providing developmental education courses that aim to bring the reading and writing skills of underprepared students to the college level (Boylan, Bliss, & Bonham, 1997), many students in college-credit courses exhibit continuing difficulties in relating these initial skills to the learning of subject matter (Perin & Charron, 2006). A growing literature, particularly in the field of adolescent literacy, suggests that bringing basic skills and subject-area instruction closer together may be an explanation to this problem (Heller & Greenleaf, 2007; Lee & Spratley, 2010). One way to build this relationship is through contextualization, or the instruction of basic skills in the context of disciplinary topic areas. Tertiary developmental educators have recommended that pre-college educational skills teaching be directly related to the content of college-level courses (Simpson, Hynd, Nist, & Burrell, 1997). Contextualization, which achieves this function, can be seen as a form of “deep learning” that comes about through linking thoughts and concepts across courses (Moltz, 2010). For example, Simpson et al. (1997) suggested that teaching to improve conclusion for low-skilled college students “would probably use authentic materials like the textbooks used in college courses such as psychology or biology” (p. 41). Depiction on research on the transfer of learning, Simpson et al. (1997) contrasted such “embedded” instruction with the major “generic” instruction (Simpson et al., 1997, p. 42), where technical features of literacy are taught apart from content, such as when students are taught to examine text structure or find main ideas using short reading passages that have no clear relation to
each other, to content area courses, or to students’ objectives. In the generic writing approach, language is split into decontextualized sections such as sentence- and paragraph-writing skills, with no connection to real uses. Accordingly, generic instruction has been criticized as monotonous and ineffective (Grubb, 1999).

2.10.1 Definitions of Contextualization

As E. Baker, Hope, and Karandjeff (2009) point out, contextualization has been defined in many ways. Here, I follow the definition proposed by Mazzeo, Rab, and Alssid (2003): “A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context” (Mazzeo et al., 2003, pp. 3–4)

Many terms have been used to refer to contextualization, including contextual teaching and learning (E. Baker et al., 2009; Johnson, 2002), contextualized instruction (Parr, Edwards, & Leising, 2008; Wisely, 2009), content-area literacy (McKenna & Robinson, 2009), embedded instruction (Simpson et al., 1997), writing-to-learn (Klein, 1999), integrative curriculum (Dowden, 2007), situated cognition (Stone, Alfeld, Pearson, Lewis, & Jensen, 2006), theme-based instruction (Dirkx & Prenger, 1997), anchored instruction (Bottge, Rueda, Serlin, Hung, & Jung, 2007), curriculum integration (Badway & Grubb, 1997), academic-occupation integration (Grubb & Kraskouskas, 1992; Perin, 2001), infused instruction (Badway & Grubb, 1997; Perin, 2001), developmental education learning communities (Weiss, Visher, & Wathington, 2010), workplace literacy (Mikulecky & Lloyd, 1997), and functional context education (Sticht, 2005).
Whatever term is used, the work tends to meet on several key themes: teaching skills with direct reference to real world events and practices (Berns & Erickson, 2001; Carrigan, n.d.; Dirkx & Prenger, 1997; Fuchs & Fuchs, 2001; Goldman & Hasselbring, 1997; Johnson, 2002; Jurmo, 2004; Karweit, 1998; Orpwood, Schollen, Marinelli-Henriques, & Assiri, 2010; Sticht, 2005; Stone et al., 2006; Weinbaum & Rogers, 1995); and instruction in the basic skills needed in content courses (Boroch et al., 2007; Martino, Norris, & Hoffman, 2001; Perin, Hare, Peverly, & Mason, 2010; Snyder, 2002; Wisely, 2009). In some cases, contextualization takes place through the integration of basic skills and subject-area instruction (Grubb, 1996; Guthrie, Anderson, Alao, & Rinehart, 1999; Paquette & Kaufman, 2008).

In any one program, contextualization of basic skills instruction includes one or more of the following components: interdisciplinary learning (Berns & Erickson, 2001; National Council for Workforce Education & Jobs for the Future, 2010), use of students’ informal, out-of-school knowledge (Goldman & Hasselbring, 1997), active, student centered learning (Dirkx & Prenger, 1997; Dowden, 2007), student collaboration (Johnson, 2002), use of explicit literacy strategies (Paquette & Kaufman, 2008), authentic assessment (Johnson, 2002), and teacher collaboration to identify real world examples (Orpwood et al., 2010). Professional development may be given (Stone et al., 2006) but seems uncommon. Strategies for contextualization have been provided for workplace and transition programs (Kalchik & Oertle, 2010; National Council for Workforce Education & Jobs for the Future, 2010), and instructions for integrating literacy instruction in high school science courses have also been offered (Krajcik & Sutherland, 2010).
Contextualization is also used in the teaching of oral language skills to English language learners where course work and everyday life practices are the concurrent focal point of instruction (Crandall, 1993; Mak & Coniam, 2008). Contextualized approaches have also been used within teacher education to prepare pre-service teachers to incorporate literacy into content area instruction (Perin et al., 2009) and to augment their sensitivity to their students’ real life situations (Darling-Hammond & Snyder, 2000; Pugach, Longwell-Grice, Ford, & Surma, 2008). Another description of contextualization is found in “situated learning,” which conceptualizes education as a net of social exchanges that form the basis of knowledge and skill (Anderson, Reder, & Simon, 1996).

The aim of contextualization is to generate conditions for more valuable learning, expressed for example in higher grades and rates of retention in courses, and through succession to more advanced course work. Whether instruction is contextualized or integrated, the correlation of basic skills instruction to applications and life goals is reliable with constructivism, which places students’ interests and needs at the center of education (Dewey, 1966; Dowden, 2007). The theoretical literature suggests that both cognitive and affective methods bring about the expected improvement in learning outcomes.

From a cognitive standpoint, contextualization is thought to support transfer of learning and develop the retention of information (Boroch et al., 2007; Carrigan, n.d.; Dirkx & Prenger, 1997; Fuchs et al., 2003; Gillespie, n.d.; Karweit, 1998; Stone et al., 2006; Weinbaum & Rogers, 1995). When information is learned in a context parallel to that in which the skills will really be needed, the application of learning to the new context may be more probable. Stone et al. (2006) hypothesized that “The creation of
explicit connections between situations is critical if students are to transfer their knowledge and skills outside the classroom, whether it is to another context or to an abstract testing situation” (p. 11). However, knowing when and where one should relate a previously-learned skill needs metacognitive and self-regulation capacity that low skilled students may lack (Bailer, 2006; Fox, 2009; Mayer & Wittrock, 1996). connecting basic skills in developmental education instruction directly to valid content-area applications that students will come across in a disciplinary course may enhance the likelihood of transfer of skill to that particular setting. It has been suggested that by using authentic academic texts as part of academic support services, low-skilled students turn into more active learners and are then more liable to use their skills in college courses (Simpson & Nist, 2002).

Working with developmental reading and writing students, Perin et al. (2010) contextualized reading and writing instruction in biology. Students used a curricular complement to practice written summarization, question-generation, vocabulary, and persuasive writing skills, with a strong prominence on summarization. The existence of large numbers of low-skilled students in colleges, particularly community colleges, along with low rates of retention and growth in course work (Bailey, Jeong, & Cho, 2010a, 2010b) and current findings that conventionally low graduation rates are not rising (Radford, Berkner, Wheeless, & Shepherd, 2010), suggests that the method of teaching of academically underprepared college students needs to be transformed. Among the many diverse innovations underway that effort to uphold the learning of low-skilled college students (Perin & Charron, 2006), contextualization seems to have the strongest academic base and perhaps the strongest empirical support. Both structures of contextualization, i.e. contextualized and integrated instruction, are
supported by quantitative studies that include control or comparison groups. There are more studies on contextualized instruction than there is on integrated instruction, but both forms of contextualization emerge potentially as significant. Moving toward contextualization in general and toward contextualized or integrated instruction in particular will depend on realistic circumstances in-house to the colleges. Most important among these circumstances are instructors’ readiness to adapt their instruction and colleges’ ability to offer enticements and support for this change. Many developmental education instructors are not highly conscious of the day-to-day reading and writing necessities that students find so complicated in college credit disciplinary courses. Further, they are strongly committed to the broad, decontextualized instruction in reading and writing that prevails in developmental education (Grubb, 1999). On the other hand, disciplinary instructors may be evenly reluctant to consider contextualization because they believe that basic skills instruction is beyond their series of responsibility or capability (McDermott, 2010). Strong college leaders will need to present ongoing direction and support for each version of contextualization.

2.10.2 Strategies for Contextual Teaching and Learning

- Be familiar with the need for teaching and learning to occur in a range of contexts such as home, community, and work place
- Attach teaching to students' diverse life-contexts
- Accentuate problem-solving
- Push students to learn from each other and together
• Teach students to examine and direct their own learning to become self-regulated learners

One of the most important tools in teaching a course is the textbook or relevant material. Most of the teachers that were contacted by the researcher of this study came up with a common complaint and that was unavailability of material which causes unpreparedness in teachers which ultimately lead to disinterestedness among the teachers towards contextualization. Do ESP textbooks really exist? This is fundamental question Johns (1990) addresses. One of the basic problems he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time". (Jones, G., 1990).

2.11 Curriculum

The term curriculum derives from the Latin meaning “race course”. The term has been expanded and today is more extensively used in education to denote "a plan for a sustained process of teaching and learning" (Pratt, 1997, p. 5). There are various designs for curriculum models. They can be deductive, meaning “they proceed from the general (examining the needs of society, for example) to the specific (specifying instructional objectives, for example)”, or inductive, “starting with the development of actual curriculum materials moving toward generalizations”. (Oliva, 2009, p 126). Models can also be prescriptive, suggesting what must be done, or descriptive, which is what the curriculum really covers. Many models are linear, meaning they are a
“proposed order of sequence of models whose steps proceed in a more or less sequential, straight line from beginning to end.” (Oliva, 2009, p 126).

### 2.11.1 Curriculum Development

The way curriculum development is defined in part reflects the approach to it. Curriculum development can be defined as the procedure of planning, applying, and evaluating curriculum that eventually results in a curriculum preparation. One way of developing a curriculum plan is through modeling. Models are fundamentally patterns that provide as strategy to action. Models can be found for almost every type of educational activity. The education occupation has models of management, of regulation, of instruction, of assessment, and others. There are models of curriculum development as well.

Using a model to develop curriculum can result in greater competence and yield (Oliva, 2009). By examining models for curriculum development, we can analyze the phases essential to the process.

The inductive models begin with the progress of curriculum materials and leading to generality. Furthermore, the models are nonlinear. A nonlinear approach allows curriculum planners to go through a model at various points, skip components in the model, overturn the order, and concentrate to two or more components of the model concurrently. Furthermore, these models are descriptive. A descriptive model, referred to as naturalistic by some researchers, include three major fundamentals: “platform, deliberation, and design” (Walker, 1971). By platform is meant the viewpoints that direct the curriculum developers. Platform doctrines lead to deliberation, the procedure of making conclusions from alternatives. Deliberation results eventually in a curriculum design.
Walker compared the naturalistic or descriptive model with the classical or prescriptive model of Tyler (1949), Beauchamp (1981), and Saylor, Alexander, and Lewis (1981). A descriptive model has a commencement (platform), a closing stage (design), and a progression (deliberation) through which the beginning guides to the end. The classical model of Tyler, Beauchamp, and Saylor and associates, in contrast, is a means-end model. It presumes a preferred end (goals and objectives), a means of obtaining this end (learning experiences), and a process (evaluation) for determining if means has resulted in the desired end.

The two models vary in the roles that objective and objectives and evaluation play in the curriculum development. In the classical model, goals and objectives are necessary. In the naturalistic model, goals and objectives are one means among others in the curriculum development. In addition, in the classical model, evaluation is used to determine whether learning leads to the achievement of particular goals and objectives. In the naturalistic model, evaluation is used just to justify design decisions.

2.11.2 Instructional Strategies Model

Hilda Taba (1962) reversed the usually accepted process for curriculum development by signifying that as an alternative of developing a general plan for the school program as the scholars in the practice of deductive models do, it would be more beneficial to begin with the planning of teaching-learning units. In such a system, teaching-learning units would present the basis for the curriculum design. Thus, the curriculum would emerge from the instructional strategies.

Taba developed a Grades 1 through 8 social studies curriculum planned around teaching-learning units (Taba, 1971). In the process, a curriculum model developed
that is valid for many types of curricula and that can be used in many different types of
school settings and school levels: elementary school, middle school, and high school.
The model contains an organization of, and interactions among, five mutually
interactive elements—objectives, content, learning experiences, teaching strategies,
and evaluative procedures—so that a system of teaching and learning is signified. The
model is illustrated in Figure 2.1

Figure 2.1
Taba’s model contains within it a number of new aspects: specificity in shaping objectives and content; learning experiences selected and organized in conformity with specified criteria; teaching strategies that specify a array of methods and technology; and an elaborate array of evaluative procedures and measures. Factors external to the model that may affect its internal components are also represented. Such factors include (a) the nature of the community in which the school is located—its stress, standards, and resources; (b) the rules of the school district; (c) the nature of a particular school—its goals, resources, and organizational strategies; (d) the personal style and distinctiveness of the teachers concerned; and (e) the nature of the student population.

2.11.3 Tyler’s Model

Tyler developed this educational model because he felt that educational programs lacked clearly defined goals and objectives for the purpose of determining student achievement in the course. Ralph Tyler construed that the majority of educational curriculum was defined by a sense of rigidity and restraint, rather than goal-oriented and guided learning activities. By creating the Tyler Model, he was able to concisely and precisely outline a succession of basic steps for developing curriculum that was laden with assessable and achievable educational objectives. Through the development of the Tyler Model of curriculum evaluation, there was created a “process of determining the educational effectiveness of learning experiences” (Bloom, Madaus, & Hastings 1981). This evaluation model was developed for use in general education, not specifically nursing education, although his evaluation doctrine has affected nursing education in just as deep a way as other
educational programs. The development of this model was not based upon progressive thoughts of evaluation that stemmed from new technological or curriculum developments of the current time. In fact, no investigation of the idea of evaluation had been done up to this point. Tyler’s theory of curriculum evaluation was beyond doubt an innovative idea of his time that helped to lay a foundation for the future of curriculum development and evaluation.

Overtime, there has been much change linked with educational program evaluation, including nursing education programs. As early as 1978, nurse educators started to concentrate on the need for evaluation theory in guiding nursing program evaluation. In 1978, Friesner assessed five evaluation models, including Tyler’s objective model, for significance to program evaluation in nursing education. It was concluded that none of the models alone were useful for guiding the evaluation process in nursing education. However, it was suggested that nurse educators combine fundamentals and principles of all models to conclude with the most effective evaluation tool (Billings and Halstead 2009).

Tyler’s proposed model focused on evaluation that happened at the end of a learning experience, thus being a summative approach to evaluation. Over time, more focus was placed on a formative method to evaluation, namely one that focused on curriculum evaluation during the whole development and implementation of an educational program (Billings and Halstead 2009). Since Ralph Tyler’s model development, a number of theories and approaches to program evaluation have been developed, all with to some extent differing approaches to this important educational task. However, all theories have stemmed from the important concept of having
accurate and accessible objectives as the foundation of an educational program, as was first suggested by Ralph Tyler. Fig. 2.2 explains steps of Tyler’s Model of curriculum.

**Figure 2.2**
2.11.4 Curriculum Development in Pakistan

Pakistan—governed under the Islamic, democratic, federal Constitution of 1973—is comprised of four self-ruling provinces: Punjab, Sindh, Khyber Pakhtoon Khwa (KPK) and Balochistan. Education in Pakistan is basically a provincial affair. However, education is considered to be a imperative source of nation-building. Therefore, in order to ensure national unity, integration and perpetuation of the ideological foundation of the State, certain educational functions are the responsibilities of the Federation—through the Federal Ministry of Education. These responsibilities include: curriculum, syllabus, planning, policy and educational values. The 1976 Act of Parliament approved the Ministry of Education (MOE) to assign competent authorities to perform the following curriculum-related functions: In relation with the execution of the education policy of the Federal Government of Pakistan (GoP), arrange or commission: systems for studies; curricula, textbook documents and planned schedules for their introduction in diverse classes of educational institutions; Approve manuscripts of textbooks produced by other agencies, prior to they are prescribed in various classes of an educational institution; Direct any person or agency in writing to obliterate, alter or withdraw any section, or the whole, of a curriculum, textbook or reference material prescribed for any class of an educational institution. Accordingly, a Central/National Bureau of Curriculum and Textbooks (NBCT, commonly known as the Curriculum Wing) was appointed to manage curriculum and textbooks development/authorization and to maintain curriculum standards from the primary through to the higher secondary levels. As a logical progression to this action, four equivalent provincial curriculum centers (one in
each province) were setup to ensure provincial partnership and develop harmony in all activities falling within the domain of the Federation. This proposal was followed by the establishment of four Provincial Textbook Boards (PTTB)—one in each province. Within their respective fields, these PTTBs are responsible for organizing, publishing, storing, dispensing and marketing school textbooks. Boards of Intermediate and Secondary Education in charge for conduct of examinations at Secondary (IX-X) and Higher Secondary (XI-XII) levels were also estimated population (1995) Public disbursements on education as established at each of the divisional headquarters.

2.12 Role of English in Pakistan

In recent years, Coleman (2010b, 2011a), Sargeant & Erling (2011), Wedell (2011) (Wedell, M. 2011. More than just ‘technology’ : English language teaching initiatives as complex educational changes. In H.Coleman (ed.), Dreams and Realities : Developing Countries and the English Language, 269-290. and others have questioned over-simplistic theories about the practical value of English, particularly in developing countries. They have called for cautious discovery of the positive, negative and neutral roles that English plays in the developing world. In Pakistan, the role of English is especially intricate. It is the language of government, the military and higher education. It is the language of authority and the language of an influential class that has subjugated the country since independence. A characteristic Pakistani diversity of English exists and has been illustrated (Rahman, 2010b), although Ahmar Mahboob (personal communication) proposes that in fact there are varieties of English in Pakistan, not all of which carry equal status. It is also the case that there are factions and communities that refuse to accept English. Schools in Pakistan fall into five categories, the defining trait of which is the medium of instruction that is used:
• Elite private schools: The elite schools are reproduced on the British public school system; fees are very expensive; the medium of instruction is English.

• Schools run by the armed forces. They also use English as the medium of instruction.

• State schools: State schools serve the multitude of the population. No fees are charged.

The medium of instruction in most parts of the country is Urdu, although Sindhi is used in schools in Sindh while Pashto and, increasingly, other local languages are used in schools in Khyber Pakhtunkhwa. In 2010 the Government of Pakistan declared that English should be used as the medium of instruction for the teaching of science and mathematics in state schools from the primary level. It seems probable that few primary teachers acquire the language skills necessary for this.

• Non-elite ‘English-medium’ schools: In recent years there has been a swift raise in the establishment of private schools which charge humble fees. They aim to provide for aspiration of upper working class and lower middle class parents who are unable to pay for the fees demanded by the elite schools. Their main selling point is their claim to be ‘English medium’, but these claims must be treated cautiously.

• Madrasas: This is a very mixed category of institution and their language practices are also very diverse. Madrasas provide an education with a main direction towards religious studies; some charge no fees at all and so are attractive for the extremely poor.

Shamim (2011) has explained the current language in education system in Pakistan as being one of “linguistic apartheid”. Rahman, also, talks of “educational
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“... by supporting English through a parallel system of elite schooling, Pakistan’s ruling elite acts as an ally of the forces of globalisation at least as far as the hegemony of English is concerned. The major consequence of this policy is the weakening of local languages and the lowering of their status. This, in turn, opposes linguistic and cultural diversity, weakens the ‘have-nots’ even further and increases poverty by leaving the best-paid jobs in the hands of the international elite and the English-using elite of the peripheries”. (2010a:30)

2.13 Teaching of English in Pakistan

English is taught as a subject and is the medium of instruction in exclusive schools in Pakistan. It is usually called a second language but it is almost a first language for a very few, highly Anglicised Pakistanis; a second language for a rather larger number of well heeled, highly educated people and a foreign language for all educated others. Under the rubric of English a number of courses are offered: literary courses, pedagogical grammar taught through traditional methods of memorizing rules, and newer methods popularized by the new prominence on English language teaching (ELT). English is in demand by students, their parents and aspiring members of the proficient middle class because it is the language of the elitist spheres of power not only in Pakistan but also globally. In fact, according to the information presented by David Crystal “English is used in the global bureaucracy, media, commercial
organizations, aviation, and research so much that it can no longer be denied that it is an international language” (Crystal, 1997).

Since teaching has the major role in facilitating the acquisition of English language, teaching English has been a point of concern for academicians and practitioners. Teaching English is not simply passing on information to the learners rather it is to facilitate them speak, read and write fluently (Patil, 2008). However, the common interpretations in Pakistan especially in rural contexts disclose that the graduates coming out of schools have barely any grasp on the language skills. It has generally been assumed that the learners could achieve command over the language skills if they are exposed to language development activities (Watkins, 2007). This raises the question whether the teachers in developing context especially in rural Pakistan aspire at a balanced and integrated development of all the basic skills of English language.

Since the textbook is the most commonly used source in the classroom, the acquisition of language also depends upon the nature of the textbook. One of the important aspects of the textbook is that the exercises incorporated in the textbook should cover the whole range of language skills (Sahu, 2004). The English textbook used at secondary level either lacks such exercise or the teachers do not expose learners to do those exercises independently. Furthermore, there is no doubt that the text book of English at secondary level needs modification but we should not totally charge the textbook. Text book is only a source to guide the teacher toward the objectives. If a teacher is familiar with the aims and techniques of teaching English, he can use even the existing text in improved way to achieve the desired objectives.
The major impediment in teaching of English through the latest systems is the exam system. If a teacher goes away from the text to make students practice language skills, he cannot get reward for them in the exam. The obsolete exam system does not match the latest teaching methods. Keeping in view the exam, the teachers completely focus the text and try to prepare students according to the predictable questions in the exam. Passing through such situations, the students come out from school obtaining no language skills adequately.

The academic and professional background of teachers decides the nature of their teaching. As far as the qualifications of English teachers in the study context are concerned, most of the teachers are qualified to teach English at tertiary level but it seems that either they have not been trained appropriately or they cannot apply the strategies of English teaching in the real circumstances. English teachers are scarcely exposed to in service courses that are very important to keep them side by side with the fresh ideas emerging in the field of English teaching. English is generally taught by those teachers who do not have proficiency in English language and these teachers teach through translation method, the way they were taught (Siddiqui, 2010). It is significant that various governmental and NGOs conduct in-service trainings for the professional development of teachers in this context. However, teaching of English at tertiary level is an ignored area and no attempt has been taken by any organization to train the level English teachers in teaching of English at this level. On the other hand, English teachers lack the practice of self-development through reflection, study of literature and getting support from contemporaries. As a result he follows the trend; the conventional way of teaching English. Similarly, they come to the class without any plan. Teaching without plan is like traveling without being familiar with the way
or destination. The teacher uses Translation Method as it is easy means and does not require any proper preparation or plan.

The mounting need and importance of English language at the present day has made the acquisition of this language as an important obligation for today’s student. As English is perceived as a requisite tool in order to survive in the universal economy, the demands for English language have grown (Paik, 2008). In spite of the value and need of English language, it has usually been observed in the developing context particularly in context of Pakistan that students having strong language competencies effortlessly get entry into higher institutions while such admission is denied to those who have poor background in English language. English language has been a means of either success or failure. Support for this interpretation comes from Zeegers (2005) who says that it is the language which assists all other learning and all learning failure is language failure.

2.14 Curriculum of Business Communication in Pakistan

Business Communication is a compulsory course at MBA level all around the world. Different universities may use some other terms for that but the core idea remains the same. Higher Education Commission (HEC; monitoring body for universities in Pakistan) has laid down some guide lines for teaching Business Communication at MBA level. After a critical study of these guide lines one point can be observed that HEC has set a curriculum for MBA students to improve their written communication. It has been a proven fact that every industry wants to see polished communication skills. Importance of communication skills can never be denied in any field of life. Different experts in Pakistani corporate world have expressed the need of
these skills on more than one occasion. Some of them have been so blunt that they said that they do not need such graduate who cannot write even one letter properly. HEC is concerned about such issues and has been trying to develop communication skills. Current curriculum of Business Communication emphasizes such writing skills that have been backbone to any industry. It highlights skills like negotiation skills, letter writing, report writing and most importantly persuasive skills. Persuasion is a very difficult art and in every industry, at all levels this art is most needed. In fact this skill is required in our personal life for interpersonal personal communication as well. The objectives of curriculum of Business Communication are:

- To develop strong communication skills in the graduates so that they can standout in all walks of life.
- To make graduates prepared to fit in any position in any field, may be in the field of finance, marketing, economics, production, entrepreneurship, advertisement, human resource, administration or any other field.
- To give the graduates an edge over other people through their brilliant communication skills.
- To make them understand the ethical issues of communication and to develop a sensitivity in them regarding cross-cultural communication.
- To make the students anticipate ethical challenges in their corporate life ahead and to make them prepared for such issues so that they can handle them with confidence.

Problem that Business Communication has in Pakistan is that it has not been given its due importance. Everybody talks about its importance and regards this as lifeblood of every organization. All executives from every industry want to have
people with strong communication skills but when it comes to practical contribution, there is hardly anyone who comes forth and tries resolving the issue. In private sector there are some people who are striving in this regard but in public sector universities there is still a lot to be done. Only following a curriculum blindly will not serve the purpose. It has to be polished by providing newer ideas and innovative thoughts by academicians. Students also need to be well aware in this regard and should try to focus their energies towards attaining excellence. One should always have this in mind that excellence is painful and for this consistent effort is required.
Chapter 3

Methodology

3.1 Introduction

Chapter 1 was comprised of detailed discussion of the research problem and background of the study and chapter 2 provided in-depth understanding of the research problem in local and global context through review of relevant empirical literature. Chapter 3 has been arranged in a systematic way that discusses in detail the research methodology used for the study. Besides research design; sampling technique, data collection procedure and a detailed discussion on issues of internal and external validity have also been included so that the readers may also get a complete picture of the study and a fair idea of how the threats to the validity of the research have been dealt with. Ethical issues of the research have been discussed in the end of the chapter to make sure that research has been conducted and recorded keeping all the ethical aspects of research in view. Graphical representation of the overview of Chapter 3 is shown in Figure 3.1
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Introduction

Research Method

- Simple Factorial Design
- Justification of the Research Design

Population of the Study

- Target Population
- Accessible Population
- Justification for selecting the population

Variables

- Dependent
- Independent

Measuring Instruments:

- Post-test
- Teachers’ Perception

Test-Retest Reliability

Inter-rater Reliability

Internal Validity

- History
- Maturation
- Pre-testing
- Measuring Instruments
- Statistical Regression
- Differential Selection of

Research Instruments

Piloting the Contextualized Text

Operationalization of the Variables

Manipulative Instrument (Contextualized Text)

Issues of Validity

Reliability & Validity of

- Population External Validity
- Ecological External Validity
- External Validity of

Procedure

Ethical Issues
True experimental design was adopted for the research to explain the relationship between dependent and independent variables. Issue of extraneous variables and their control is also an area of concern for any study. This has also been discussed in detail in this chapter. Descriptive statistics was used to convert the data from mere wordy data into statistical one in order to make it measurable and statistically provable. ANOVA was used to make credible inferences from the data obtained.

3.2 Research Method

“Research methods are the tools you use to collect your data”. (Dawson. C, 2002). Simple Factorial Design, “one of the true experimental designs” has been adopted for the study. (Ary. D, et al 1990)

3.2.1 Simple Factorial Design

A factorial design is one in which two or more variables are manipulated simultaneously in order to study the independent effect of each variable on the dependent variable as well as the effects due to interface among various variables. Factorial designs are of two types. In the first type of design one of the independent variable may be experimentally manipulated. In this case the experimenter is mainly interested in the effect of the single independent variable but must take into deliberation other variables that may manipulate the dependent variable. Characteristically these other variables are attribute variables. Building the attribute variables into a factorial design not only increases the accuracy of the experiment but also its generalizability because one is able to determine whether the treatment has
equivalent effects over all levels, the generalizability of the experimental findings is improved. The advantages of the factorial design are that

- It embarks on in one experiment what otherwise might require two or more separate experiments.
- It presents an opportunity to study connections that are often very important in educational research.
- It offers a more powerful test of hypotheses.

3.2.2 Justification of the Selection of the Research Design

In context of this study the dependent variables are: Students’ writing skills, thinking skills and appropriate ethical and social development and independent variable is contextualized text. Researchers have proved that only independent variable never has sole effect on the dependent variables. Rather involvement of attribute variables must also be documented to circumvent artificial simplicity in the experiment. Artificial simplicity hampers the extent of true effects of the treatment on the dependent variable. Socioeconomic condition of the subjects is the attribute variable in the study. As mentioned above the Factorial Design studies the impact of attribute variable(s) on dependent variable along with independent variables, the same design was selected for the study. “Social researchers often use factorial designs to assess the effects of educational methods, whilst taking into account the influence of socio-economic factors and background”. (http://explorable.com/factorial-design.html). Second, the research demanded study of effects of more than one variable, manipulated simultaneously, on dependent variable; factorial design is most
suitable for the purpose. Third, along with the reasons stated, the factorial design also increases generalizability of the research; same was used for the study.

3.3 Population for the Study

“A population comprises all the possible cases (persons, objects, events) that constitute a known whole. The population is the group consisting of all people to whom researcher wishes to apply our findings”.

(http://www.gifted.uconn.edu/siegle/research/Samples/instructornotessamples.htm). If a researcher is interested in the reading level of third graders in Karachi, the population would be all third graders in Karachi.

Population for the study is in two divisions

- Accessible Population
- Target Population

3.3.1 Target Population

Target Population is the population on which the findings of the study are generalized. This is the on the whole population from which accessible population is derived in order to select the sample for the study. The target population of the study is all undergraduate students of public sector business schools of Pakistan.

3.3.2 Accessible Population

Accessible Population is the population from which researcher selects the sample. It is a subset of target population. The accessible population for this study is all undergraduate students of Public Sector Business Schools of Karachi.
3.3.3 Justification for selecting the Population

The researcher selected public sector universities as his population instead of private sector. The rationale behind this selection is that public sector universities are the mainstream of higher education system of Pakistan. They cater the academic needs of majority of the students in Pakistan as compared to private sector universities. The selection criterion for students’ intake in public sector universities is merit rather than economic status and fee affordability.

3.3.4 Sampling

Sampling is the process through which subjects are selected from the accessible population on which study or experiment is conducted. The researcher adopted Simple Random Sampling technique. It is one type of Probability Sampling in which researcher selects the sample randomly without any set criterion so that every subject gets equal chance to be selected. “Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected” (Gay, 1987). This part, representing a population is called a sample.

The population of interest is usually too large or too scattered physically to study directly. By correctly drawing a sample from a specific population, a researcher can analyze the sample and make conclusions about population characteristics.

3.3.5 Sampling Technique

The adopted sampling technique is probability sampling. Probability sampling is defined as the kind of sampling in which every constituent in the population has
equal chance of being selected. The possible insertion of each population element in this kind of sampling takes place by chance and is achieved through randomization. The researcher adopted simple random sampling for the study.

3.3.6 Adopted Sampling Procedure

The researcher adopted sampling procedure the steps that are given below.

The researcher selected university randomly. In second step the researcher contacted the concerned authority for the permission and administrative support in order to conduct study effectively. The university management allowed the researcher to conduct his study and offered him their full support for the purpose of educational research. The concerned authorities facilitated the researcher for random selection of the students from the list of all enrolled students in the course of Business Communication. The researcher selected randomly the students from the list in the presence of the university management. The researcher also randomized the selected sample for the controlled and experimental groups in the same way. Randomization is the process to use chance procedure in assigning the subjects to the group. No criterion was made by the researcher in assigning subjects to the control or experimental groups. The students were not informed about the groups whether they are part of controlled or experimental. This was done to avoid Hawthorne Effect. “The Hawthorne Effect is the tendency, particularly in social experiments, for people to modify their behaviour because they know they are being studied and so to distort (usually unwittingly) the research findings”. (Payne, 2004)
3.4 Variables

Any attribute that may change its value is called a variable. A variable reflects some concept or constructs. Educational researchers are usually interested in determining how the variables are related to one another. The researcher studied the relationship of the variables given below:

- Contextualized text
- Students’ writing skills
- Students’ thinking skills
- Students’ appropriate social and ethical development
- Socioeconomic status of the students.

Contextualized text is the independent variable of the study. The impact of the independent variable was observed on the dependent variables - Students’ writing skills, thinking skills and appropriate social and ethical development. In the study, socioeconomic status of the students is not the variable of interest for the researcher but it is an attribute variable that might affect the findings of the study. Therefore the researcher took it into account to make findings of the study more valid and credible.

3.4.1 Operationalization of the Variables

Variables of the study as mentioned in heading 3.4 are discussed in detail under this heading. First variable to be taken into discussion is contextualized text. Contextualized text refers to the text used for teaching a particular subject in accordance to the local needs and cognition level of the learners. Any subject can be taught with two different materials. Text books written by foreign authors in foreign context and text locally produced in local context. Contextualization is “teaching skills
with direct reference to real world events and practices” (Berns & Erickson, 2011). In the study, contextualized text is an independent variable. In context of the study text was developed which was in accordance with local needs of the students and included local examples and case studies in contrast with regular foreign authored text that has been in use for teaching writing skills for English for specific purposes. For the study, contextualized text was operationalized in the heads given below

- Familiar situation
- Known vocabulary
- Learners’ interest

“To teach students how to write for the workplace and other professional contexts, technical writing teachers often assign writing tasks that reflect real-life communication contexts, a teaching approach that is grounded in the field's contextualized understanding of genre”. (Yu, Hanm, 2008) In order to develop a contextualized text for writing of English for specific purposes first thing that was taken into consideration was familiar situation. The text included situations that were familiar to the learners as compared to foreign authored text. The idea was to offer learners such examples that were easy to understand and belong to their own local context. Case studies that were included in the text were derived from local industry and correspondence in the local market to make it familiar for the learners.

Vocabulary in the text was used that the learners were familiar with and learnt in earlier classes. Text for English for specific purposes includes business vocabulary; and learners need to understand the vocabulary used in the text in order to make use of the examples and case studies. Vocabulary has been considered by the subject
specialists and researchers as one of the key elements in language learning in general and learning ESP in particular. “The fact that words have multiple meanings, and the huge proportion of low-frequency words in any text, make it impossible to anticipate the specific vocabulary needs of a FL learner”. (Twaddell, 1973). Vocabulary used in the text was deliberately chosen in a way that the learners might find it more familiar and easy to understand. Business vocabulary and terms were selected from the texts that are used in texts prescribed at intermediate level of commerce studies. This was done with the rationale of making the text more understandable for the learners so that the impact of learning could be observed.

Writing is an activity that does not occur in most of the L2 students naturally dissimilar than speaking or listening skills. It needs special techniques of instruction in EL class. Reading text used in L2 class for teaching writing skills should be made wittily. The text should be in context of learners’ local environment and meet the interest of the students. “Although interest plays a large role in motivation and confidence, we need a clearer understanding of how teachers and classroom practices can influence students' interest for the act of writing”. (Rebecca et al, 2007). The contextualized text used in the study as independent variable was made in a way that produced interest for the subjects. This was done by including examples and case studies familiar to them. Such instances were used in the text that the subjects might find usual as compared to examples mentioned in foreign authored texts that were completely alien for them. This helped the researcher to maintain interest level among the learners regarding writing skills which is considered as one of less interesting
activities in L2 learners. “Written correspondence is necessary, although it can be an extremely laborious task even for the most fluent.” (Warren. et al, 1995)

Writing skills is one of the dependent variables in the study. Treatment in the form of contextualized text was administered to the subjects of experimental group and the impact of this treatment was observed on different independent variables. Writing skills is a basic skill of English language. As in the study, writing skills for English for specific purposes is the area of concern, writing skills in English for business purposes was taken as dependent variable. “Writing is not a natural activity, so explicit instructions are required for learning this skill” (Aronoff& Rees- Miller, 2007). Writing skills for business have different aspects that are different than writing for academic purposes. The researcher has set certain criteria to assess learners’ writing skills. These criteria are:

- Comprehensiveness
- Brevity
- Precision
- Thoughtfulness
- Courtesy
- Accuracy

Comprehensive in writing refers to completeness in the message. The message communicated by the sender should include all necessary information required to avoid any confusion in the reader’s mind. Lack of comprehensiveness creates miscommunication and becomes barrier between the writer and his target. As writing for business purposes focuses on communication of what the sender implies, therefore
need of comprehensiveness becomes even more vital in this genre of writing. “Completeness prevents the need for further communication, amending, elaborating and expounding (explaining) the first one and thus saves time and resource”. (http://communicationtheory.org/completeness-for-effective-business-communication/)

Brevity is one of the key elements in writing that should be taken into consideration while learners’ writing for specific purposes is assessed. It suggests the inclusion of one word substitution and avoidance of unnecessary repetition. It also refers to selection of ideas according to the relevance and importance in the context of the message. It is the skill that enables the writers of business messages to decide what information to include what to reject. “When you write with brevity, you make your points quickly and shrewdly”. (http://lifehacker.com/5909543/write-less-say-more-the-power-of-brevity)

Precision was third attribute that was assessed in students’ learning of writing skills through contextualized text. The researcher has used precision in connotation of clarity in writing for the target. Use of appropriate and precise vocabulary is expected from the writers of business messages. Same was taught to the learners through the text so that they can learn to make effective paragraphs and increase understandability for the target. Use of familiar and precise vocabulary makes the reader infer what the writes implies.

Thoughtfulness is the forth element of writing that the researcher has included as attribute of writing for business purposes to be assessed. Business messages especially bad news and persuasive messages are written with a lot of thought process so that the target may feel of being considered by the writer. The most important tool
in this regard is use of YOU and I ATTITUDE. Usage of appropriate tone in their writing was assessed through post-test as tone of the writing may change the whole meanings of the message.

Writing for business purposes also requires a great deal of courtesy. It refers to language that is nondiscriminatory and respectful for the target. Use of such language is most significant in bad news messages. Learners’ use of courtesy was observed and assessed in their writings as same was included in the text that was administered on the subjects.

Accuracy was selected as the last attribute of writing to be assessed in the subjects. Accuracy means correctness of language as well as of facts and figures used. It acts as a comment on the validity of the material. Therefore learners need to know how to write with accuracy.

The impact of contextualized text was observed on the above mentioned skills in writing. Learners’ ability and usage of these writing attributes were taken into consideration by the examiners while assessing the post-test.

Third variable in the study is Thinking Skills. This is also a dependent variable. Impact of contextualized text was observed on learners’ development or enhancement of thinking skills. By thinking skills researcher means skills to analyze, synthesize and application of new knowledge. Term critical thinking is also used for these skills. “Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”.

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(http://www.criticalthinking.org/pages/defining-critical-thinking/766). Edward De Bono has used the term Lateral Thinking in the same context. "Lateral Thinking is for changing concepts and perceptions". (Edward De Bono; http://edwdebono.com/lateral.htm). For the study, thinking skills has been operationalized according to the following criteria.

- Decision and evaluation
- Problem-solving and design
- Coping and organizing
- Negotiation and conflict
- Communication and persuasion
- Exploration and discussion
- Opportunity and initiative

Edward De Bono is considered as father of lateral thinking. He devised this term and was a proponent of teaching of thinking as a subject in schools. Above mentioned components of thinking skills have been taken from the online course namely “The Online de Bono Thinking Skills Course” (http://edwdebono.com/course, The Online de Bono Thinking Skills Course). The subjects were assessed through the post-test regarding development of their thinking skills under these heads. First component of this variable to be assessed is decision and evaluation. This component suggests selection and decision of appropriacy of an option available for action. It paves the way in decision making after evaluating all the pros and cons of available options so that the decision doesn’t prove to be wrong.
Second component is problem-solving and design. It refers to trouble shooting which includes assessing a problem and finding suitable and workable solutions. Any given task can be a problem solving task if learners are required to assess the problem and suggest solutions to that.

Third component in the study that has been used for assessing thinking skills of the subjects is coping and organizing. It refers to “avoidance of any confusion, making things simple and workable. It means clarity of thought and art of making the situation comprehensible by organizing different complex elements of a situation so that the action plan may become workable”.

Forth element is negotiating and conflict. It refers to “a two party situation where each party wants to get maximum benefit. This is an art of creating win/win scenario or mutual benefits so that both the parties can come out of conflict through negotiations and work with compatibility”.

Fifth component of thinking skills used in the study is communication and persuasion. It means to convince others of your opinion by creating the same in their perception. Persuasion is an important aspect of writing for business purposes but it needs to develop the appropriate thinking skills in the same direction so that right choice of words and tone can be adopted in order to persuade the target.

Sixth element is exploration and discussion. This refers to “investigation, hypothesis and hypothesis testing of a situation”. It is to discuss for exploring the situation keeping different information and different views in context. It gives way for correct decision making and choosing the best solution of a problem.

Seventh and last component of thinking skills used in the study is opportunity and initiative. It refers to appropriate reactive thinking, making contingency plans and
taking initiatives. “This skill makes people looking for the opportunities, recognizing the absolutely correct opportunity and hitting the iron when it is hot”.

In context of this study thinking skill was taken as skill that enables students to understand, analyse and use new knowledge at application level. Impact of independent variable that is contextualized text was observed on development of thinking skills in the subjects of the treatment group in contrast of the controlled group who were taught by foreign authored text.

Forth variable of the study is development of ethical and social development. National Curriculum for English Language of Pakistan-2006 suggests certain competencies to be developed in the student till they reach tertiary level. One of these is Appropriate Ethical and Social Development through writing skills. “Text content provides a realistic and diverse learning exposure, and is an important mode for developing a personal world view. Texts that reflect multiple perspectives and diverse communities create awareness about contemporary ideas, issues and themes; and inculcate ethical and social attributes, and values relevant in a multicultural society”. (National Curriculum for English-2006, p 9). This variable has been taken in the study with the rationale that National Curriculum for English stresses in developing appropriate ethical and social attributes and therefore it is necessary to maintain the development of this skill at tertiary level as well. Impact of independent variable that is contextualized text was observed on development of appropriate ethical and social development in the learners.

Socioeconomic status of the students has been taken as an attribute variable in the study. “The factors that are usually considered in establishing SES are income,
occupation, education, neighborhood, and political power”.
(http://www.education.com/reference/article/socioeconomic-status/).

Subjects of the study were selected randomly but their socioeconomic status could not be controlled. The researcher did not want to create artificial simplicity by avoiding this variable. This problem was catered by adopting factorial design so that the impact of attribute variable could also be measured and true results could be found after the experiment.

3.5 Research Instruments

The research instruments that have been used for the study are:

- Contextualized Text

  Contextualized text was developed by the researcher and got it approved by three subject specialists; two from Pakistan and one from USA, to make the text valid.

- Achievement Test

  At the end of the experiment of each group one achievement test was administered to measure the effects of the contextualized text on their writing skills, thinking skills and appropriate social and ethical development. The researcher obtained the test from the university that was used for the assessment of this course in the last semester. There were several reasons of selecting this test, above all of them, the researcher intended to administer a test that was developed after going through a procedure of moderation and standardization by a team of experts. Second; the researcher wanted to use a test that was given to all other students of the university so that the difference in learning and understanding among members of the experimental
group and rest of the students that were not selected for the study can be investigated afterwards.

- Questionnaire for students’ perception about teaching English writing though contextualized text (from experimental group)

  At the end of the treatment a questionnaire was administered to all participants of the experimental group to measure their perceptions regarding teaching through contextualized text.

- Questionnaire for teachers’ perception about CTL.

  A questionnaire was administered to the teachers teaching in different public sector business schools regarding the significance of contextualized teaching learning.

- Expert opinion about contextualized text used for treatment.

  Expert opinion was taken from three subject specialists. regarding the authenticity and validity of the text used for treatment.

3.6 Piloting of the Contextualized Text

All the research instruments were piloted on population like subjects and necessary modifications were made to enhance its validity. The number of subjects for piloting was 30.

3.7 Reliability and Validity of Instruments

Reliability is the degree to which a test constantly measures whatever it measures. The more reliable a test is the more assurance one can have that the scores obtained from the administration of test are effectively the same scores that would be
obtained if the test were re-administered. If a test were completely reliable the coefficient would be 1.00; this would mean that a student’s score absolutely reflected his true status with respect to the variable being measured. Validity is the degree to which a test measures what it is supposed to measure and, as a result, allows suitable interpretations of scores. In the study the researcher estimated reliability of the research instruments as under.

3.7.1 Test–retest reliability

It is the degree to which obtained scores are consistent over time. “Test-retest reliability is a measure of the consistency of a psychological test or assessment. This kind of reliability is used to determine the consistency of a test across time. Test-retest reliability is measured by administering a test twice at two different points in time” (http://psychology.about.com/od/tindex/g/test-retest-reliability.htm). In the context of the study test-retest reliability was estimated for the post-test, questionnaire for students’ perception about teaching-learning through contextualized text and questionnaire for teachers’ perception about contextualized teaching. Post-test and questionnaire for students were administered at the end of the pilot treatment. Second test as retest was administered on the same subjects after 15 days of the first test and test-retest reliability was estimated. Questionnaire for teachers’ perception was administered as pilot on population like subjects during the pilot treatment twice and test-retest reliability was estimated for this instrument as well. Sample size of students for piloting the instruments was 50; 25 in each group. Obtained reliability of the post-test was 0.88 and for questionnaire it was 0.89. It is important for the readers to know that the research instruments were prepared rigorously and were pre-piloted within the
group of PhD scholars and expert opinion were taken so that the pilot testing may get appropriate coefficient of reliability.

Questionnaire for teachers was piloted on teachers teaching English at tertiary level. The number of subjects for this pilot testing was 20. Same technique of test-retest was adopted and the coefficient of reliability was estimated to be 0.86.

### 3.7.2 Content Validity

The researcher determined the validity of the research instruments by taking Content and Construct validity. First to be discussed is Content Validity. It is the degree to which a test measures an intended content area. It requires both item validity and sampling validity. Item validity is concerned with whether the test items characterize measurement in the intended content area and sampling validity is concerned with how well the test samples the total content area. The researcher determined the content validity of the post-test and questionnaires through judgment of two experts other than the researcher himself. “There is no formula by which it can be computed and there is no way to express it quantitatively”. (Gay, 1987)

### 3.8 Issues of Validity of Research Design

Validity is one of the most important criteria of a research. A researcher must observe all the issues to maintain validity of a study. All the issues regarding validity are subdivided into two groups.

- Internal Validity
- External Validity
3.8.1 Internal Validity

Internal Validity is essentially a problem of control. The design of appropriate controls is a matter of finding ways to eliminate extraneous variables—that is, variables that could lead to alternative interpretations. Anything that contributes to the control of a design contributes to its internal validity. Campbell and Stanley have identified eight extraneous variables that often represent threats to internal validity of a research design. These variables must be controlled or else they might produce an effect that could be mistaken for the effect of experimental treatment.

3.8.2 History

Specific events or conditions other than the experimental treatments may occur between the first and second measurements of the subjects to produce changes in the dependent variable. For example during an experiment to measure the effectiveness of a unit on how the stock market works, the stock market drops sharply and the newspapers and the television dedicate substantial attention to the stock market. The investigator cannot determine whether the students’ superior knowledge is due to the unit or to the students’ exposure to the media coverage. The effects of the unit and of the students’ exposure to the media coverage are perplexed, diverse inextricably, and it is impossible to know how much of the students’ learning is due to the unit and how much is due to history as an internal validity problem.

Subjects of the study are full time students and do not work or use writing skills that have been taught to them through treatment. As subjects of the study belong to middle class of the society, they do not have opportunities to come across such
reading material that may create threat of History in the experiment. “History is a threat for the one group design but not for the two group design”.
(http://www.indiana.edu/~educy520/sec5982/week_9/520in_ex_validity.pdf)

3.8.3 Maturation

Maturation means processes that function within the subjects simply as a function of the passage of time may create effects that could mistakenly be credited to the experimental variable. “Were changes in the dependent variable due to normal developmental processes operating within the subject as a function of time” (http://www.indiana.edu/~educy520/sec5982/week_9/520in_ex_validity.pdf). Subjects may perform differently on the dependent variable measure just because they are older, hungrier, more exhausted or less motivated than they were at the time of the first measurement. For example it can be difficult to assess the effects of treatments for expression problems among preschool children because young children naturally outgrow such problems.

In context of this study maturation has been avoided by keeping the duration of the treatment similar to what they get in their formal university classroom, that is 3 credit hours a week. This has been recommended by Higher Education Commission (Monitoring and evaluating body for higher education in Pakistan). To avoid this threat subjects of the same university have been taken so that they belong to similar age group, socio economic status and educational background and therefore no maturation takes place in the subjects of both controlled and experimental groups.
3.8.4 Pre-testing

Experience to a pre-test may affect the subjects’ performance on the second test apart from of the experimental treatment. “A testing effect occurs when the pretest itself influences the post-test”. (http://vault.hanover.edu/~altermattw/methods/assets/Readings/Within_subjects.pdf). Subjects may learn subject matter from a pre-test. They may do better on a post-test because they have become familiar with the arrangement of the test and testing setting, have developed a strategy for doing well on the tests, or are less nervous about the test the second time around. Such practice effects can cause higher post-test scores when the independent variable makes no difference at all. With attitude and personality records taking a pre-test may prompt subjects to afterward think about the questions and issues raised in the pre-test and to give different responses on the post-test.

Pre-testing could be a valid threat for the study therefore Randomized Subjects Post Test Only Control Group Design has been adopted. In this design there is no pre-test and only post-test is administered to observe the differences between controlled and experimental groups.

3.8.5 Measuring Instruments

Changes in the measuring instruments, in the scorers or in the observers used may create changes in the obtained measures. “Instrument decay occurs when the standards of measurement change over time”. (http://vault.hanover.edu/~altermattw/methods/assets/Readings/Within_subjects.pdf). If the post-test is more difficult or diverse observers are used for pre and post
measures, these factors may account for observed dissimilarities in the two scores if observers recording a dependent variable know which subjects have received treatment and which have not they may instinctively overestimate the performance of the treatment group and underestimate it for the control group.

Measuring Instruments is a common threat to internal validity. Usually scorers do get feeling of over and under estimation if they already know about the treatment and controlled groups. Another threat is the difference in the scorers for pre and post-tests. As there is only post-test that has been administered, second threat has automatically been eradicated. To avoid first threat, scorers have been selected for the post-test who

- Are neutral and have not participated in the study
- Don’t know about the subjects belonging to controlled and treatment groups
- Are subject specialists and experts of writing skills for business.

By selecting scorers with above mentioned characteristics threat of measuring instruments has been removed to maintain the internal validity of the experiment.

3.8.6 Statistical Regression

If groups are chosen on the basis of extreme scores, statistical regression may operate to produce an effect that could be incorrectly interpreted as an experimental effect. Sometimes described simply as statistical regression or regression toward the mean. This refers to a phenomenon that only occurs when participant are selected
based on very high or low scores, such as scoring very high or very low on an intelligence test”.


This regression effect refers to the propensity for extreme scores to retreat or move toward, the common mean on subsequent measure. For example let’s assume that the lowest fourth of the scorers on an English Proficiency test are selected for special experimental programme in English. The mean of this group will tend to move toward the mean of population on a second test whether or not an experimental treatment is applied. Similarly high initial means would be inclined to go down toward the population mean on a second testing.

For the study the subjects were selected randomly and the groups were formed through randomization therefore threat of statistical regression does not exist for the study.

3.8.7 Differential Selection of Subjects

There may be important differences between the groups even before the application of the experimental treatments. “The selection threat is of utmost concern when subjects cannot be randomly assigned to treatment groups, particularly if groups are unequal in relevant variables before treatment intervention”. (Marion. K. et al, 2001). For example if the experimental group in a learning experiment is more intelligent than the control group, the former may perform better on the dependent variable measure even if this group does not receive an experimental treatment.
The threat of differential selection of subjects has been removed by random selection of the subjects. Although social-economic and educational background is similar, the subjects have been selected randomly so that some heterogeneity in this context can be maintained and problem of differential selection of subjects can be resolved.

3.8.8 Experimental Mortality Attrition

There may be differential loss of respondents from the comparison groups. “Experimental Mortality refers to the loss of subjects”. (Yu C, Ohlund B, 2012). If a specific type of subject drops out of one group during the course of the experiment, this gap loss may affect the outcome of the study. If for example several of the lowest scorers on a pre-test gradually dropout of the experimental group this group will have higher mean presentation on the final measure, not because of the experimental treatment but because the low scoring subjects are absent when the post-test is administered.

It has been observed that sometimes low scores in pre-test de-motivate the subjects and such subjects tend to dropout. This problem is nonexistent in the study as there is no pre-test administered on the subjects. Second; a little more than minimum required number of subjects was selected so that there still can be substantial number subjects to be treated.
3.8.9 Selection-Maturation Interaction

“This type of interaction may occur in a quasi-experimental design where the experimental and control groups are not randomly selected but instead are preexisting intact groups, such as classroom”. (Campbell & Stanley, 1963). Even though a pre-test may show that groups are equivalent, the experimental group may happen to have a higher rate of maturation than the control group and it is the increased rate of maturation that accounts for the experimental effect. More rapidly maturing students are selected into the experimental group, and it is selection-maturation interaction that may be mistaken for the effect of the experimental variable.

The threat of selection-maturation interaction has been catered by random selection of the subjects.

3.8.10 External Validity

External validity refers to the generalizability or representativeness of the findings. The experimenter asks the questions to what populations, settings, experimental variables and measurement variables can these findings be generalized. Smith and Glass have identified three types of external validity: population external validity, ecological external validity, and external validity of operations. “External validity refers to the generalizibility of the treatment/condition outcomes across various settings”. (Yu, Ohlund, 2012). Population external validity is concerned with the identification of the population to which the results of an experiment are generalizable. It asks the question what population of subjects can be expected to behave in the same way as did the subjects in the sample? Ecological external validity
is concerned with generalizing experimental effects to other environmental conditions. It asks the question in what settings can the same results be expected? External validity of operations is concerned with how well the operational definitions and the experimental procedures represent the constructs of interests: would the same relationships be seen if a different researcher were investigating the same question with different operations?

3.8.11 Population External Validity

“Population Validity is the extent to which the results of a study can be generalized from the specific sample that was studied to a larger group of subjects”. (Del Siegle, Ph.D. Neag School of Education - University of Connecticut, http://www.gifted.uconn.edu/siegle/research/Samples/externalvalidity.html). It is researcher’s hope that findings can be generalized from the experimental group of subjects to a much larger population, as yet unstudied. For example let us assume that a researcher, having discovered an effective new method of teaching reading to a sample of first graders, would like to conclude that this method is superior for other groups of first graders, perhaps all first graders in Pakistan. In order to be able to make valid influences from the experimental results to larger population, the researcher must correctly identify the populations to which the results would be generalizable.

Another aspect of population external validity is the possibility of interaction of subjects’ characteristics and treatment. When two experimentally accessible populations are not representative of the same target population, seemingly similar studies can lead to entirely different results. This is a relationship between the
treatment and the dependent variable may occur with one group that would not occur in another group with different characteristics.

The researcher selected the sample form the accusable population randomly so that the findings would be generalized to target population with no difficulty. As inferential statistics indicated the likely hood what was true of the sample was also true of the population from which it was drawn. In the study the researcher has discussed all the characteristics of the target population in detail so that the findings can be generalized on it.

3.8.12 Ecological External Validity

Experimenters must also be concerned with ecological external validity; that is, they want to be able to say that the same findings will be obtained in other settings. “Ecological Validity the extent to which the results of an experiment can be generalized from the set of environmental conditions created by the researcher to other environmental conditions (settings and conditions)”. (Bracht, Glass, 1968). To have ecological validity a design must offer assurance that the experimental effect is independent of the particular experimental environment. The first condition for ecological validity is that the experimenter provides a complete description of the experimental setting involved in the study. Only then could a reader judge to what extent the results can be generalized to other settings.
3.8.13 External Validity of Operations

“The external validity of operations question asks if similar results would be expected from different investigators and with different operational definitions and/or different procedures”. (Campbell, Stanley, 1963). Experimental effect can be an external validity problem. Another aspect of external validity is the operational definitions of the independent and dependent variables. In some experiments nervousness has been induced by electric shock, in others by verbal instructions. How much can findings from a study with the one definition generalized to another? Is frustration produced by excluding children from desirable toys, the same is frustration produced by giving them unsolvable problems? Another potential external validity problem is the pre-test sensitization. The administration of a pre-test may alert subjects to respond to treatment in a different way than they would if they had not been pretested.

3.9 Procedure

In order to start the experiment, the researcher developed contextualized text keeping local needs and cognition level of the learners as focal point of the text development. For this, help was taken from the textbooks used at intermediate level for business writing so that the vocabulary used in the text remains familiar to the learners and in accordance to their cognition level. Guidance was taken from local industry for developing the case studies for the local context to make it recognizable for the learners. Researcher avoided low frequency words in the text as it makes the text difficult for the learners to understand and loses its significance. In this regard the researcher has already conducted a study to analyze the contextualized situation of the
local industry as his MPhil thesis. This also helped the researcher towards the text development. The text included neutral messages, inter-office memo writing, good news messages, bad news messages, persuasive messages and report writing. These topics were selected after a survey that was conducted in different business schools of Karachi regarding the course contents used for business writing. These were the common important topics in all the course outlines examined in the survey. The researcher got these topics approved by the university authority where the researcher conducted the study.

In order to conduct the experiment using the contextualized text, researcher requested the concerned university for the formal-legal approval and facilitation for; providing the list of enrolment, random selection of the subjects, randomization of the groups, selection of neutral venue and assurance of secrecy where necessary. Eighty students were randomly selected as sample for the study from the population, and then randomized forty in each group- controlled and experimental group. In first phase, the researcher taught control group for forty two hours i.e. three hour session a day, twice a week, which is in accordance of HEC criterion for teaching any course in a semester. Researcher taught them through foreign authored text used in regular teaching practice in the universities which is considered as non-contextualized text. In the introductory class researcher offered them an option of transport facility to be provided by the researcher or reimbursement of the expenses spent by the subjects on their transport to reach the venues throughout the programme. The subjects selected the second option with consensus. Time offered for the programme was from 6:00pm to 9:00pm which was accepted with consensus. All reading material was provided by the researcher.
Researcher arranged refreshments for the students during break in every class. Classroom setting was very much similar to their regular classroom setting in the university. Texts that were used to teach control group were Effective Business Communication seventh Edition by Hearta A Murphy and Essentials of Business Communication by M. E. Guffey. Simulation technique, lecture method, discussion and group work were adopted for conducting day to day teaching practices. Researcher completed this duration successfully. 33 students attended and completed the course out of initial 40 selected. At the end of 42 hours teaching, researcher conducted an achievement test to measure their learning of writing English for specific purposes. Same procedure was repeated after one week with the experimental group with 40 students selected initially with only one change i.e. contextualized text in place of foreign authored text developed by the researcher himself. Number of subjects in the group remained consistent till the end. The researcher observed them interested and motivated to take part in the teaching learning process throughout the programme. Same achievement test that was used with control group was administered at the end of the experiment on this group as well. A perception questionnaire for students about teaching English writing though contextualized text was also administered. The obtained data was compiled and relevant information was documented. Besides the experiment, a perception questionnaire was administered to the teachers also who were teaching in different business schools regarding the significance of contextualized teaching learning.
The steps of the procedure of the study are:

- Administration of questionnaires for teachers’ perception about CTL.
- Administration of questionnaires for students’ perception about teaching English Writing Skills through contextualized text.
- Piloting of contextualized text.
- Finalizing of contextualized text after necessary changes as a result of piloting.
- Expert opinion of subject specialists about contextualized text developed for the study.
- Selection of subjects and group assignment for the experiment.
- Teaching the subjects as control and experiment groups.
- Administration of post-test on controlled and experimental groups.
- Analysis of the results of the post-test on variables.
- Conclusion and recommendations.

The steps are elaborated below in the form of a diagram. (Figure 3.2)
Administration of Questionnaires on Teachers Perception

Administration of Questionnaires on Students bout

Piloting of Contextualized

Finalization of Contextualized Text after

Expert Opinion of Subject Specialists about Contextualized text

Selection & Group Assignment of Subjects

Teaching the groups

Administration of Post-test on both Controlled &

Analysis of the Results

Conclusion & Recommendations
3.10 Ethical Issues

Special care has been taken to keep honesty in producing the new knowledge. Legal permissions from the concerned authorities of institutions were taken in advance. Consent of the participants was also taken. The subjects were free to leave the experiment at any point of time. Confidentiality of the data was affirmed. Names of teachers, subjects or their institutions have not been mentioned so that the data cannot be used for any other purpose against the respondents or their organizations. Prior appointments were taken before reaching any respondent and whole purpose of the data was explained to them so that they might feel comfortable and might give consent in this regard.
Chapter 4

Analysis of the Data

4.1 Chapter Overview

Preceding chapters introduced the problem of the study and presented review of the related literature to establish the foundation for the current research. Following which, the methodology of the study was elaborated. Chapter 4 deals with analysis of the data collected. As it is an experimental study, the independent variable that has been used is Contextualized text. Two groups, randomly selected from a university which was also selected randomly were treated as control and experimental groups. Contextualized text was used as treatment given to the experimental group. Dependent variables of the study were Students’ writing skills, Students’ thinking skills, Students’ appropriate social and ethical development, while Socio-economic status of the students was taken as attribute variable. All these variables and their operationalization have been discussed in detail in chapter 3. Research instruments that were used in the study were contextualized text, achievement test and perception questionnaires for students and teachers. The construction of the instruments and issues of validity and reliability have been pondered upon in chapter 3. Data collected through these instruments has been discussed in chapter 4.

Data obtained from achievement test was analyzed statistically. ANOVA was applied for the analysis by using SPSS 18. Following are the results from analysis of the data shown in tables. Each table has been discussed for better understanding and interpretation.
4.2 Analyses of Scores and Hypotheses

Figure 4.1 Mean scores of control group

Figure 4.1 represents respondents of Control Group on X axis and mean of obtained scores of the respondents of Control Group on Y axis. Total number of respondents shown is 36. Mean of lowest score is 6.9. Maximum respondents obtained mean score between 7.7 and 7.9. The graph shows consistency of the scores as well as variability of the respondents. It depicts reliability and consistency of the tool.
Figure 4.2  Mean scores of experimental group

Figure 4.2 shows respondents of Experimental Group on X axis and mean of obtained scores of the respondents of the Experimental Group on Y axis. Lowest mean score is 9.19 while highest is 10. Data falls consistently between 9.23 and 9.5. This depicts consistency of the data. The result represents reliability and consistency of the tool.
Comparison of fig. 4.1 and 4.2

Comparison of both the graphs shown in fig. 4.1 and 4.2 represents that tool; that was achievement test, was reliable as the data is consistent. Variation in mean scores has also been found which depicts understanding of the subjects regarding the course content taught to them during the experiment. Maximum data, in case of Control Group (fig.4.1) falls between 7.7 and 7.9 while for Experimental Group it falls between 9.23 and 9.5. Subjects of the Experimental Group managed to score higher than Control Group which represents their understanding of the concepts, ability of reading comprehension and thinking ability.

Table 4.1 Table of Significance

<table>
<thead>
<tr>
<th></th>
<th>Use of Contextualized text for teaching Business Writing</th>
<th>Mean of obtained scores in achievement test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.958**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>72</td>
<td>72</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 is the result of test of significance. Pearson correlation was used to find out the relationship between variables i.e. use of contextualized text and mean of obtained scores of both control and experimental groups. The table demonstrates positive relationship between the two variables shown in the table by the value 0.958. The level of significance is 0.01. P-value in the table is 0.00. The estimated co-
efficient of correlation is 0.958 which signifies existence of strong relationship between contextualized text and achievement of the students. Level of significance i.e. 0.01 in the table illustrates strong significance of the test. P-value in the table i.e. 0.00 shows that null hypothesis is rejected leading to the conclusion that strong positive correlation between the variables exists.

**Table 4.2  Table of Significance**

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Mean of obtained scores in achievement test</th>
<th>Socioeconomic Status of the students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean of obtained scores in achievement test</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>72</td>
</tr>
<tr>
<td>Socioeconomic Status of the students</td>
<td>Pearson Correlation</td>
<td>.030</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.805</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>72</td>
</tr>
</tbody>
</table>

Table 4.2 shows relationship between Socio-economic Status (SES) of the students and their achievement in the test in terms of scores. Pearson correlation was used for the test of significance. Co-efficient of correlation in the table is 0.030. This value represents weak relationship between the two variables. P-value is 0.805 which is greater than 0.05 (thresh hold value) and depicts that there is no relationship between the variables. It leads to the logical analysis that the two variables that are SES and Students’ achievement in the test do not have any relationship. The achievement of the students in the test does not vary because of their socio-economic status.
Table 4.3 Descriptive Statistics for Effect of treatment on Students’ Achievement

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>36</td>
<td>7.7396</td>
<td>.21625</td>
<td>.03634</td>
<td>7.8654</td>
<td>7.8128</td>
<td>7.68</td>
<td>7.88</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>8.5642</td>
<td>.30679</td>
<td>.010215</td>
<td>8.3606</td>
<td>8.7879</td>
<td>6.08</td>
<td>10.65</td>
</tr>
</tbody>
</table>

Table 4.3 describes the sample statistically. First column shows groups of the study, i.e. Control Group and Experimental Group. Second column shows number of participants in each group. Third column contains obtained mean scores of the participants. Fourth column illustrates standard deviation of the scores. Fifth column shows standard error of the mean. Sixth and seventh columns describe interval of the mean. Eighth and ninth columns show minimum and maximum of the mean scores. Mean of Control Group is smaller than Experimental Group which illustrates better performance of the subjects of Experimental Group than that of Control Group. Standard deviation also shows less dispersion in the data of experimental group which means standard heterogeneity in the group.
Table 4.4 Between-Subjects Factors

<table>
<thead>
<tr>
<th>Between-Subjects Factors</th>
<th>Value Label</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Contextualized text</td>
<td>1</td>
<td>Control Group</td>
</tr>
<tr>
<td>for teaching Business Writing</td>
<td>2</td>
<td>Experimental Group</td>
</tr>
<tr>
<td>Socioeconomic Status of</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>the students</td>
<td>2</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 4.4 shows the division of subjects. The subjects are divided into Control Group and Experimental Group. Each group is further subdivided according to socio-economic status (SES). These groups are low, medium and high socio-economic status.

Table 4.5 Hypothesis Testing for Thinking Skills: Analysis of Variance

The table below shows the results of hypothesis testing. Hypotheses of the study thinking skills are:

H$_1$: Contextualized text facilitates learners in developing thinking skills than that of non-contextualized text.

H$_0$: Contextualized text does not facilitate learners in developing thinking skills than that of non-contextualized text.
Table 4.5 is Analysis of Variance (ANOVA). Column 01 of the table shows groups. Column 02 contains sum of squares. Column 03 represents degree of freedom. Column 04 shows mean of square. Column 05 contains F ratio and column 06 depicts significance of the test. Significance Value is 0.00 which depicts that null hypothesis is rejected. F ratio obtained i.e. 1858.261 (highlighted in the table) is also significant which suggests that the results of the findings are significantly valid. The table shows difference between groups is higher than the difference within group and hence the obtained F ratio explains the mean of experimental group is greater than the mean of control group. Therefore the test shows that the students taught through contextualized text improved their thinking skills significantly than those taught through non-contextualized text.

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>53.174</td>
<td>1</td>
<td>53.174</td>
<td>1858.261</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2.003</td>
<td>70</td>
<td>.029</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55.177</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.6  Effect of SES on Thinking Skills with the Treatment: Two-way
Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>53.452*</td>
<td>5</td>
<td>10.690</td>
<td>408.969</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>1928.464</td>
<td>1</td>
<td>1928.464</td>
<td>73773.563</td>
<td>.000</td>
</tr>
<tr>
<td>Treatment</td>
<td>53.174</td>
<td>1</td>
<td>53.174</td>
<td>2034.170</td>
<td>.000</td>
</tr>
<tr>
<td>SES</td>
<td>.175</td>
<td>2</td>
<td>.087</td>
<td>3.346</td>
<td>.041</td>
</tr>
<tr>
<td>Treatment * SES</td>
<td>.103</td>
<td>2</td>
<td>.051</td>
<td>1.968</td>
<td>.148</td>
</tr>
<tr>
<td>Error</td>
<td>1.725</td>
<td>66</td>
<td>.026</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1983.641</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>55.177</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .969 (Adjusted R Squared = .966)

Table 4.6 is result of Test of between Subjects Effects for 2 Way ANOVA. Column 01 of the table is source. Column 02 shows sum of squares. Column 03 represents degree of freedom. Column 04 depicts mean square. Column 05 of the table gives values of F Ratio and column 06 shows value of significance. The table illustrates that treatment given to the group contributes significantly in students’ learning of thinking skills independently as F ratio shows 2034.170 with significance value 0.000 which is less than threshold value of 0.05. This indicates rejection of H₀ and acceptance of H₁. F ratio obtained for SES is 0.87 and its value of significance is 0.41. When combined effect of independent and attribute variables i.e. treatment and students’ socioeconomic status was tested, the obtained values (F ratio: 1.968; Value of Significance: 0.148) show that SES does not have any effect with the treatment in
the learning of the subjects. It suggests that contextualized teaching is the only factor that impacts students’ learning of thinking skills.

**Table 4.7 Hypothesis Testing for Social and Ethical Development: Analysis of Variance**

$H_1$: Contextualized text facilitates learners’ appropriate social and ethical development than that of non-contextualized text.

$H_0$: Contextualized text does not facilitate learners’ appropriate social and ethical development than that of non-contextualized text.

Table 4.7 is Analysis of Variance (ANOVA). Column 01 of the table shows groups. Column 02 contains sum of squares. Column 03 represents degree of freedom. Column 04 shows mean of square. Column 05 contains F ratio and column 06 depicts significance of the test. Significance Value is 0.00 which depicts that null hypothesis is rejected. F ratio obtained i.e. 10973.695 (highlighted in the table) is also significant which suggests that the results of the findings are significantly valid. The table shows difference between groups is higher than the difference within group and hence the obtained F ratio explains the mean of experimental group is greater than the mean of control group. Therefore the test shows that the students taught through contextualized
text enriched their social and ethical development significantly than those taught through non-contextualized text.

Table 4.8  Effect of SES on Social and Ethical Development with the Treatment: Two-way Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>396.729</td>
<td>5</td>
<td>79.346</td>
<td>2110.116</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>1631.633</td>
<td>1</td>
<td>1631.633</td>
<td>43391.503</td>
<td>.000</td>
</tr>
<tr>
<td>Treatment</td>
<td>396.681</td>
<td>1</td>
<td>396.681</td>
<td>10549.289</td>
<td>.000</td>
</tr>
<tr>
<td>SES</td>
<td>.040</td>
<td>2</td>
<td>.020</td>
<td>.537</td>
<td>.587</td>
</tr>
<tr>
<td>Treatment * SES</td>
<td>.008</td>
<td>2</td>
<td>.004</td>
<td>.110</td>
<td>.896</td>
</tr>
<tr>
<td>Error</td>
<td>2.482</td>
<td>66</td>
<td>.038</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2030.844</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>399.211</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .994 (Adjusted R Squared = .993)

Table 4.8 is result of Test of between Subjects Effects for 2 Way ANOVA. Column 01 of the table is source. Column 02 shows sum of squares. Column 03 represents degree of freedom. Column 04 depicts mean square. Column 05 of the table gives values of F Ratio and column 06 shows value of significance. The table illustrates that treatment given to the group contributes significantly in students’ social and ethical development independently as F ratio shows 10549.289 with significance value 0.000 which is less than threshold value of 0.05. This indicates rejection of H₀ and acceptance of H₁. F ratio obtained for SES is 0.537 and its value of significance is 0.587. When combined effect of independent and attribute variables i.e. treatment and
students’ socioeconomic status was tested, the obtained values (F ratio: 0.11; Value of Significance: 0.896) show that SES does not have any effect with the treatment in the learning of the subjects. It suggests that contextualized teaching is the only factor that impacts students’ social and ethical development.

**Table 4.9 Hypothesis testing for Writing Skills: Analysis of Variance**

$H_1$: Contextualized text facilitates learners in learning writing skills of English for business purposes than that of non-contextualized text.

$H_0$: Contextualized text does not facilitate learners in learning writing skills of English for business purposes than that of non-contextualized text.

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>48.964</td>
<td>1</td>
<td>48.964</td>
<td>782.566</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>4.380</td>
<td>70</td>
<td>.063</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>53.344</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.9 is Analysis of Variance (ANOVA). Column 01 of the table shows groups. Column 02 contains sum of squares. Column 03 represents degree of freedom. Column 04 shows mean of square. Column 05 contains F ratio and column 06 depicts significance of the test. Significance Value is 0.00 which depicts that null hypothesis is rejected. F ratio obtained i.e. 782.566 (highlighted in the table) is also significant which suggests that the results of the findings are significantly valid. The table shows difference between groups is higher than the difference within group and hence the obtained F ratio explains the mean of experimental group is greater than the mean of control group. Therefore the test shows that the students taught through
contextualized text improved their writing skills significantly than those taught through non-contextualized text.

**Table 4.10  Effect of SES on Writing Skills with the Treatment: Two way Analysis of Variance**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type I Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>49.040*</td>
<td>5</td>
<td>9.808</td>
<td>150.423</td>
<td>0.00</td>
</tr>
<tr>
<td>Intercept</td>
<td>5280.922</td>
<td>1</td>
<td>5280.922</td>
<td>80992.248</td>
<td>0.00</td>
</tr>
<tr>
<td>Treatment</td>
<td>48.964</td>
<td>1</td>
<td>48.964</td>
<td>750.946</td>
<td>0.00</td>
</tr>
<tr>
<td>SES</td>
<td>.054</td>
<td>2</td>
<td>.027</td>
<td>.413</td>
<td>.664</td>
</tr>
<tr>
<td>Treatment* SES</td>
<td>.023</td>
<td>2</td>
<td>.011</td>
<td>.173</td>
<td>.841</td>
</tr>
<tr>
<td>Error</td>
<td>4.303</td>
<td>66</td>
<td>.065</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5334.266</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>53.344</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* R Squared = .919 (Adjusted R Squared = .913)

Table 4.10 is result of Test of between Subjects Effects for 2 Way ANOVA. Column 01 of the table is source. Column 02 shows sum of squares. Column 03 represents degree of freedom. Column 04 depicts mean square. Column 05 of the table gives values of F Ratio and column 06 shows value of significance. The table illustrates that treatment given to the group contributes significantly in students’ social and ethical development independently as F ratio shows 750.946 with significance value 0.000 which is less than threshold value of 0.05. This indicates rejection of $H_0$ and acceptance of $H_1$. F ratio obtained for SES is 0.413 and its value of significance is 0.664. When combined effect of independent and attribute variables i.e. treatment and students’ socioeconomic status was tested, the obtained values (F ratio: 0.173; Value of Significance: 0.841) show that SES does not have any effect with the treatment in
the learning of the subjects. It suggests that contextualized teaching is the only factor that impacts students’ writing skills.

**Impact of Learners’ Socioeconomic Status; an Attribute Variable, on the Dependent Variables**

H₁: Socioeconomic status, along with independent variable impacts dependent variables significantly.

H₀: Socioeconomic status, along with independent variable does not impact dependent variables significantly.

Tables 4.6, 4.8 and 4.10 (F ratio: 1.968; Value of Significance: 0.148, F ratio: 0.11; Value of Significance: 0.896, F ratio: 0.173; Value of Significance: 0.841 respectively) were explaining 2 way analysis of variance. Each dependent variable (thinking skills, social and ethical development and writing skills) does not have significant effect of SES with the treatment. In each analysis value of significance is greater than 0.05 and hence null hypothesis is accepted which leads to the conclusion that Socioeconomic status, along with independent variable does not impact dependent variables significantly.
Figure 4.3 shows difference of mean of total scores between control and experimental group. Comparison of the means of both groups shows significant difference between the means of total scores of the subjects in achievement test. This graph revalidates the finding that use of contextualized text for teaching writing of English for business purposes significantly impacts learners’ understanding.
Table 4.11 Test of Group Equality

<table>
<thead>
<tr>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.156</td>
<td>5</td>
<td>66</td>
<td>.340</td>
</tr>
</tbody>
</table>

Levene’s Test of Equality of Error Variances

Dependent Variable: Mean of obtained scores in achievement test

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Treatment + SES + Treatment * SES

Table 4.11 represents test of group equality. Column 1 shows F ratio. Column 2 shows degree of freedom 1. Column 3 represents degree of freedom 2 and column 4 depicts value of significance. The value of significance is greater than 0.05 which suggests that the differences between control and experimental groups are insignificant which means that both the groups are statistically equal.

4.3 Perception Analysis

At the end of the experiment, perception questionnaires were administered on both control and experimental groups. Questionnaires were also filled by teachers who were teaching English for business purposes at tertiary level. These questionnaires were not based on mere perceptions or guess work. Questionnaires for students were administered after the teaching-learning process of respective groups and therefore the information taken was based on their experiences during the course. Teachers were also requested for the information regarding their classes and their experiences with the students about their learning. Necessary amendments were made in these
questionnaires after pilot testing. These questionnaires have been analyzed below descriptively, statistically as well as graphically.

4.3.1 perception Analysis of Experimental Group

Perception questionnaires administered on the subjects of Experimental Group had 10 items. The responses were taken on Likert scale. Each item was followed by five responses i.e. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Subjects were supposed to choose any one of these responses for each item. These questionnaires were administered on all 40 students of the group at the end of the treatment. Item wise description of the questionnaire is given below:

Item # 1: usage of familiar situations as help to students for learning the applications and concepts

First item of the questionnaire was regarding assistance of familiar situation for students’ learning of applications and concepts. The statement of item # 1 was: “Familiar situations used for teaching business writing in the class helped me in understanding the application of the concepts”. In the class of experimental group, during the course, content used for teaching contained situations from local context. 50% respondents strongly agreed with the statement while other 50% marked the option AGREE in the questionnaire. This result suggests that all the subjects found the local context situations and examples useful for their learning of the applications and the concepts.
Item # 2: retention of students’ interest in the class because of local context examples

Second item was about students’ interest level in the class. The statement of item # 2 was: “My interest level in the class remained high, consistently, throughout the course because of the use of local context examples in the text”. 62.5% students strongly agreed with the statement while 37.5% agreed with it. This suggests that use of local context examples in the class also helped in maintaining students’ interest level in the class and kept them motivated for learning.

Item # 3: use of vocabulary in the text

Third item was about vocabulary used in the text that was used as a treatment to the experimental group. The statement of this item was: “use of vocabulary already known to me made it easy to comprehend the topics taught in the class”. 57.5% students strongly agreed with the statement while 42.5% agreed with it. This shows that the vocabulary used in the text also impacts a great deal on students’ learning. As all the students are non-native users of English, unfamiliar vocabulary makes it extremely difficult for them to comprehend the topics fully. Therefore, vocabulary used in the text, that was already known to them as their experiences of previous classes/grades helped them in their understanding of the ideas introduced to them through the course.

Item # 4: use of language in the text

Forth item was about use of language in the text. This item was kept in the questionnaire to cross check subjects’ genuineness in their responses. The statement of
this item says “I enjoyed reading the text used for teaching throughout the course because of its easy language”. It has been observed that students lose their interest in the text because of unfamiliar or difficult language. 72.5% students strongly agreed with this statement while 27.5% agreed with it. This result re-strengthens the conclusion drawn from item # 3 that use of familiar language helps retaining students’ interest level in the class. It also suggests that the subjects filled in the questionnaire with their genuine responses with complete attention.

**Item # 5: quick development of writing skills for business purposes through the text used in the class**

Item # five relates to writing skills for business purposes. It has been a common observation that EL learners in general and non-native learners in particular lack writing skills. It has been mentioned in chapter 2 that writing is a skill that does not come naturally and students need to learn it through external effort. This item talks about quick development of writing skill through the use of contextualized text used as treatment. Statement of this item was: “This course enabled me developing my writing skills for business purposes quickly”. 37.5% students agreed with this statement strongly. 57.5% students agreed with it while 5% remained undecided. This depicts that the text used as treatment helped them in developing writing skills for business purposes quickly.

**Item # 6: incorporation of thinking skills**

Sixth item was about thinking skills. Generally, students try to rote learn instead of developing their thinking skills. It depends a great deal on the nature of text
used for teaching writing skills. If text urges the students to think on one hand, and on the other it provides them contextualized situations to work with, the learners will not go for rote learning and also find it effective to think critically. They will remain motivated and can work resourcefully. Statement of the item was: “The text used for teaching forced me to think rather than memorize”. 67.5% students strongly agreed with it while 32.5% agreed with it. This shows that the text used for teaching did not give any room for rote learning and forced the learners to think critically.

Item # 7: social and ethical development through the text used for teaching

Item # 7 deals with social and ethical development of the students. Non-contextualized text that is usually used at tertiary level for teaching writing skills for business purposes fails to develop any social and ethical development in the students because of cultural differences. Because the situations that were used in the text were of local context, it was easy for the students to develop some kind of association with the issues that were raised which resulted in their social and ethical development. The statement of item # 7 was: “Tasks that were comprised of local situations given to me throughout the course developed my personal association with the problems which resulted in my social and ethical development” 92.5% respondents strongly agreed with this statement while 7.5% agreed with it. This also supports the idea of using contextualized text for social and ethical development of the target students.

Item # 8: chances of rote learning

Eighth item was a cross check to item # 6 which dealt with the issue of rote learning. The statement of item # 8 was: “Teaching throughout the course urged me to
memorize the text for better performance”. 52% respondents disagreed with the statement while 47.5% strongly disagreed with it. This supports the conclusion form the responses of item # 6 that the text used for teaching forced the learners to think and respond appropriately rather than to memorize.

**Item # 9: Appropriacy of language in the text**

Item # 9 was to cross check the response of item # 4 which was about difficulty level of the language used in the text. The statement of this item was: “language used in the situations provided in the text was very difficult to understand”. 30% respondents disagreed with this statement while 70% disagreed strongly with it. This suggests that the language used in the text was understandable to the students which became a motivating factor for them to learn.

**Item # 10: retention of students’ interest**

This item was a cross check to item # 2 which was about consistency of students’ interest level in the class. 40% students disagreed with the statement while 60% strongly disagreed with it. This leads to the conclusion that contextualized text removes dullness of the class and maintains environment congenial to learning.

The percentage of the responses for each item is also shown in tabular form below:
Table 4.12

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>50%</td>
<td>50%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>02</td>
<td>62.5%</td>
<td>37.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>03</td>
<td>57.5%</td>
<td>42.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>04</td>
<td>72.5%</td>
<td>27.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>05</td>
<td>37.5%</td>
<td>57.5%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>06</td>
<td>67.5%</td>
<td>32.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>07</td>
<td>92.5%</td>
<td>7.5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>08</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>52.5%</td>
</tr>
<tr>
<td>09</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>30%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
</tr>
</tbody>
</table>

4.3.2 Perception Analysis of Control Group

Perception questionnaire administered on control group also had 10 items with responses to be measured on Likert Scale with five options and respondents had to choose one option as a response of each item. The options were Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Like experimental group, this questionnaire was administered on all 40 students of the class after their last class. Item wise description of the questionnaire is given below.
Item # 1: usage of foreign situations as help to students for learning the applications and concepts

First item of this questionnaire was about foreign situations used in the text used for teaching the students of control group. Statement of item # 1 was: “Foreign adopted situations used for teaching business writing in the class helped me in understanding the applications of the concepts”. 50% respondents opted for disagreement with the statement while rest 50% strongly disagreed with it. This suggests that foreign situations used for teaching hindered students’ understanding of the concepts.

Item # 2: retention of student’s interest in the class because of foreign context examples

Item # 2 was about consistent retention of students’ attention in the class throughout the course. The students of control group were taught by usually used foreign authored text and their interest level was depending on it. Statement of the item was: “My interest level in the class remained high, consistently, throughout the course because of the usage of foreign context examples in the text”. 42.5% respondents disagreed with the statement while 52% strongly disagreed. 5.5% subjects remained undecided. This depicts that foreign context examples and situations used in the text were confusing for the students and this resulted in lack of attention for them in the class. They failed to maintain their motivation level and could not concentrate fully. As a result, they did not achieve optimum learning.
Item # 3: use of vocabulary in the text

Third item was about the vocabulary used in the text. Statement of the item was: “Vocabulary used in the text made it easy for me to comprehend the topics taught in the class”. 47.5% respondents showed their disagreement with the statement, another 47.5% strongly disagreed with it while 5% remained undecided. Vocabulary used in the text was difficult for the students. There were certain words that were alien for them. Most of the students were even unable to read the names of USA states. Same is shown by their responses of item # 3. Unfamiliar vocabulary stopped their learning. Instead of understanding the concepts they remained perplexed in the text and therefore were unable to comprehend.

Item # 4: use of language in the text

Item # 4 was about the language used in the text. It was to cross check the response of Item # 3. Statement of item # 4 was: “I enjoyed reading the text used for teaching throughout the course because of its easy language”. 40% respondents disagreed with the statement while 60% strongly disagreed with it. It validates the idea that unfamiliar language used in the text did not only hinder students’ learning but also caused de-motivation among them and therefore overall learning environment became inauspicious for learning writing skills of English for business proposes.

Item # 5: quick development of writing skills for business purposes through the text used in the class

Fifth item was about students’ development of writing skills through the text used for teaching. Statement of the item was: “this course enabled me developing my
writing skills for business purposes quickly”. 70% respondents disagreed with the statement while 30% strongly disagreed with it. Writing is a skill of language connected with Reading skill. As mentioned in chapter 1, reading skill is receptive skill and writing skill is its productive skill. Once students were unable to comprehend the text fully, it was understandable that they found it difficult to develop appropriate writing skills. Same is depicted from the responses of the students in reply to item # 5 which were based on their experiences in the class.

**Item # 6: incorporation of thinking skills**

Sixth item was about development of their thinking skills through the text. Statement of the item was: “The text used for teaching forced me to think rather than to memorize”. 52% respondents disagreed with the statement. 40% strongly disagreed with it. 2.5% strongly agreed, 2.5% agreed, while 2.5% remained undecided. This represents that the students did not use their thinking skills and preferred to memorize. As they were unable to comprehend the text fully and failed to recognize the tasks and appropriate tools of language used to solve the problems, hardly any thinking process was refined; hence they preferred an easier way out that is rote learning.

**Item # 7: social and ethical development through the text used for teaching**

Item # 7 was about students’ social and ethical development through the text used in the class for teaching. Statement of this item was: “Tasks that were comprised of foreign situations given to me throughout the course developed my personal association with the problems which resulted in my social and ethical development” 12.5% respondents disagreed with this statement while 87.5% strongly disagreed with
Impact of Contextualized Text on Writing Skills of English Language

It. This leads to a logical conclusion that because of cultural differences between foreign authored text used in the class and students’ own culture, they never used empathy. There were certain situations in the text that were totally non-existent in their cultural and ethical domain and instead of developing their social and ethical standards; they remained confused in understanding the situation as such.

**Item # 8: chances of rote learning**

Eighth item of the questionnaire was used to verify their response of item # 6. It was about their rote learning. Statement of the item was: “Teaching throughout this course urged me to memorize the text for better performance”. 42.5% respondents strongly agreed with the statement; 50% agreed with it while 7.5% remained undecided. It validates that non-contextualized text used for teaching writing of English for business purposes urged the students for rote learning.

**Item # 9: appropriacy of language in the text**

Item # 9 was to validate the response of item # 4. Statement of item # 9 was: “Language used in the situations provided in the text was very difficult to understand”. 57.5% respondents strongly agreed with the statement. 40% agreed with it while 2.5% disagreed. This validates that the students of control group found language of non-contextualized text extremely difficult which created hindrance in their learning.

**Item # 10: retention of students’ interest**

Last item of the questionnaire was about students’ attention span in the class. This was a cross check of their response to item # 2. Statement of item # 10 was: “In most of the classes I found it difficult to stay till the end”. 25% respondents strongly
agreed with the statement. 72.5% students agreed with it while 2.5% remained undecided. This validates that because non-contextualized text and unfamiliar situations used in that made students disinterested in the class and therefore failed to learn as much as they could.

The percentage of the responses for each item is also shown in tabular form below:

**Table 4.13**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>02</td>
<td>-</td>
<td>-</td>
<td>5.5%</td>
<td>42.5%</td>
<td>52%</td>
</tr>
<tr>
<td>03</td>
<td>-</td>
<td>-</td>
<td>5%</td>
<td>47.5%</td>
<td>47.5%</td>
</tr>
<tr>
<td>04</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>05</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>06</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>52.5%</td>
<td>40%</td>
</tr>
<tr>
<td>07</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td>08</td>
<td>42.5%</td>
<td>50%</td>
<td>7.5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>09</td>
<td>57.5%</td>
<td>40%</td>
<td>-</td>
<td>2.5%</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>25%</td>
<td>72.5%</td>
<td>2.5%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
4.3.3 Perception Analysis of English Language Teachers

One perception questionnaire was administered on teachers as well who were teaching English for business purposes at tertiary level. Data was taken from 10 randomly selected teachers teaching in both public and private sector educational institutions. The questionnaire was about their perceptions regarding teaching of English for business purposes based on their experiences in class rooms. Perception questionnaire administered on teachers had 10 items with responses to be measured on Likert Scale with five options and respondents had to choose one option as a response of each item. The options were Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Item wise description of the questionnaire is given below:

**Item # 1: understanding of application of the concepts because of text used for teaching in the class**

Item # 1 was about students’ understanding of the concepts and their application through the text used for teaching in the class. The exact statement of the item was: “Foreign adopted situations available in the text used for teaching business writing in the class instead of local cases make it difficult for my students to understand the application of the concepts”. 90% respondents strongly agreed with the statement while 10% agreed with it. It suggests that it is a general observation of the teachers that their students find it difficult in the class to handle foreign situations used for teaching writing of English for business purposes.
Item # 2: appropriate application of knowledge in local context

Second item was about the application of the concepts. They were supposed to apply their knowledge in their own local context. Statement of the item was: “foreign authored text used for teaching business writing in my class develops in students, expertise and skill of when and how to apply in local context what has been learnt”. 10% respondents disagreed with the statement while 90% strongly disagreed with it. It supports the idea further that foreign authored text is non-supportive for the students for their skill development. They cannot understand the knowledge at application level and as a result don’t develop their expertise in the field of English writing.

Item # 3: motivation of the students while using foreign authored text in the class

Item # 3 was about motivation level of the students in the class. Statement of the item was: “the text used for teaching business writing in the class makes it difficult for me to keep my students highly motivated”. 80% respondents strongly agreed with the statement while 20% disagreed with it. It suggests that students remain disinterested in the class because of the text used for teaching. As the situations used in the text were unfamiliar for them they failed to maintain their motivation throughout the class.

Item # 4: use vocabulary in the text:

Forth item was about the vocabulary used in the text. Statement of the item was: “vocabulary used in the text for the students to comprehend the topics taught in the class”. 50% respondents strongly agreed while rest of the 50% agreed with the statement. It depicts that appropriate use of vocabulary used in the text is very
important. The students taught through foreign authored text in the classes by these teachers found it difficult to develop comprehension skills because of unfamiliar vocabulary used in the text.

**Item # 5: use of language as a source of motivation for the students**

Item # 5 was a cross check of item # 4. Statement of item # 5 was: the students remained disinclined towards reading the text used for teaching because of its unfamiliar language”. 60% respondents strongly agreed while 40% disagreed with the statement. This verifies that use of vocabulary unclear for the students causes disinterestedness among the students towards the text and stops their learning process.

**Item # 6: text used for teaching enabling the students’ acquisition or application of knowledge**

Item # six deals with students’ level of learning; whether at acquisition or application level. Statement of the item was: “The foreign situations in the text used for teaching business writing in the class enabled the students only for the acquisition not the active application of knowledge and skills”. 50% respondents strongly agreed while 50% agreed with the statement. It shows that text containing foreign situations generally fails in enabling the students in creating knowledge at application level.

**Item # 7: rote learning**

Seventh item was about students’ inclination towards rote learning as tool for success. Statement of item # 7 was: “the text used for teaching forced the students to memorize rather than to think”. 40% respondents strongly agreed with the statement while 60% agreed with it. This suggests that foreign authored texts cause problem for
students’ learning as an easy way out they go for rote learning and hence cannot develop proficiency in writing skills.

**Item # 8: development of social and ethical development through the text used in the class**

Item # 8 was about students’ social and ethical development through the foreign authored text used in the class. Statement of the item was: “Tasks that were comprised of foreign situations given to the students developed their personal association with the problems which resulted in their social and ethical development”. 70% respondents strongly agreed with the statement while 30% agreed with it. This supports the idea that foreign authored text containing foreign context situations fail to create any sense of association among the students and hence no appropriate social and ethical development takes place.

**Item # 9: memorization as a tool for better performance**

This item was used as cross verification of item # 7. Statement of item # 9 was: “Teaching through the foreign authored text urged the students to memorize for better performance”. 80% respondent agreed while 20% strongly agreed with the statement. This revalidates the result of item # 7 that use of foreign authored text confuses the students and they adopt rote learning.

**Item # 10: appropriacy of the language used in the text**

Item # 10 was a cross check for item # 5. Statement of item # 10 was: “Language used in the situations provided in the text was very difficult to understand”. 90% respondents strongly agreed with the statement, while 10% agreed with it. This
revalidates that foreign authored text are difficult to understand for the students and hence hinders their learning of writing of English for business purposes.

The percentage of the responses for each item is also shown in tabular form below:

**Table 4.14**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>90%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>02</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>03</td>
<td>80%</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>04</td>
<td>50%</td>
<td>50%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>05</td>
<td>60%</td>
<td>40%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>06</td>
<td>50%</td>
<td>50%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>07</td>
<td>40%</td>
<td>60%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>08</td>
<td>70%</td>
<td>30%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>09</td>
<td>20%</td>
<td>80%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>10%</td>
<td>90%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Tables 4.15 and 4.16 are regarding perception questionnaires administered on the subjects of the experimental group. Analysis of the tables is as under:

**Hypotheses:**

H$_1$: Contextualized text facilitates learners in learning writing of English for business purposes.

H$_0$: Contextualized text does not facilitate learners in learning writing of English for business purposes.

**Statistical Description of Hypotheses:**

H$_0$: There is no significant difference between teaching writing of English for business purposes through contextualized and non-contextualized texts.

H$_1$: There is significant difference in teaching writing of English for business purposes through contextualized and non-contextualized texts.

H$_0$: $\bar{x} = \bar{x}$
The above equation suggests that there is no significant difference between teaching writing of English for business purposes through contextualized and non-contextualized texts.

\[ H_1: \bar{x} \neq \bar{x} \]

This equation suggests that there is significant difference between teaching writing of English for business purposes through contextualized and non-contextualized texts.

**Rejection Rule:**

If \(|t_{cal}| > |t_{tab}|\), reject \(H_0\) and accept \(H_1\)

In table 4.9:

\[
\begin{align*}
t_{cal} &= 40 \\
t_{tab} &= 15.250
\end{align*}
\]

\[ \because t_{tab} < t_{cal} \]

\[ \therefore \text{according to Rejection Rule} \]

\(H_0\) is rejected and \(H_1\) is accepted which suggests that contextualized teaching of writing English for business purposes facilitates students’ learning. In table 4.9 P-Value is 0.00 which represents that the result is significant and there is no probability of acceptance of \(H_0\).
Tables 4.17 and 4.18 are regarding perception questionnaires administered on the subjects of the control group. Analysis of the tables is as under:

**Hypotheses:**

$H_1$: Non-contextualized text hinders students’ learning of writing of English for business purposes.

$H_0$: Non-contextualized text does not hinder students’ learning of writing of English for business purposes.

**Statistical Description of Hypotheses:**

$H_0$: $\bar{x} = \bar{\bar{x}}$

The equation suggests that there is no significant difference in teaching through contextualized and non-contextualized texts.
H₁: $\bar{x} \neq \bar{x}$

This equation represents that there is significant difference in teaching through contextualized and non-contextualized texts.

**Rejection Rule:**

If $|t_{cal}| > |t_{tab}|$, reject $H_0$ and accept $H_1$

In table 4.11:

$t_{cal} = 40$

$t_{tab} = 10.916$

$\therefore t_{tab} < t_{cal}$

$\therefore$ according to Rejection Rule

$H_0$ is rejected and $H_1$ is accepted which suggests that contextualized teaching of writing English for business purposes facilitates students’ learning. In table 4.11 P-Value is 0.00 which represents that the result is significant and there is no probability of acceptance of $H_0$.

**Table 4.19**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Total Obtained Scores</td>
<td>10</td>
<td>40.4000</td>
<td>2.36643</td>
<td>.74333</td>
</tr>
</tbody>
</table>
Table 4.20

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Test Value = 40</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>H&lt;sub&gt;0&lt;/sub&gt;: Contextualized text facilitates teachers in teaching writing of English for business purposes.</td>
<td>8.652</td>
<td>4.7072 - 8.0928</td>
</tr>
<tr>
<td>H&lt;sub&gt;1&lt;/sub&gt;: There is no significant difference between teaching writing of English for business purposes through contextualized and non-contextualized texts.</td>
<td>Sig. (2-tailed)</td>
<td>0.000 - 8.40000</td>
</tr>
<tr>
<td>H&lt;sub&gt;0&lt;/sub&gt;: Contextualized text does not facilitate teachers in teaching writing of English for business purposes.</td>
<td>Mean Difference</td>
<td>4.7072 - 8.0928</td>
</tr>
<tr>
<td>H&lt;sub&gt;1&lt;/sub&gt;: There is significant difference between teaching writing of English for business purposes through contextualized and non-contextualized texts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above equation suggests that there is no significant difference between teaching writing of English for business purposes through contextualized and non-contextualized texts.

H<sub>0</sub>: \( \bar{x} = \bar{x} \)

H<sub>1</sub>: \( \bar{x} \neq \bar{x} \)
This equation suggests that there is significant difference between teaching writing of English for business purposes through contextualized and non-contextualized texts.

**Rejection Rule:**

If $|t_{cal}| > |t_{tab}|$, reject $H_0$ and accept $H_1$

In table 4.13:

$t_{cal} = 40$

$t_{tab} = 8.552$

$\therefore t_{tab} < t_{cal}$

$\therefore$ according to Rejection Rule

$H_0$ is rejected and $H_1$ is accepted which suggests that contextualized teaching of writing English for business purposes facilitates students’ learning. In table 4.13 P-Value is 0.00 which represents that the result is significant and there is no probability of acceptance of $H_0$. 
Figure 4.4 is regarding analysis of perception of control group about their experience of learning through non-contextualized text. It has percentage of respondents on X-axis and item wise responses representing difficulty in learning through non-contextualized text on Y-axis. Key is given with the graph to identify the difference in responses.
Figure 4.5 is regarding analysis of perception of experimental group about their experience of learning through contextualized text. It has percentage of respondents on X-axis and item wise responses representing facilitation in learning through contextualized text on Y axis. Key is given with the graph to identify the difference in responses.
Figure 4.6 is regarding analysis of perception of teachers about their experience of teaching through non-contextualized text. It has percentage of respondents on X-axis and item wise responses representing difficulty in teaching through non-contextualized text. Key is given with the graph to identify the difference in responses.
Figure 4.7

Figure 4.7 is a comparison of perceptions of Control Group and Experimental Group regarding difficulty and facility in learning through contextualized and non-contextualized texts. It has sum of scores of respondents on X-axis and comparison of the groups on Y-axis. Key is given with the graph to identify the difference in responses. The graph shows that students of control group faced difficulty in learning through non-contextualized text. The degree of difficulty level is almost the same in
comparison of degree of facilitation of contextualized text for experimental group students.

4.4 Discussion:

In modern age English language has taken central importance and has become focal point for all non-native countries. There have been so many researches around the world regarding teaching of English to improve the quality of teaching and inculcating the language skills among the students more effectively. To contribute to larger knowledge body, the researcher of this study has also added his share through empirical evidences. As English is a language that is comprised of four skills i.e. Listening, Reading, Speaking and Writing, the language is to be taught skill based. Focus of the study is writing of English for specific purposes and impact of contextualized text on students’ learning was analyzed. During teaching through non-contextualized text, the researcher observed anxiety and inability of students in either grasping the concepts or maintaining their interest in the class only because of text used for teaching. This became one of the reasons for selection of the area of study. As first step, researcher analyzed the need of Pakistani industry regarding communication skills as part of his MPhil. The study showed a grave need of contextualization, as practices in the Pakistani industry are different from what the students are taught in foreign authored books. The related literature reviewed by the researcher also proved the significance of the problem of the study. To narrow down a felt problem or a vague notion about what one wants to investigate into a researchable problem, population and variables have to be identified. Therefore the researcher selected Contextualized text as independent variable while Students’ writing skills, Students’ thinking skills
and Students’ appropriate social and ethical development as dependent variables. Socioeconomic status of the students was taken as attribute variable. To study the causal relationship among these variables the researcher selected the most appropriate population which was students studying the course of Business Communication at tertiary level in Pakistan. From the whole population the researcher selected the accessible population in order to maintain practicality and access till the end of the study which was all the public sector universities of Karachi. To make the sample more representative of the target population probability sampling procedure was adopted throughout the sample selection and group making. Simple random sampling technique was used at every step. “The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the sample. That is, for every pair of elements X and Y, X’s chance of being selected equals Y’s chance, in the selection of X in no way affects Y’s probability of selection”. (Gay. L. R, 2005).For experimental study, at least two groups were required therefore a single public sector institution was selected randomly without any bias or pre-set criterion. Subjects were selected who were registered in the course of business communication at undergraduate level. The most important aspect of every experimental study is randomization in selection of the subjects for the groups and the same was done by the researcher as well. Two groups were made for the experiment namely control group and experimental group. A neutral venue was selected to control extraneous variables that might affect the experiment. To ensure the subjects’ participation, the researcher offered incentives. Physical and teaching environment of both the groups were same. The researcher taught himself to note first hand observations rather than relying on someone else’s observations in case of any
other teacher teaching the subjects. Duration of the class and total teaching hours were in accordance with the HEC recommendations. Control group was taught first to avoid the Hawthorne effect. Contextualized text was developed by the researcher and expert opinion was taken from three subject specialists. The text was piloted then on sample like population and necessary changes were made as a result of pilot testing. Achievement test used as post-test was also piloted on the same population at the end of teaching process. Perception questionnaires were also developed and tested to get the perceptions of the students and teachers. Reliability of the questionnaires was estimated to obtain its coefficient.

After instrument development and pilot testing, the researcher selected the most suitable research design after thorough study of the research methodologies which was Simple Factorial Design; one of True Experimental Designs. Rationale of selecting this design was to take into account variables other than variables of interest. According to Donald Ary, Lucy Cheser and Asghar Razavieh “a factorial design is one in which two or more variables are manipulated simultaneously in order to study the independent effect of each variable on the dependent variable as well as the effects due to interaction among the several variables”. (Ary. D et al, 1990). Eighty students were randomly selected as sample for the study from the population, and then randomized forty in each group; control and experimental group. Control group was taught by foreign authored non-contextualized text used in regular teaching practice in the universities and experimental group was taught by contextualized text. Perceptional questionnaires were also administered on subjects of both the groups as well as teachers teaching English for Specific Purposes. Students’ learning was analyzed
Impact of Contextualized Text on Writing Skills of English Language

Through an achievement test that was based on the variables laid down as elements of learning.

Contextualized text is the independent variable of the study. The impact of the independent variable was observed on the dependent variables - Students’ writing skills, thinking skills and appropriate social and ethical development. In the study, socioeconomic status of the students is not the variable of interest for the researcher but it is an attribute variable that might affect the findings of the study. Therefore the researcher took it into account to make findings of the study more valid and credible. All the variables were operationalized and discussed in detail in chapter 3. All the data including results of achievement tests and the questionnaires has been analyzed in this chapter above. The results of the data analysis show existence of strong causal relationship between contextualized text and achievement of the students. The tests also suggest the two variables that are SES (Socio-Economic Status) and Students’ achievement in the test do not have any relationship. The achievement of the students in the test does not vary because of their socio-economic status. They also represent that SES does not have any effect with the treatment in the learning of the subjects. They imply that contextualized teaching is the only factor that impacts students’ learning of writing of English for specific/business purposes. The analysis of questionnaires suggests that there is a grave need of contextualization in teaching of writing for business purposes. Teachers of English for specific purposes perceived contextualized text more effective for teaching writing of English for business purposes. They were of the opinion that foreign authored text used for teaching the course in their institutions fail to motivate students for learning and developing the
required skills. Students of experimental group perceived studying through the text as fun. Because of contextualized text they were able to maintain their interest and motivation in the class and learning was fast and stable. Students of control group perceived learning through non-contextualized text as laborious, boring and hindrance towards their learning.

In the light of analyses given in this chapter it is evident that use of contextualized text impacts students’ learning positively and creates opportunities of not only swift learning but also applying the concepts on real-time problems. They also suggest that non-contextualized text fails to develop any ethical and social development among the students regarding the problem they study. This text also paves way for rote learning which hinders development of learners’ thinking skills. Conclusion and recommendations on the basis of the findings are presented in the following chapter.
Chapter 5

Conclusion and Recommendations

English language has become a common link among nations. As the world has become a global village, need of English language has been even grave especially for non-native countries. English is a language comprises of four skills. Listening and Reading are receptive skills while Speaking and Writing are productive skills. Writing is considered as a skill that does not come naturally and pupils have to learn this with conscious efforts. In order to teach writing skills in general and writing for business purposes in particular, one of the most important elements is the teaching process itself. The research has focused on contextualized teaching learning, popularly known as CTL. Being an experimental study, two randomly selected groups, control and experimental groups were taught through non-contextualized and contextualized texts respectively. The effect of contextualized text was analyzed on the variables of the study. The variables are: Students’ writing skills, thinking skills and social and ethical development while students’ socio-economic status (SES) was taken as attribute variable. Findings of the have been discussed below.

5.1 Findings

Findings of the study are based on the analysis that was done on the data found as a result of the experiment. The findings also contain perceptions of the students as well as teachers who are teaching English for business purposes. Statistical data analysis was done through SPSS 18. First thing to find out was reliability of the tool. This was tested and the tool i.e. contextualized text was found to be reliable and
consistent. The test has been discussed in chapter 4 in detail and figures 4.1 and 4.2 show consistency of the tool. This is a comment on the validity of the text used in the classroom for teaching.

Relationship between contextualized text and students’ learning was tested and the findings suggest that a strong positive relationship between these variables exists. This finding suggests that students’ learning depends significantly on the selection of text used for teaching. If a non-contextualized text is used for teaching writing skills for business purposes, they tend to achieve less learning as compared to those who are taught through contextualized text. Writing skill is one of the most difficult skills in the language and for teaching this skill the most important and powerful tool that a teacher might have is the text. Therefore teacher needs to select the text intelligently in order to facilitate students’ learning and interest.

The researcher has selected simple factorial design for the study to study the effects of attribute variable as well on the dependent variables. In case of this research, SES was the attribute variable and therefore it was necessary to find out the relationship between SES and students’ learning. Students’ SES could not be controlled and this is the reason why it was important to be tested. There might me some impact of this attribute variable and the researcher might assume this change in students’ learning an impact of contextualized text only. This may lead to inappropriate analysis of the data as well as misinterpretation of the findings. The statistical data found shows that there was no significant relationship found between students’ socio-economic status and their learning. This finding signifies that improvement in students’ learning is because of the treatment and no other factor has
any effect on this. This also is an acknowledgement using a valid tool as treatment.

During the whole process of sample selection and group making, randomization was used to make the selection more credible and valid. Both the groups were taught by the researcher himself for firsthand observations. Duration of the course was in accordance with the directives of Higher Education Commission of Pakistan. Variables of the study are: Learners writing skills, thinking skills, social and ethical development and their socio-economic status (SES). Out of these variables, first three are dependent variables while SES is taken as attribute variable. Impact of contextualized text was analyzed on these skills. Role of SES was never ignored and with every variable SES was also taken tested regarding impact on students’ learning. The researcher used simple factorial design as research methodology for the study.

5.2 Objectives of the Study

Following are the objectives that were set in the beginning of the study and the evidences whether these objectives have been achieved.

5.2.1 Objective 01:

First objective of the study was to measure the relationship between contextualized text and students’ writing skills. Table 4.1 in chapter 4 shows relationship between the treatment i.e. contextualized text and the variables. The estimated co-efficient of correlation is 0.958 in the table signifies existence of strong relationship between contextualized text and achievement of the students. Table 4.9 which is analysis of variance shows difference between groups is higher than the difference within group and hence the obtained F ratio explains the mean of
experimental group is greater than the mean of control group. Therefore the test shows that the students taught through contextualized text improved their writing skills significantly than those taught through non-contextualized text. This suggests that the first objective of the study has been achieved.

5.2.2 Objective 02:

Second objective of the study was to measure the relationship between contextualized text and students’ thinking skills. Table 4.1 shows strong relationship shows strong relationship between contextualized text and the variables of the study. Table 4.6 and its analysis suggest that contextualized teaching is the only factor that impacts students’ learning of thinking skills. Hence second objective has also been achieved.

5.2.3 Objective 03:

Third objective of the study was to measure the relationship between contextualized text and students’ social and ethical development. Table 4.7 in chapter 4 shows difference between groups is higher than the difference within group and hence the obtained F ratio explains the mean of experimental group is greater than the mean of control group. Therefore the test shows that the students taught through contextualized text enriched their social and ethical development significantly than those taught through non-contextualized text. This clearly suggests that this objective of the study has been achieved.
5.2.4 Objective 04:

Objective number four was to measure the relationship between students’ socio-economic status and their writing skills by teaching through contextualized text. Table 4.10 which was result of Test of between Subjects Effects for 2 Way ANOVA suggests that socio-economic status (SES) does not have any effect with the treatment in the learning of the subjects. It suggests that contextualized teaching is the only factor that impacts students’ writing skills. This signifies that fourth objective of the study has been achieved.

5.2.5 Objective 05:

Fifth objective of the study was to measure the relationship between students’ socio-economic status and their thinking skills by teaching through contextualized text. Table 4.6 that is Test of between Subjects Effects for 2 Way ANOVA shows that socio-economic status (SES) does not have any effect with the treatment in the learning of the subjects. It suggests that contextualized teaching is the only factor that impacts students’ learning of thinking skills. Hence proved that objective 05 has also been achieved.

5.5.6 Objective 06:

Sixth objective of the study was to measure the relationship between students’ socio-economic status and their social and ethical development by teaching through contextualized text. Table 4.8 that is Test of between Subjects Effects for 2 Way ANOVA) shows that socio-economic status (SES) does not have any effect with the
treatment in the learning of the subjects. It suggests that contextualized teaching is the only factor that impacts students’ social and ethical development.

5.2.7 Objective 07:

Seventh objective of the study was to provide empirical evidences of teaching Writing Skills of English as Second Language through contextualized text. This research has provided practical evidences for teaching writing skills through contextualized text. It has provided detailed literature and analysis of the data collected to prove the point and hence this objective is assumed to be achieved.

5.2.8 Objective 08:

Objective No. 8 was to provide empirical evidences of development of students’ thinking Skills by teaching through contextualized text. Chapter 4 provides detailed empirical evidences of regarding development of thinking skills through contextualized text and therefore this objective has also been achieved.

5.2.9 Objective 09:

Ninth objective of the study was to provide empirical evidences of students’ social and ethical development by teaching through contextualized text. Detailed analysis of the data got after the experiment provides enough empirical evidences for the development of students’ ethical and social development by teaching through contextualized text and hence ninth objective has been achieved.

5.2.10 Objective 10:

Tenth objective was to provide curriculum developers of English tested suggestions regarding contents of teaching Writing Skills for business purposes at tertiary level. This whole study revolves around the contents and the contextualization of the text used for teaching Writing Skills for business purposes. Recommendations
in the end also include some workable suggestions for curriculum developers and teachers regarding contents for writing skills to be taught for business purposes.

5.2.11 Objective 11:

Eleventh objective of the study was to find hindrances in teaching Writing Skills of English through contextualized text. In the process of the experiment and especially while taking data from the teachers through perception questionnaires it was revealed there is more than one factor involved that hinder teaching through contextualized text. Most importantly unavailability of contextualized text in Pakistan makes it so difficult for teachers to use contextualized teaching learning. Lack of appropriate training is another hindering cause towards contextualization of teaching of writing skills. Teachers are not sufficiently trained in this field and therefore are unable to use this technique up to its optimum. Another issue is willingness of the administration of institution towards experimenting. The authorities generally do not let the teachers concerned experiment in this field and therefore they don’t try contextualization. Another problem is lack of appreciation or incentives for such teachers who take a step forward and work for skill development of the students. These and many others hindrances have been revealed during the research that restrict teaching of writing skills through contextualized text in Pakistan.

5.2.12 Objective 12:

Twelfth objective of the study was to provide practical implications to make teaching Writing Skills of second language through contextualized text smooth in Pakistani context. The researcher has put forth some recommendations in the end of this chapter that offer some practical implications to make teaching of writing skills better in Pakistan.
5.2.13 Objective 13:

Thirteenth objective of the study was to open new vistas for further researches in the field of English Language Teaching. In the end of this chapter the researcher has provided certain areas where further researches are needed as a result of this study.

5.2.14 Objective 14:

Fourteenth objective was to provide research in Pakistani context regarding learning of Writing Skills of English as a Second Language through contextualized text. This study has provided all the teachers and researchers in the field of English Language Teaching in general and teaching of writing skills in particular an authentic and tested document regarding use of contextualized text in Pakistani context.

5.3 Research Questions

Besides the objectives there were three research questions of the study as well. Let’s examine whether the questions of the research have been catered or not.

5.3.1 Research Question 1:

Does teaching Business Writing through contextualized text develop writing skills in the learners at tertiary level?

This question has been answered in detail through the analysis of the data. Table 4.9 shown in chapter 4 suggests that the students taught through contextualized text improved their writing skills significantly than those taught through non-contextualized text. Hence answer to this research question 1 is that teaching business writing through contextualized text develops writing skills significantly in the learners at tertiary level.
5.3.2 **Research Question 2:**

Does teaching Business Writing through contextualized text develop thinking skills in the learners at tertiary level?

Second research question has been discussed in detail in the shape of table 4.6 in chapter 4 which suggests that contextualized teaching is the only factor that impacts students’ learning of thinking skills in the experiment and answers this question.

5.3.3 **Research Question 3:**

Does teaching Business Writing through contextualized text incorporate appropriate ethical and social development in the learners at tertiary level?

Third research question has been answered in chapter 4 while discussing table 4.7 that suggests that the students taught through contextualized text enriched their social and ethical development significantly than those taught through non-contextualized text. Hence the question has been answered in detail.

5.4 **Hypotheses:**

Besides the objectives and the research questions, the study has some hypotheses as well and it is important to see the acceptance or rejection of these hypotheses. Let’s see them one by one.

1. $H_1$: Contextualized text facilitates learners in developing thinking skills than that of non-contextualized text.

   $H_0$: Contextualized text does not facilitate learners in developing thinking skills than that of non-contextualized text.
First hypothesis of the study was proved through tables 4.5 and 4.6 which suggest that contextualized teaching is the only factor that impacts students’ learning of thinking skills and therefore $H_1$ is accepted. Detailed analysis of the table and the hypothesis is given in chapter 4.

II. $H_1$: Contextualized text facilitates learners’ appropriate social and ethical development than that of non-contextualized text.

$H_0$: Contextualized text does not facilitate learners’ appropriate social and ethical development than that of non-contextualized text.

Second hypothesis was discussed through tables 4.7 and 4.8 which suggest that the students taught through contextualized text enriched their social and ethical development significantly than those taught through non-contextualized text. This clearly suggests acceptance of $H_1$. Detailed discussion of the hypothesis is given in chapter 4.

III. $H_1$: Contextualized text facilitates learners in learning writing skills of English for business purposes than that of non-contextualized text.

$H_0$: Contextualized text does not facilitate learners in learning writing skills of English for business purposes than that of non-contextualized text.

Third hypothesis was discussed in chapter 4 through tables 4.9 and 4.10 which show that the students taught through contextualized text improved their writing skills significantly than those taught through non-contextualized text. Detailed analyses of the tables are given in chapter 4. This clearly signifies acceptance of $H_1$.

IV. $H_1$: Socioeconomic status, along with independent variable impacts dependent variables significantly.
Hₐ: Socioeconomic status, along with independent variable does not impact dependent variables significantly.

Forth hypothesis was tested and discussed in chapter 4. Tables 4.6, 4.8 and 4.10 suggest that SES does not have any effect with the treatment in the learning of the subjects. It suggests that contextualized teaching is the only factor that impacts students’ learning of thinking skills, writing skills and their ethical and social development. Hence null hypothesis is accepted which leads to the conclusion that socioeconomic status, along with independent variable does not impact dependent variables significantly.

This study was an attempt of working on contextualized text for English Language in general and English for business purposes in particular. This experimental study was conducted as an effort to produce some empirical evidences if idea of contextualization workable in Pakistani setting and to what extent. It was also an endeavor to encourage scholars and English Language Teachers to go for contextualization in the field of ELT to make learning more effective and quick for the learners. Statistically tested data supports the idea that introduction of contextualized text develops students’ writing skills, thinking skills and ethical and social development quicker and more effectively than that of foreign authored text. This has been need of the time in Pakistan especially for curriculum developers and academic administrators to now change gear and start adopting newer and better methods and techniques for teaching. It was also an attempt to provide tested and authentic literature in the field of contextualized teaching learning especially in local context so that the researchers of education and applied linguistics can make use of it for further
research. The study tried to also find out the hindrances that teachers face in developing and executing contextualized text in their classes. This document can be used as a reference for those who are a part of academic administration to create willingness among them for adopting a new approach of teaching in Pakistan. Globally the idea of contextualized teaching learning is not absolutely new but in a developing country like Pakistan where curricula are hardly revised, it is comparatively new study that has been conducted and presented with empirical evidences.

The study does not only emphasize on students’ writing skills but also their thinking skills. This is one of the most neglected areas in education in Pakistan. Most of the education on Pakistan revolves around the norms that have been followed for many years. In order to produce well rounded human resource the educators have to come out of their shells and think out of the box. This is also an effort to make them realize that development of thinking skills in students is not impossible. They just have to work intelligently and with a clear vision. It’s easier said than done but then someone has to come up and break the shackles. One can say that the first stone has been casted. Now the researchers and educators in this part of the world cannot come up the excuse of unavailability of the related literature in local context or the work being impossible in Pakistan. The study was conducted on students of a public sector university therefore this cannot be used as a reason now that such complicated issues and skills can be worked on only with private sector university students. Every test that was conducted on the data involved impact of socioeconomic status of the students as well and the tests proved that this factor has almost no impact, if any, on students learning of the skills. The learning occurred only through and because of
contextualized text that was administered during the experiment. Gates are now open for all the researchers and educators to explore as much as they can.

5.5 **Recommendations**

Keeping in view the findings of the study the following recommendations can be put forth:

- Students of English Language at tertiary level should be given an opportunity for contextualized learning through introducing contextualized text.

- Academic administrators should be trained and authorized to not only handle new ideas but also giving room for novice approaches like CTL.

- Skill based teaching especially for English Language Teaching should be made mandatory.

- More orientation and training on skill based teaching is required from the government to be offered. There have been some efforts by some private agencies like EDLINKS more of such efforts are needed at tertiary level as well.

- Thinking skill is to be recognized by the educators as a skill that has to be developed among the students. This requires training sessions and proper faculty counseling. Thus extensive training in this regard has to be offered and to be made mandatory for the faculty members.

- Ethical and Social development in the students should be taken seriously. Merely making it a part of curriculum for English will not serve the purpose. Concrete steps are to be taken by government bodies
looking after curriculum development in this regard for the execution of this area.

- Teacher Education has to start thinking about teaching through contextualization. Teacher Education institutions need to include this as a core area of concern. Policy makers should make it mandatory for all such institutions to include CTL as part of their curriculum.
- In-house training sessions should also be conducted by all the universities as pre-requisite by HEC-Pakistan in the area of CTL.
- Sufficient facilities should be available to all public sector business schools in the field of CTL.
- All faculty members in public sector universities should be compelled to discuss the objectives of skilled based teaching.
- Incentives should be announced and given to all faculty members who initiate the idea of Contextualized Teaching Learning so that this can be encouraged.
- It should be compelled by the HEC to all universities to submit an academic audit report in general and skill based teaching through CTL in the field of ELT in particular failing of which may lead to a penalty to the overall ranking of the university.
5.6 Further Research

There is always need for further research. This study may open vistas for further research. Some of them are as under:

- Research can be conducted on comparison of teaching methodologies of teaching writing skills at tertiary level. It can be a comparison of lecture method and simulation technique to explore the appropriate methodology.
- Research can be done on curriculum development of English taught at tertiary level as skill base teaching in order to explore ways of curriculum development in the field of ELT.
- This study can be a point of departure for another research of teaching vocabulary through CTL.
- Same research can be replicated with required modifications on other skills like speaking, reading and listening skills.
- Research can be conducted on contextualization of other courses like Management, supply chain etc at undergraduate level.
- Research can be conducted by changing the variables of this study and exploring appropriate ways of teaching methodologies keeping the content fixed.
- Same research can be conducted on private sector university students to see the impact of CTL on these students.
- A survey can be conducted on teacher training programs run in the country and its implications on students’ learning.
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Appendix A:

Perception Questionnaire for Students for Experimental Group

Instructions

- Please read the questions carefully.
- Tick one of the options that you prefer given under each question
- You are free to choose any one option. Please do not choose more than one option for each question.
- Feel free to contact the teacher in case of any confusion while filling up this questionnaire.

1. Familiar situation used for teaching business writing in the class helped me in understanding the application of the concepts.

   [ ] Strongly Agree [ ] Agree [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

2. My interest level in the class remained high, consistently, throughout the course because of the use of local context examples in the text.

   [ ] Strongly Agree [ ] Agree [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

3. Use of vocabulary already known to me made it easy to comprehend the topics taught in the class.

   [ ] Strongly Agree [ ] Agree [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree

4. I enjoyed reading the text used for teaching throughout the course because of its easy language.

   [ ] Strongly Agree [ ] Agree [ ] Undecided [ ] Disagree
   [ ] Strongly Disagree
5. This course enabled me developing my writing skills for business purposes quickly.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

6. The text used for teaching forced me to think rather than to memorize.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

7. Tasks that were comprised of local situations given to me throughout the course, developed my personal association with the problems which resulted in my social and ethical development

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

8. Teaching throughout this course urged me to memorize the text for better performance.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

9. Language used in the situations provided in the text was very difficult to understand.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

10. In most of the classes I found it difficult to stay till the end.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree
Demography

Name: ___________________________ Reg. No: _______

- School from where you passed your matric exam:
  ___________________________

- Parents’ Income Group:
  a) Less than 20,000  b) 20,000 – 30,000  c) 31,000 – 40,000  d) 41,000 – 50,000  e) More than 50,000

- Your residential Address:
  ___________________________

- Do you have your own laptop?
  a) Yes  b) No

- Have you ever attended any English Language Course for Business Purposes?
  a) Yes  b) No

Thank you for your time
Appendix B

Perception Questionnaire for Control Group

Instructions

- Please read the questions carefully.
- Tick one of the options that you prefer given under each question
- You are free to choose any one option. Please do not choose more than one option for each question.
- Feel free to contact the teacher in case of any confusion while filling up this questionnaire.

1. Foreign adopted situations used for teaching business writing in the class helped me in understanding the application of the concepts.

   □ Strongly Agree   □ Agree   □ Undecided □ Disagree
   □ Strongly Disagree

2. My interest level in the class remained high, consistently, throughout the course because of the use of foreign context examples in the text.

   □ Strongly Agree   □ Agree   □ Undecided □ Disagree
   □ Strongly Disagree

3. Vocabulary used in the text made it easy for me to comprehend the topics taught in the class.

   □ Strongly Agree   □ Agree   □ Undecided □ Disagree
   □ Strongly Disagree
4. I enjoyed reading the text used for teaching throughout the course because of its easy language.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

5. This course enabled me developing my writing skills for business purposes quickly.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

6. The text used for teaching forced me to think rather than to memorize.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

7. Tasks that were comprised of foreign situations given to me throughout the course, developed my personal association with the problems which resulted in my social and ethical development.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

8. Teaching throughout this course urged me to memorize the text for better performance.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

9. Language used in the situations provided in the text was very difficult to understand.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree
10. In most of the classes I found it difficult to stay till the end.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

Demography

Name: ________________________________  Reg. No: ________

- School from where you passed your matric exam:

- Parents’ Income Group:
  a) Less than 20,000  b) 20,000 – 30,000  c) 31,000 – 40,000  d) 41,000 – 50,000  e) More than 50,000

- Your residential Address:

- Do you have your own laptop?
  1. Yes
  2. No

- Have you ever attended any English Language Course for Business Purposes?
  c) Yes
  d) No

Thank you for your time
Appendix C

Perception Questionnaire for Teachers

Instructions

- Please read the questions carefully.
- Tick one of the options that you prefer given under each question
- You are free to choose any one option. Please do not choose more than one option for each question.
- Feel free to contact the researcher in case of any confusion while filling up this questionnaire.

1. Foreign adopted situations available in the text used for teaching business writing in the class instead of local cases make it difficult for my students to understand the application of the concepts.

   [ ] Strongly Agree  [ ] Agree  [ ] Undecided  [ ] Disagree
   [ ] Strongly Disagree

2. The foreign authored text used for teaching Business Writing in my class develops in students, expertise and skill of when and how to apply in local context what has been learned.

   [ ] Strongly Agree  [ ] Agree  [ ] Undecided  [ ] Disagree
   [ ] Strongly Disagree

3. The text used for teaching business writing in the class makes it difficult for me to keep my students highly motivated.

   [ ] Strongly Agree  [ ] Agree  [ ] Undecided  [ ] Disagree
   [ ] Strongly Disagree

4. Vocabulary used in the text made it difficult for the students to comprehend the topics taught in the class.

   [ ] Strongly Agree  [ ] Agree  [ ] Undecided  [ ] Disagree
   [ ] Strongly Disagree
5. The students remain disinclined towards reading the text used for teaching because of its unfamiliar language.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

6. The foreign situations in the text used for teaching business writing in the class enable the students only for the acquisition not the active application of knowledge and skills.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

7. The text used for teaching forced the students to memorize rather than to think.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

8. Tasks that were comprised of foreign situations given to the students developed their personal association with the problems which resulted in their social and ethical development.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

9. Teaching through the foreign authored text urged the students to memorize for better performance.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree

10. Language used in the situations provided in the text was very difficult to understand.

☐ Strongly Agree  ☐ Agree  ☐ Undecided  ☐ Disagree
☐ Strongly Disagree
Demography

- Name: __________________________________________________________

- Institution: ______________________________________________________

- Qualification: ____________________________________________________

- Teaching Experience (Tertiary level): _________ years

Thank you for your time
Appendix D

Achievement Test

Max. Marks: 75
Time: 3 hours

Attempt all questions
Understanding the question is a part of the test so do not ask invigilator

(10 Marks)

Q.1 Situation
You are the Vice Chancellor of your university. The Higher Education Commission (HEC) announced the current ranking of the universities of Pakistan and your university was among top five universities of the country. You arranged a lavish dinner with all employees including faculty members and academic heads to celebrate the success. Everyone showed enthusiasm and promised to work with the same diligence to make the university the top university of the country. But after a couple of months you noticed that the motivation level of most of the faculty members has gone down and they have become careless in their duties. It was so frustrating for you and you decided to communicate your concerns regarding this situation with all the faculty members through a memo.

Requirement
Write an interoffice memo to all faculty members showing your concern about the situation stated above. Note that you are communicating with the faculty members therefore use suitable tone. Also note that this is your first memo regarding this issue not a final warning letter. (Assume necessary details)

(12 Marks)

Q.2 Situation
Assume yourself the Senior Regional Manager Sales of PAK Qatar Takaful. PAK Qatar Takaful is considered as the pioneer of Family Takaful in Pakistan and has presence in all major cities of Pakistan. Your department is the backbone of your company. You have several teams working under you. You hired some fresh sales officers in your teams working in all parts of Karachi. These fresh officers had to undergo a probation period of 6 months after which they were offered a permanent position. Among these, you observed one sales officer namely M. Ali Ahmed who worked extraordinarily and achieved all the targets given to him by his team leader. You personally monitored the performance of these newly hired staff and decided to recommend Mr. M Ali Ahmed for promotion right after his completion of the probation period.
Although every new induction in your company needs to complete minimum of 2 years before the promotion, performance of Mr. Ahmed made you think of recommending him for out of turn promotion.

**Requirement**
Your task is to write a letter of recommendation to the CEO of your company recommending Mr. M Ali Ahmed for the promotion to the position of Senior Sales Officer. (Assume necessary details and use appropriate format)

(12 Marks)

**Q3. Situation**
You are Manager Operations of Sardar & Sons (Pvt.) Ltd. Your company is distributing multimedia projectors, overhead projectors and other such equipment all over Pakistan. The company receives large orders and enjoys good reputation in the country. You received an order of 100 multimedia projectors with screens from a newly established campus of a private university in Karachi. All the documentation regarding the deadline of supplying the order and other necessary arrangements had been done. Both the parties had come to a formal consensus about the delivery date but after that you received another huge order from a PTCL. This new order was even bigger but the delivery date was earlier than the order given by the university. You don’t want to miss this order and therefore your company has decided to delay the first order and keep the order of PTCL on top of your priority list. You, being the Manager Operations, have been asked to communicate with the university management and handle them.

**Requirement**
Write a letter telling the university management about the delay in their order. Analyze this unusual scenario and adopt appropriate tone. (Assume necessary details.)

(12 Marks)

**Q4. Situation**
You are working as Head of Corporate Accounts in City Bank. Your responsibility is to look after corporate clients and their accounts. You have received a loan application from Naqshbandia Industries (pvt.) Ltd. Seeking for the Loan of Rs. 50 billion. Now you have a situation. You cannot grant them such a heavy loan at the moment. On the other hand you cannot refuse them straight as they can go to your competitor and can get trapped. As a result your bank can lose business and a big client forever.
**Requirement**
Write a letter of refusal after analyzing the situation. Note that your analysis and decision to address the client in a technical way is important so that you can have a win-win situation.

(12 Marks)

**Q5. Situation**
You are Director of TCF. It is a non govt. organization working for poor children’s education. All their schools are located in urban slums and rural areas of Pakistan. These are areas characterized by extreme poverty, where people neither have the means nor access to quality education. TCF works on generous donors and charity of common citizens. Your foundation has now run short of finances and therefore you cannot hire more teachers. You have two options. One is to compromise on standard of education and hire teachers that are either untrained or under qualified. Second option is to contact school teachers and their heads to invite them to volunteer for this noble cause. After a detailed meeting with your executive committee, you have decided to go for the second option. It was decided in the meeting that you, being the director of TCF will contact schools of good repute in Karachi and convince them to be a part of your team. The problem is that all your schools are in such areas where these volunteers hesitate to go and you expect some resistance.

**Requirement**
Your task is to write a letter to convince these teachers and their heads to volunteer and teach in your schools. Your tools of persuasion are important so use them intelligently.

(12 Marks)

**Q6. Situation**
You are Head HR and Company Secretary of FAP (Fauji Akber Portia Marine Terminals Limited). The Terminal provides complete Supply Chain Management solutions for ship berthing, unloading, storage and bagging of all types of grains, cereals, oilseeds and fertilizers. Located at Port Qasim Authority, the 2nd largest Sea Port in Pakistan and 35 Km away from the city of Karachi, FAP’s dedicated 300 meters long jetty can cater for vessels up to 75,000 tons DWCC (dead weight cargo capacity), 12.8 meters draft, 230 meters LOA and 43.5 meters beam. Since the commencement of operations in 2010, Fauji Akbar Portia Marine Terminal (FAP) has revolutionized the handling of dry cargo imports and exports in Pakistan and in doing so has raised operations up to international standards. A year back your company decided to adopt complete automation so that you can make full use of the technology. Your company has invested heavily on this automation. But this
news created some kind of insecurity in the workers. They reacted against it and stopped working. They agitated and created a scene to get the media’s attention on this issue.

**Requirement**

You are asked by your CEO to analyze the situation and submit a complete report. Your task is to write an analytical report regarding the issue that can be submitted to the CEO of your company.
M Khaliq & Co
A101-II PECHS, Block-6
00922137654321
www.mkc.com.pk

To,
The CEO
Kamal & Sons (pvt.) Ltd.,
Karachi
SUBJECT:  Delay in your order

Dear Sir,

With regrets I inform you that your order for multimedia projectors that we were to deliver in April cannot be delivered on the deadline. As there has been a lot of workload on us because we had a bigger order than you from a very big company and we did not want to refuse them. I am sure you understand the problem.

We can deliver your order earliest by June. We are sorry for any inconvenience caused but we hope that you understand the importance of a big order for us. We are already charging you lesser amount as compared to our competitors; we can give some more concession on account of this delay.

We welcomes any query as we consider our customers like you. You have been a valued customer for us and we value you. We alway facilitate our customers and have been delivering the orders on time. Please forgive us this time, next time we will not give you any chance. If you want you can contact us.

Best regards,

Mr. Abdul Khaliq
CEO
Q8. Choose the best option

1- Which of the following sentences contains the strongest and most effective wording?

a) “Given the parameters of the situation, the most propitious choice would be to make adjustments in certain budget areas”
b) “we need to cut the operating budget by 12 percent or profits will plummet”
c) “someone is going to need to do some budget cutting around here or heads will roll”
d) “perusal if budgetary figures reveal that a 12 percent reduction in operations is called for if we are to save off a negative impact on profits”
e) “we need to tread cautiously if we were to better our fortune”

2- Business correspondence is one of the most common forms of communication. It is so common that people often neglect to write letters carefully, and as a result, inadvertently antagonize customers, business partners and potential clients. How can one write an “effective” business letter?

a) By conveying the subject to the intended audience in most concise way
b) By conveying the subject to the intended audience in most emotional way
c) By conveying the subject to the intended audience in such a way that the writer’s purpose is achieved.
d) By conveying the subject to the intended audience in most economical way
e) By using an attractive material

3- Nonverbal communication signals can completely alter the message that you communicate. In response to an idea Saleem states during a meeting, Nouman makes a “thumbs up” gesture. Nouman’s action

a) Controls and regulates the communication taking place
b) Contradict Saleem’s expressed idea
c) Serves as a substitute for saying “I like your idea”
d) Indicates that the idea is offensive
e) Restricts the communication
4- Whether you are speaking, writing or listening, communication is more than a single act. It is a chain of events that can be broken into five phases with feedback as the last phase. Feedback is the receiver’s response to a message; it can take a number of verbal and nonverbal forms. Which of the following is not a good way to give constructive feedback?

a) Focusing on particular behaviours; feedback should be specific rather than general
b) Keeping feedback impersonal and job related.
c) Using “You” statements; make clear where the employee is wrong
d) Making feedback will timed; there should be only a short interval between the recipient’s behavior and the feedback
e) Focusing on the aspects the receiver can do something about

5- The medium is the means to convey the message. To physically transmit your message you select a communication medium. Which of the following demonstrates use of an inappropriate communication medium?

a) Alia prepares a long memo to explain a complicated new procedure to employees in her unit
b) A supervisor sends an email message to all employees announcing a company picnic
c) A manager sends an email message to an employee telling the employee he or she is being fired.
d) The lead operator on the assembly line orally lets his boss know about an equipment problem
e) Mona invites one of her subordinates to congratulate him regarding his promotion.

6- A claim letter is request for an adjustment. When writers ask for something to which they think they are entitled (such as a refund, replacement, exchange or payment for damages), the letter is called the claim letter. What kind of communication medium is better for making a claim?

a) A phone call
b) A personal visit to the organization to which you are making the claim
c) An email
d) A letter
e) A fax
7- Naheed was asked to prepare a six minute speech for presenting before her sociology class the following week. She followed carefully the advice she had been given on preparing speech content. She analyzed the audience and gathered material. In spite of her preparation, her audience did not respond with interest or an enthusiasm. One listener remarked, “Naheed, you did not seem to be interested what you were saying, I had a hard time forcing myself to listen”. Which of the following factors did Naheed not take care of?

a) She did not put enough effort on putting attractive language
b) She did not align her nonverbal communication
c) She did not meet the emotional needs of the audience
d) She did not analyze the audience properly
e) She had an arrogant attitude

8- To communicate your purpose effectively, you need to understand the audience. Which of the following questions is least likely to help you analyze your audience?

a) What medium is most efficient?
b) How will the reader use the document?
c) What will the reader’s initial reaction be to the message?
d) How much information does your reader need?
e) What is the educational level of your audience?

9- Which of the following statements is not true?

a) Smiling while talking on the telephone has no impact on how one may sound
b) Body language, facial expressions and vocal characteristics are easier to control than words.
c) Eye contact is so important in face to face communication that averting one’s gaze can lead an audience to find negative meaning even in a message with positive wording
d) In Business Communication, physical gesture can reinforce words
e) We need to work at developing effective listening skills for success in business
10- Understanding the audience is often a more challenging task. It requires the cultivation of a “You” or “Reader Oriented” attitude. Understanding audience and making the message acceptable to them is very important in making the communication successful. The first step in adapting your message to the reader is

a) Researching the situation about which the reader wants to know
b) Forming a mental picture of what the reader is like
c) Outlining the logical development of the message
d) Deciding on the company goal to be served
e) Deciding what kind of vocabulary to use

11- Recently you have received an order from one of your old clients. His previous record suggests that he delays payments. Hence, you do not want to supply goods to him. Which of the following phrases should not be used in the close of the letter refusing your old client’s order?

I. Enclosed is the list of latest products”
II. “I trust our decision is satisfactory”
III. “if you have further questions, please write”
IV. “we hope you will continue to do business with us”

a) Only I
b) Both I and II
c) Both I and III
d) I, III and IV
e) II, III and IV

12- Writing the message often aims at diverse audience. Which of the following should be considered while writing a message to a diverse audience?

a) Write to the least educated readers
b) Write to the highest level educated readers
c) Write to the middle-level educated readers
d) Write several different messages—one for each level reader
e) Write the message keeping in view your educational level
13- A memo is a written message designed to provide a quick convenient way for personnel to communicate with each other in the organization. The prerequisite of a good memo is, it should

a) Be of at least a full page in length
b) Include a salutation and a formal close
c) Use a formal, businesslike tone
d) Stick to a single topic
e) Use flowery language

14- Whether you are speaking, writing or listening, communication is more than a single act. It is a chain of events that can be broken into five phases. Which of the following is not a phase in the communication process?

a) The sender has an idea
b) The receiver has an idea
c) The idea becomes a message
d) The message is transmitted
e) The receiver gets the message

15- While preparing a message to be transmitted the fundamental question to be asked is, “is the message understandable by the intended receiver?” If your answer is yes, you can proceed further with the formulation of the message.

The process of selecting and formulating information to be transmitted in an understandable form, both to the sender and receiver is known as

a) Message selection
b) Encoding
c) Decoding
d) Medium selection
e) Feedback

16- Which of the following statement best reflects the “You Attitude”?

a) You failed to enclose a cheque for Rs. 5000/=  
b) We need a cheque from you for Rs. 5000/= so that we can send the order by May 15
c) We will send you the order as soon as we receive your cheque for Rs. 5000/=  
d) You will have your order by July 15 if you send us your cheque for Rs. 5000/= today
e) We have not received your cheque Rs. 5000/=  

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17- Select the sentence with the best positive emphasis

a) We failed to complete the process audit on time
b) We will complete the process audit by Friday
c) We haven’t completed the process audit
d) Because Mr. Ali’s incorrect figure on the project, we are not finished with the process audit.
e) We cannot complete the process audit on time as this is impossible to finish such a big task in short time

18- For Persuasive Messages, the best approach is to

a) Avoid the “You Attitude”
b) Get straight to the point
c) Emphasis how your audience will benefit
d) Open with the main idea and then provide supporting points
e) Use apologetic tone

19- It may be unethical to omit negative information from a recommendation letter if the

a) Information is well-known in the workplace
b) Information is true and relevant
c) Applicant asks you to do so
d) Position is a high-ranking one
e) It is not unethical to omit negative information in any case

20- Communication Process is said to be two way process when

a) Two people involved in the communication
b) There is return of communication in form of feedback
c) Two organizations involved in the communication
d) There barriers in the process of communication
e) Medium and channels are considered as two different steps of communication

----Happy Learning----
Appendix E

Randomly selected situations from the contextualized text used as treatment for teaching subjects of experimental group
Contextualized situation for teaching application of theory and concept of planning steps of writing for business

Situation:
You are a reputed corporate trainer of a famous consultancy firm namely Ace Consultancy and HR Solutions, with your headquarters in Karachi and sub-offices in Lahore and Islamabad. Your company offers training and HR solutions to large scale organizations and multinational corporations working in Pakistan. Your company has got a project of training General Managers and Chairpersons of public sector organizations including PIA, Pakistan Customs, Pakistan Steel Mills and Sindh Police. You have been selected as a senior resource person for the training along with a team of other trainers working as your team members.

Requirement:
You are unaware of the individuals expected to attend your training program. Your task is to plan for your sessions, keeping planning steps for communication in mind. Show all steps and mention how you will implement each step to this situation.

Intended Learning Outcomes:
At the end of this task the learners will be able to:

- Apply the concepts of Planning Steps of Writing for Business.
- Develop skills of Decision and Evaluation
- Develop skills of Coping and Organizing
Contextualized situation for teaching application of theory and concept of barriers to effective communication

Situation:
You are a famous corporate trainer of a reputed consultancy firm. You are working on a project of training the youth of Karachi regarding their self management. You are visiting a private university of Karachi offering degree programs at undergraduate and graduate level in the faculty of Social Sciences, Engineering Science & Technology and Education and Learning Sciences. On the training day, when you start your talk, you observe after a while that most students are not fully attentive to your talk. Your task is to pen down the factors that might have caused indifference among the audience. You are to give proposed solutions to these problems as well.

Intended Learning Outcomes:
At the end of this task the learners will be able to:

- Write with Comprehensiveness and Thoughtfulness
- Develop skills of Decision and Evaluation
- Develop skills of Problem Solving and Design
Contextualized situation for teaching writing of persuasive letters

**Situation:**

You are senior project manager of a software house working in Karachi namely **Paperless Technologies**. You along with your team have developed **Campus Management System** for universities and schools. Your company, after pilot phase of the software has decided to launch the product commercially by contacting management of different private universities and elite schools of Karachi. Since you have been a lead content writer, your COO has assigned you the task of writing letters to the perspective customers. **Your task** is to write only opening paragraph and interest section of the letter. Assume necessary details that you need to complete your task.

**Intended Learning Outcomes:**

At the end of this task the learners will be able to:

- Write Persuasive Letters
- Write with Comprehensiveness and Thoughtfulness
- Develop skills of Decision and Evaluation
- Develop skills of Problem Solving and Design
Contextualized situation for teaching proposal writing

Situation:

Virsa Hotel has been in operation for the last 45 years in Karachi situated in the heart of the city. The hotel offers dine-in and room facilities to the customers. It also offers venue for corporate meetings etc. But both exterior and interior ambiance of the hotel is not more captive for the customers as compared to the competitors. The management of Virsa Hotel thinks if the hotel is renovated, the demand would rise and invites proposals from reputable interior and exterior decorators through newspaper. Assume yourself the Assistant Creative Director at Karachi Decorators and draft a proposal for the management of Virsa Hotel in order to make it the source of attraction for both national and international customers. (Assume necessary details).

Intended Learning Outcomes:

At the end of this task the learners will be able to:

- Write Proposals in the form of Short Reports
- Write with Comprehensiveness and Precision
- Develop skills of Communication and persuasion
- Develop appropriate local cultural attributes
Contextualized situation for teaching writing of Adjustment Letters

Situation:

Jaffer Jee is a famous leather products manufacturing company operating for the last 125 years. They are famous for all sorts of leather luggage sets, hand bags and office leather items. They are considered as matchless in the country in their field and enjoy good reputation. Mr. Tariq Hassan, one of loyal customers of Jaffer Jee bought exquisite class leather brief case and requested engraving of his name in “Old English” font prominently. Sales staff delivered the bag packed in Jaffer Jee’s executive packing. M. Hassan left for a meeting in Islamabad the very afternoon. After opening the packing he found engraving of his name in “ordinary Aerial” font. It hurt him a lot and he immediately penned down the complaint letter showing his serious concerns.

Requirement:

As Customer Relations Manager, write a satisfactory reply to Mr. Tariq Hassan and win his confidence back. (Assume necessary details)

Intended Learning Outcomes:

At the end of this task the learners will be able to:

- Write Adjustment Letters
- Write with Brevity,Courtesy and Thoughtfulness
- Develop skills of Problem-solving and Design
- Develop skills of Coping and Organizing
- Develop appropriate social and ethical traits
Contextualized situation for teaching writing of Refusal Letters

**Situation:**
Iqra University (IU) is rank 1 university in private universities of Sindh. IU works for betterment of the students in order to transform them into well-rounded human resource. As a part of annual students’ week, IU has been arranging annual sports for the last six years. Karachi Gymkhana in order to support and to disseminate healthy activities in society has been providing their facilities during these years. This year IU requested Gymkhana as usual but Secretary Gymkhana has to decline the request for the reason that they have to hold an International program of Gymkhanas around the world during the same period. Assume yourself Secretary Gymkhana, Karachi and write a letter to Vice Chancellor IU. Use imaginary details.

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**Intended Learning Outcomes:**
At the end of this task the learners will be able to:

- Write Refusal Letters
- Write with Courtesy and Thoughtfulness
- Develop skills of Coping and Organizing
- Develop appropriate moral values
Contextualized situation for teaching writing of Refusal Letters against a Claim

**Situation:**
Assume yourself General Manager Sales & Marketing of Soni Corporation, Pakistan. Mr. Ahmed Ali who was getting married shortly visited your showroom and bought one digital video camera. Two months later you were surprised to see a complaint cum claim letter along with the camera and invoice from Mr. Ali who wants Soni Corporation to bear all expenses @ Rs. 250,000.00 of his honeymoon trip because the camera he bought malfunctioned and lost all the video shoots he had of his trip. According to him this is in compensation for “lost memories”. It has never been a policy of Soni Corporation to entertain such claims. However, you have the authority to opt for alternative solutions. Your task is to write a letter of refusal tactfully, using imaginary details.

**Intended Learning Outcomes:**
At the end of this task the learners will be able to:

- Write Refusal Letters against a claim
- Write with Precision, Courtesy and Thoughtfulness
- Develop skills of Negotiation and Conflict
- Develop skills of Problem-solving and design
- Develop skills of Coping and organizing
Contextualized situation for teaching writing of Persuasive Speeches

**Situation:**
You are Chief Operating Officer (COO) of General Tyres Ltd. It is a public limited listed company with majority shares held by Bibojee Services Ltd., Pak Kuwait Investment Company (Pvt.) Ltd. and National Investment Trust. The company deals in manufacturing of passenger car tyres, light truck tyres, truck and bus tyres, tractor tyres, rikhsaw tyres and motorcycle tyres. You have agreements with PAK Suzuki and Toyota Motors to use only General Tyres in their vehicles. This creates pressure on all the production staff of the company. You have observed that your team is not working fast enough to meet the deadline for the production that is given by one of your clients for the supplies of tyres. You have decided to call a general meeting and address all the staff members of production department. Your task is to prepare a speech that can motivate your staff to work hard.

**Intended Learning Outcomes:**
At the end of this task the learners will be able to:

- Write Persuasive speeches
- Write with Thoughtfulness and Comprehensiveness
- Develop skills of Communication and persuasion
- Develop skills of Exploration and Discussion
- Develop appropriate ethical association
**Contextualized situation for teaching writing of Letters of Recommendation**

**Situation:**
You are Senior Manager Marketing Department of Abdollah & Sons (Pvt.) Ltd. Your company is sole distributor of Atlas Honda Motorcycles in the Sindh Region. Your company has achieved consecutively for the last two times the honor of winning the rights of distribution of Atlas Honda. You have observed one of your staff members, Mr. Ahsan Ali Khan, working as Assistant Manager for the last five years, has proved himself as one of the most useful and able staff in the department among all. He bears almost all the qualities needed to be promoted except his qualification. He does not hold an MBA degree. Rather he is masters in English Literature.

**Requirement:**
Write a letter to the CEO of your company recommending Mr. Ahsan Ali Khan to be promoted to the position of Deputy Manager even if he lacks the prerequisite degree. Make letterhead and assume necessary details.

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**Intended Learning Outcomes:**

At the end of this task the learners will be able to:

- Write Letters of Recommendation
- Write with Precision, Comprehensiveness and Thoughtfulness
- Develop skills of Decision and Evaluation
- Develop skills of Opportunity and Initiative
- Develop objectivity and honesty
Contextualized situation for teaching writing of Reports

**Situation:**

The Higher Education Commission (HEC), as their vision of faculty development arranges faculty development and enhancement modules and workshops regularly. This year, Dean-Management Sciences of your university has decided to send one faculty member for the training workshop arranged by the HEC in Islamabad on “Teaching Methodologies for Teaching Management Science”. You are working as a lecturer and you have been instructed to attend the training. **Your task** is to write an informational memorandum report covering this two days workshop. (Assume necessary details)

____________________________________________________

**Intended Learning Outcomes:**

At the end of this task the learners will be able to:

- Write Informational Memorandum Reports
- Write with Comprehensiveness and Accuracy
- Develop skills of Communication and persuasion
- Develop objectivity and honesty
Contextualized case Study for analyzing a situation and deciding for appropriate strategies

Case Study

Most of the courier and cargo companies when they send their total consignments (load in their technical language) to a particular station, they do it with advance intimation by sending emails. (called pre-alert message in their technical language). Leopards Courier & Logistics was no exception to this procedure. (As industry developed in Pakistan, and more raw materials and other products were to be dispatched nationwide, the need for a courier service grew, and Leopards found itself fulfilling a bigger need-helping local industry grow. As a result of this business growth, Leopards has now expanded to over 1036 destinations for general clients express centers. At each of these express centers, Leopards employees have been trained and placed to help clients find services that best fulfill their needs. Currently, the company employs over 3000 couriers and 1000 express center employees). Whenever they send their load by evening flight to Islamabad, they send a pre-alert to Islamabad giving details of the load like, flight number, total number of bags, total weight of the bags etc. Night duty airport executive at Islamabad airport retreats the load and confirms the receipt of the load to the Karachi office.

The arrangement worked fine for months and even years. The airport executive continued to get the pre-alert messages and after retrieval of the load he continued to confirm the receipt of the load.
One night Mr. Akhtar who was at night duty at Islamabad airport observed that no pre-alert has been received from Karachi office. He tried calling the Karachi office but it was well past midnight and there was no response from Karachi office. The security guard on duty told Akhtar that nobody was available in the office and staff on duty had left already. Akhtar knew that generally Usman works in the night time. He tried calling on Usman’s mobile number but it was switched off. Akhtar had no other option accept calling the Assistant Manager of Operations-Karachi, Mr. Kamal. He tried contacting Usman but he experienced the same as Akhtar. This was a unique situation. He was concerned about what had happened. Kamal tried calling other operations staff to find out whether anybody knew Usman’s home. But none of them knew where Usman’s house was. Kamal was disappointed. Though he had disturbed a couple of staff members in the dead of the night, there was no much head way. Kamal was on the horns of a dilemma. “Should I defer the matter till early morning or settle right away?” After deliberating for couple of minutes, he chose the later. As a last resort, Kamal called Faisal, HR Executive. Kamal explained the situation to him and told him to go to the office and find out the address of Usman from the personal documents of his. By the time it was 01:20 hours and Faisal was shocked to find out that he was told to go to the office at that time of the night. Unwillingly, Faisal went to his office, pulled out personal documents of Usman and noted his address. Later he confirmed the address to Kamal. Kamal had no option but to commute 15 kilometers in order to go to Usman’s house. He reached Usman’s home at 02:45 hours. For Usman it was a strange experience to find out that his manager was
knocking at his door at well past midnight. When questioned why he did not send
the pre-alert, he just told that “today there was excess load in Karachi office and I
thought to send a pre-alert from home but when I reached home, internet was not
working and so I decided to send in the morning”.

Kamal was very infuriated by his answer. But his fate had stored a little more for
frustration for him as while returning home from Usman’s place, night duty petrol
corps caught him for driving his car without driving license.

Q. **Analyze the above case study carefully.**

- Comment on Kamal’s reaction to the situation. Your answer should lead to a
  logical conclusion.
- What should have been the right strategy?

**Intended Learning Outcomes:**

At the end of this task the learners will be able to:

- Analyze a problem
- Develop skills of Decision and Evaluation
- Develop skills of Problem-solving and Design
- Develop skills of Exploration and Discussion
- Develop skills of Communication and persuasion
- Develop sense of responsibility and anger management