

**Evaluating Strategies for Developing Generic Competence of the
Undergraduate Students: The case of universities in Lahore**



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**Evaluating Strategies for Developing Generic Competence of the
Undergraduate Students: The case of universities in Lahore**

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Doctor of Philosophy, at the Department of English, Faculty of Languages and Literature,
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DECLARATION

I, Muhammad Aslam, Registration No. 81-FLL/PHDENG/F14, a student of PhD (English) at the International Islamic University, Islamabad, hereby declare that, during the period of this study, I was not registered in any other degree programme and that this thesis has not been submitted for any degree or other purposes. The material produced in this thesis titled “Evaluating Strategies for Developing Generic Competence of the Undergraduate Students: The case of universities in Lahore” has not been submitted by me wholly or in part for any other academic award or qualification and shall not be submitted by me in future for obtaining any degree from this or any other university. I confirm that this is the original work of the researcher except where otherwise acknowledged in the thesis. I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of degree, the work may be cancelled and the degree revoked.

(Muhammad Aslam)

مَوْلَايَ صَلِّ وَسَلِّمْ دَائِمًا أَبَدًا
عَلَى حَبِيبِكَ خَيْرِ الْخَلْقِ كُلِّهِمْ
مَحَمَّدُ سَيِّدُ الْكَوْنَيْنِ وَالْثَّقَلَيْنِ
وَالْفَرِيقَيْنِ مِنْ عَرَبٍ وَمِنْ عَجَمٍ

**To the memory of
My blessed mother Ruqayya
and
father Rafique**

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LIST OF ABBREVIATIONS

BALEAP	British Association of Lecturers in English for Academic Purposes
EAP	English for Academic Purposes
EGAP	English for General Academic Purposes
CLIL	Content and Language Integrated Learning
ELT	English Language Teaching
ESAP	English for Specific Academic Purposes
ESP	English for Specific Purposes
HEC	Higher Education Commission
RGS	Rhetorical Genre Studies
SFL	Systemic-Functional Linguistics
SLATE	The Scaffolding Literacy in Academic and Tertiary Environments
TLC	Teaching- Learning Cycle

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ABSTRACT

Generic competence is vital for success in disciplinary studies at undergraduate level. While a lot of research has been conducted on academic genres in Pakistan and elsewhere, it remains less explored whether English is taught following a pedagogy based on genre studies for developing generic competence. With an exclusive focus on compulsory English taught at the undergraduate level in Pakistani universities, the purpose of this study was to address this question. The answer to this question was significant to unravel the problem of poor academic communication skills of the Pakistani undergraduates. For a sound theoretical stance on this problem, insights were taken from Halliday's (1978) theory of genre and Vygotsky's (1978) theory of socially mediated learning. The Sydney School pedagogy modelled on these theories was employed as a frame of reference for evaluation of the teaching strategies used in BS compulsory English classes. This appraisal was made by comparing the participants' perceptions with the classroom praxis. The participants were selected from the disciplines of English, Economics, Education, Mass communication, and Sociology from two public and two private general universities in Lahore. Perceptions based data was collected from 55 teachers and 1000 undergraduate students. Praxis based data was collected from eight classes from the sampled disciplines. Convergent mixed methods design was applied to collect both types of data through questionnaires and semi-structured observations conducted in two phases. Quantitative data was analyzed by statistical analysis and qualitative observation notes were summarized and interpreted in line with the predefined categories. The triangulated results indicated a partial convergence in the praxis and perceptions of the purposes, strategies, and learning resources for teaching BS compulsory English. The class observations brought to surface some unpredicted but related issues which included the use of bilingual guides/keys as course books, Grammar-Translation style of teaching English Literature, compulsory English as a redundant course, and teachers of English with irrelevant qualification. The study has significant implications for generic competence of multilinguals, discourse communities in the globalized Higher Education, Pakistani English for Academic Purposes, and applications of corpora and online resources. The study recommends university based professional development, Pak-TESOL for professional networking, competency based English courses, teaching of English Literature as a cross-disciplinary subject, adoption of CLIL (Content and Language Integrated Learning), availability of genre based authentic materials, and social-interactionist language teaching.

CHAPTER I. INTRODUCTION

Communicative competence in English is one of the important factors for educational, social, and economic progress in Pakistan. Learning English increases the economic value of the human capital produced by the universities. It is, therefore, considered a vital element in the set of competencies necessary for successful participation in the knowledge based economy (Seargeant & Erling, 2013). As a first step towards this end, English will have to be taught as an academic lingua franca to the incoming undergraduates.

For some, generic competence is part of communicative competence and implicitly acquired by members of an academic community like L₁ grammar (Giltrow & Stein, 2009). But in view of Biber (2006), when students begin studies at a university, they are exposed to a variety of spoken and written registers with discipline specific vocabulary and grammar. Using multi-dimensional analysis for analyzing register variations, he concludes that academic prose is a distinctive register with disciplinary variations within it. The learning of this register needs explicit support in form of English for Academic Purposes (EAP).

The explicit EAP support can have two specifications. It can focus on transferable academic literacy skills (English for General Academic Purposes) or it can focus on communicative conventions of a specific academic discipline or academic community (English for Specific Academic Purposes) (Harwood, 2017). But there are also proposals for holistic approach which focuses on both higher order thinking skills and trans-disciplinary discourse competence (Popovska, 2015) and integration of English for academic and professional purposes (Shershneva & Abdygapparova, 2015).

Durkin and Main (2002) maintain that academic study skills courses for the undergraduate students should be discipline based. This is necessary because each discipline refers to particular "knowledge making practices" (epistemologies) (Kuteeva & Negretti, 2016; Goldschmidt, 2014; Biber & Gray, 2016; Hyland, 2009). Genres are defined in different ways (Kain, 2005): text-types, such as comparison, exposition etc.; "concepts for categorizing" texts, such as lab reports, lectures, literature review, etc.; "strategically applied knowledge about interpreting, managing, constructing, and

negotiating discourse” (p.377) in disciplinary and cross disciplinary contexts; culture and norms which provide social frames to the communicative events (Halliday, 2003, 2007).

It is obvious that for study and research in a chosen field of study, the undergraduate students should develop generic competence (Hyland, 2004). But for developing generic competence of students, teachers’ own competence in academic genres is an important pre-condition because “studying academic discourses and the activities that surround them... becomes a powerful tool for understanding the experiences of everyone in Higher Education, whether students or tutors” (Hyland, 2009, p.10). This mutual understanding makes possible to work with a genre based pedagogy in the classroom (Krause, 2014).

Swales (1990) and Bhatia (2006) support this pedagogy because it is based on a systematic framework for teaching genre structure and related language features. Besides this, genre pedagogy allows students to contribute actively to the learning process as it is “explicit, systematic, needs based, supportive, empowering, critical, and consciousness-raising” (Hyland, 2004, p.547). The main strength of this pedagogy comes from its empirical base and responsiveness to the immediate and emerging academic, professional, and social needs of the students (Hyland, 2012). The present study was conducted to explore whether EAP was taught using such a dynamic and responsive pedagogy at tertiary level.

For the last two decades, serious efforts have been made in Pakistan to modulate tertiary level English teaching to the academic and professional communicative needs of the students. The following section presents an overview of these efforts.

Background of the Study

In Pakistan, it has been realized that the most important asset of the country is its human capital. The purpose of higher education is to supply this human capital. But higher education has not been effective in imparting market relevant skills in the graduates (Ministry of Federal Education: NEP, 2017-2025; 2018, pp.4-5). One of these skills is communicative competence in English which is recognizably a global and local lingua franca in higher education and business. Therefore, all education policies of Pakistan have exhorted that English should be taught in universities for

academic and professional communication (Ministry of Federal Education: NCF, 2017, p.66). With this competence, students can have access to their disciplines and the wider world of academia. To attain this goal, English for Specific Academic Purposes (ESAP) have to be complemented with English for General Academic Purposes (EGAP) (Philips, 2011).

To respond to the national and international imperatives, the Higher Education Commission (HEC onwards), Pakistan, took timely steps to improve teaching of English at tertiary level. One remarkable step was the launch of ELTR (English Language Teaching Reforms) in 2004 (HEC Annual Report, 2015-16), which introduced EAP courses such as Communication Skills in English, Functional English, Technical Writing, and Business Communication. The HEC made these courses compulsory for all the undergraduate programmes and established national curriculum committees to propose syllabuses for these courses.

The core purpose of these courses was to enhance the entry level English proficiency of the undergraduate students so that they can cope with the communicative demands of their chosen fields of study. The undergraduate students in Pakistani universities have adequate grammatical competence which they developed by studying a grammar-based curriculum with bilingual methodology at schools and colleges (Ashraf, Hakim, & Zulfiqar, 2014).

This grammatical knowledge, however, is not enough to succeed in undergraduate studies (Raza & Akhter, 2015). In addition, the threshold proficiency of the incoming non-native students is variable because of different socio-educational backgrounds which cannot be ignored in any transitional language programme offered at a university. Keeping in view all these factors, it becomes inevitable to orientate the aspiring undergraduates to the language and culture of the academic community right from the entry level (Gray & Klapper, 2003).

The efforts for such an orientation, however, face problems in presence of “the assumption that there is a single, overarching literacy which students have failed to master before they get to the university, probably because of gaps in school curricula or faults in the learners themselves, and this deficit can be corrected by a few top-up English classes”. There is also a misconception that Academic English is something peripheral to the more serious academic pursuits at the university (Hyland, 2009,

pp.8-9). But it is time to realize that a “prepare model” not a “repair model” is needed to teach EAP in the tertiary environment (Dreyfus, Humphrey, Mahboob & Martin, 2016, p.142).

Keeping in view all these issues, the national curriculum committees constituted by the HEC Pakistan, followed the prepare model and developed syllabuses of compulsory English for all the BS disciplines (Appendixes A1 & A2, pages.194, 200). After implementation of the compulsory English course, the sub-committees for English curriculum updated the syllabuses in 2012 and 2017 respectively. The committees, however, followed an intuitive process with total disregard for the assessment of communicative needs of the undergraduates for academic purposes. This is evident from the curriculum revision process followed by the National Curriculum Revision Committee (see Appendix B, p.202). The chair of the committee decided “parameters that may be seen as the guiding principles governing all proposed amendments, revisions, deletions, and additions” (Higher Education Commission, 2017, p.10). It is not the needs analysis and the syllabus designers but the “chair” who determined the parameters of all revisions on the basis of intuition.

There is, certainly, a place for intuitions supported by experience or extensive research and reading but intuitions are more worthwhile if strengthened by empirical assessment of learners’ needs for academic literacy skills. Further, there are chances of repeating past mistakes if intuitions are crudely followed. It can be avoided if perspectives of all the stakeholders are known through multiple ways and empirical data is gathered from “discourse analysis, text analysis and authentic target task observation” (Woodrow, 2018).

As far as committee members are concerned, they all were subject teachers who taught English in colleges or universities or were heads of English departments or deans. It is not clear in the whole curriculum revision document whether these subject teachers also had experience in language curriculum development or revision (see Higher Education Commission, 2017, pp.7-9). It is mentioned in the “Acknowledgement” (p. 9) of the Revised Curriculum that some “friends and colleagues” were requested to contribute to the course development for Pakistani Writings in English, War Literatures, Shakespearean Studies etc. (Higher Education Commission, 2017). Obviously, course development was being confused with curriculum

evaluation and revision that was the main assignment of the Revision Committee (For difference in these processes, see Nation & Macalister, 2010, p.134, 136).

It seems that the HEC had assumed that the committee members knew the disciplinary needs better than any other source of needs assessment because of their wide experience in teaching of tertiary English. This top down approach was adopted even in the 2017 review of the syllabus when a framework of guidelines to develop and assess the curricula was available. This framework emphasizes assessment of needs of the society, teachers, and the students (Ministry of Federal Education: NCF, 2017, pp.21-23).

It follows from the guidelines of NCF (National Curriculum Framework) that implementation should start with situation and needs analyses and move to the derivation of disciplinary objectives of academic English at the BS level. (see Appendix A1, p.194 & Appendix A2, 200). The Appendix A1 clearly shows that the course objectives were not stated explicitly except for BS English. For other BS programmes, the researcher derived objectives from the course contents or the Programme Objectives, especially for BS Economics and BS Sociology. But these inferred objectives served the evaluative purpose of the study very well because the focus was on the genre based contents of the compulsory English being taught to BS students of the selected disciplines.

The reason behind this inconsistency in the clear statement of the objectives in HEC's syllabuses was the unmet expectation that the universities would conduct needs and means assessments and define the course objectives accordingly (Higher Education Commission, 2017, p.13). It is a common practice in the universities to offer the courses of BS compulsory English without conducting any standardized diagnostic test to determine lacks in the existing academic literacy skills of the incoming undergraduates. The researcher, being a full time faculty for the last 20 years at a large public university, has observed that the gaps in the existing and the required proficiency of the new entrants are rarely tested at university or department level.

An equally important part of the implementation stage is the pedagogical competence of the university faculty for teaching discipline based English. The EAP pedagogy is very different from General English teaching and requires specific

training of the faculty for specific teaching competencies (BALEAP, 2008, p.3; Hamp-Lyons, 2011; Campion, 2016). Johns (2008) emphasizes that “plans for LSP teaching curriculum must consider teachers’ backgrounds and theories, otherwise, the teachers may attempt to defeat the purposes of the curriculum designers” (p.319). Mansoor (2003) notes that lack of quality learning materials and qualified English teachers in Pakistan are responsible for the low levels of student performance in English.

For developing pedagogical competence, the HEC initiated TELS (Transforming English Language Skills) with a specific focus on training university teachers in “teaching English for academic and employment purposes”. The project offers modules on ESP and EAP for English teachers who hold degrees only in English Literature (HEC Annual Report, 2015-16, p.58). However, this project was launched without assessing training needs of the teachers for EAP and ESP and no report, so far, has ever been published in any of the HEC’s annual reports,¹ on the impact of the EAP/ESP modules on teaching of English in universities (British Council, 2015). Rather the reports provide data only on how many teachers were awarded scholarships for higher education in general ELT (English Language Teaching) and how many were given training in CALL, research methodology, testing, and pedagogical skills (HEC Annual Report, 2015-16, p. 59). These projects, like the curriculum development process, reflect a lack of direction.

The study of the impact of teaching compulsory English has also been neglected in the research conducted in the area of academic English in Pakistan. These studies are largely corpus based and have investigated research genres using multidimensional analysis. Most of these studies can safely be grouped under English for Research Purposes (ERP), a sub-area of EAP (Swales, 2004) and ESP. Shahzad, and Abbas (2016) worked on genre analysis of introduction sections of MPhil theses; Anwar and Talaat (2011) on grammatical features of Pakistani Journalistic English; Azher and Mahmood (2016) on multi-dimensional analysis of Pakistani academic writing register; Asghar, Mahmood, and Asghar (2018) on multi-dimensional analysis of Pakistani Legal English; Qurat-ul-Ain, Mahmood, and Qasim (2015) on the genre of job applications; Manzoor and Talaat (2012) on intertextuality; to cite just a few. These studies in their conclusions emphasized pedagogical relevance of the genre

analysis for materials development and syllabus design for teaching of creative writing, academic writing, lexico-grammar features, and preferred usage patterns.

Though it was pointed out that the main cause of a disappointing level of academic and professional communication skills was inappropriate pedagogical choices, no study presented a practical model of an appropriate pedagogy. There are studies which found that communication skills taught in the classrooms were not in line with the target skills used in workplaces (e.g., Chaudhry & Khand, 2009; Khan & Khan, 2015; Dar, 2010; Sultan, Afsar & Abbas, 2019). The condition of general English teaching in Pakistan is not different. Many studies found that students in colleges and universities lacked competence in core language skills (e.g., Pathan, 2012; Imtiaz, 2014; Sajid & Siddiqui, 2015, Haider, 2012).

This deficit condition in academic performance can also be gauged from the dissatisfaction of the international evaluators of PhD dissertations submitted by Pakistani researchers (British Council, 2015). This is so despite studying courses on academic writing and publication at postgraduate level. Similar situation prevails in the professional domains where a persistent concern by the employers has been expressed about the low communicative competence of the graduates. It is surprising that even after studying English for years as a compulsory subject, majority of the university graduates enter the job market with limited literacy skills in English. The reason behind this abysmal condition is that adequate focus was not given to English for academic and professional purposes. On the contrary, other Asian countries (Malaysia, Singapore, Hong Kong etc.) surpassed Pakistan in competency based higher education (Shamim, 2011).

Mansoor (2016) says that the major concern is: "Is the current provision for the teaching-learning of English adequate to meet the growing demand for English in education in Pakistan?" The examiners' reports on the poor grammatical and writing skills of the candidates appeared in the competitive examinations substantiate this concern. The report on essay writing, for example, highlighted that the candidates, even those who opted English as major in the competitive examination, were unable to differentiate essays from other genres of writing (Federal Public Service Commissions, 2018).

In sum, this overview of EAP in Pakistan manifests that teaching of compulsory English to BS students does not adequately develop their generic competence for academic and professional purposes. This problem is multifaceted that originates from the development of curriculum and comes down to its implementation in the classrooms.

Statement of the Research Problem

Every academic discipline is a discourse community whose members have specific rhetorical conventions or genres for spoken and written communication in English. The undergraduates, who are novice in their academic communities, must learn these genres to participate in the academic activities according to the norms of communication established by the expert members of these communities. To enable the undergraduates to acquire academic discourses of their disciplines, English is taught as a compulsory course in all the BS programmes. However, despite studying English as a compulsory course for the first four (in some universities three) semesters, the undergraduates are unable to demonstrate generic competence in their academic and professional performance (Sultan, Afsar & Abbas, 2019; Federal Service Commission, 2018). The present study intended to investigate whether this difference in teaching and expected performance was attributable to the choice of teaching strategies and learning resources.

Following specific objectives and research questions were formulated for an organized and rigorous study of various aspects of the research problem.

Objectives of the Study

The main objective of the study was

To evaluate the strategies used in the BS compulsory English classes for developing generic competence by comparing perceptions of the participants with the praxis in the classrooms.

The subsidiary objectives were to:

- a. Identify whether teachers and undergraduate students are aware of generic competence as the purpose of teaching BS compulsory English.

- b. Explore perceptions of teachers and undergraduate students about the strategies used for developing generic competence.
- c. Ascertain perceptions of teachers and undergraduate students about learning resources required for developing generic competence.
- d. Find out whether perceptions of teachers and undergraduate students differ in terms of demographic variables.
- e. Validate perceptions of teachers and undergraduate students about teaching strategies by the classroom praxis.

Research Questions

The study addressed one main and five subsidiary research questions to meet the research objectives. The main research question was

How far do the strategies for teaching BS compulsory English meet the goal of developing generic competence?

The subsidiary research questions that contributed to the main research question were:

1. To what extent are teachers and undergraduate students aware of generic competence as purpose of teaching BS compulsory English?
2. What are perceptions of teachers and undergraduate students about strategies used for developing generic competence?
 - 2.1 Why do teachers and undergraduate students prefer certain strategies?
3. What are perceptions of teachers and undergraduate students about learning resources required for developing generic competence?
4. To what extent do perceptions of teachers and undergraduate students differ in terms of demographic variables?
5. How far does the classroom praxis validate perceptions of the teachers and the undergraduate students?

Delimitations

Keeping in view, the resource and accessibility constraints, following delimitations were made:

- a. The study was confined to two public and two private general category universities located in Lahore (Pakistan).

- b. The teachers and the undergraduate students from the disciplines of English, Economics, Education, Mass Communication, and Sociology were included in this research. (Note. BS Education is called B. Ed [Hons.] in university A of the sample in this study).
- c. As the main thrust of this study was evaluation of teaching strategies with reference to the goal of developing generic competence, it was a basic pre-condition to consider only genre based syllabus. The undergraduate classes selected from the five disciplines (see [b] in this section) of the four sampled universities are taught compulsory English with cross-disciplinary and disciplinary course contents (see Appendixes A1, p.194 & Appendix A2, p. 200). So, the course titles, such as Technical Writing, Reading and Writing, English Literature, Communication Skills were immaterial. Text-types were the common bond among the syllabuses.

Theoretical Basis of the Study

The theoretical framework underpinning this study drew upon the social epistemology that views academic knowledge as a social construction. This knowledge production is regulated by the conventions established by the expert members of the academic community (Goldman, 2020; Hyland, 2009). The spoken and written genres used for academic communication represent these conventions. This study gained insight into this central constituent of academic discourse from various perspectives on genre. But the dominant illumination came from Halliday's Systemic-Functional Linguistics. Genre in this theory is seen as the cultural context of the act of communication realized as a specific permutation of register (field, mode, and tenor) (Halliday 1978, 2003, 2007). This theory supports the stance of this research that the (sub) culture and norms of an academic community or discipline determine which ways of communication will be adopted by its members (teachers, researchers, and students).

It means that a novice member like an undergraduate student will have to acquire the acceptable communicative norms of his/her academic discipline for success in academic pursuits. Vygotsky's socio-cultural theory of language learning (Vygotsky, 1978; Kozulin, 1986) and Leontiev's view of "activity" as mediation (Burgess, 2009; Daniels, 2001) contributed insights into the ways of such acquisition. The blend of all these epistemological, linguistic, and pedagogical theories informed

the choice of Sydney School strategies for evaluating teaching of BS compulsory English in the sampled universities.

Significance of the Study

This study will make a significant contribution to the theory and practice of ESAP at tertiary level with a specific focus on generic competence. At the level of practice, the study will sensitize tertiary level English teachers and students to the conventional generic conventions of different academic disciplines. These conventions and norms have largely been overlooked while deciding about teaching approaches and selecting learning materials. At the theoretical plane, the results of this study have highlighted the need to realize effectiveness of genre specific English teaching with non-native teachers and students.

This study has been conducted in the real context of the universities in Lahore, Pakistan. It has investigated various aspects of the research problem across private and public general universities. No deliberate attempt was made to manipulate the variables involved in the academic context. In addition, the researcher himself has been part of this academic context for the last 20 years. The embedding of this study in the real setting ensured the greater level of ecological validity of the findings.

The HEC Pakistan has decided recently (news from a Pakistani TV channel, 13 July, 2019) to abolish two years BA/BSc and MA/MSc degrees by 2020. These degrees will be replaced by 4-year BS programmes in all universities of Pakistan. The results of the present research are timely in highlighting issues and aspects to be considered while planning and executing ESAP in universities for a successful launch of the new academic initiative. The findings of this study are also relevant in the backdrop of the recently introduced competency based Associate Degrees in the universities. In these degrees, three courses on expository writing will be taught as compulsory courses in all disciplines. ²

EAP at undergraduate level is also taught with the purpose of preparing students to learn advanced EAP for writing dissertations and research papers for publication and conference presentations. This preparation of university students is inevitable to compete native researchers' domination over publications in the international academic journals (Starfield, 2013; Hamp-Lyons, 2011). The findings of

this study may contribute substantially to the empowerment of Pakistani students through suggesting ways for teaching and learning academic research skills.

Another significant aspect of the study relates with highlighting the importance of transfer of discipline specific genre skills to learn cross-disciplinary discourses and vice versa. The undergraduate level has been focused in this research, for it provides foundational competence for successful performance in academic and real world complex communications. In workplace and academic communications, participants often come from different discourse communities which have their own discourse conventions and may interact through multiple modes including the digital ones (see Kain, 2005). The results of this study identified those strategies for English teaching which would prepare undergraduate students in attainment of a meta-communicative competence for interaction within and across different discourse communities.

The results of this study have important implications for the areas of professional development programmes for the university faculty and materials development for EAP. Majority of the faculty members who teach BS compulsory English in Pakistani universities have expertise in English Literature and hold qualifications only in Literature (Pathan, 2012). The findings of this study reveal how the teaching of English Literature can be exploited for specific disciplinary purposes. Further, the results of the present research provide guidelines for curriculum development and professional training for utilizing the existing qualifications of the faculty.

A lot of research has been conducted in Pakistan on academic genres but it has been confined largely to the description of these genres. The results of the present study have suggested the areas of undergraduate English teaching where the available repertoire of studies on genre/register features can be utilized in the undergraduate classes. Besides, the less attended research areas were suggested in the domain of ESAP in the backdrop of the socio-linguistic and inter-cultural context of the undergraduate students in Pakistan.

The present study was not another needs analysis in the manner of studies conducted for assessment of communicative needs of Pakistani students for academic and professional purposes. Admittedly, both needs analysis and evaluation share the

same process of data collection and analysis but they differ in focus. Needs analysis identifies needs which are used as goals for course design and materials development, whereas evaluation identifies mismatch in the identified goals and the process adopted for acquiring these goals (see Brown, 1989). It was the latter that was underscored in the present research.

Presentation of the Thesis

This thesis consists of 7 chapters. Chapter 1 presents background of the study, research problem, objectives, research questions, and brief introduction to the theoretical framework. The chapter also discusses significance of the study and its delimitations. Definitions of key terms used in the thesis are given to the end of the chapter.

Chapter 2 consists of the review of relevant theories, literature, and a critical overview of EAP research in Pakistan. The first section explains the theories which informed this research including social constructivist view of academic knowledge, discourse community, academic discourse, perspectives on genre, and social interactionist (socio-cultural) theory of language teaching. The second section of the chapter is concerned with the pedagogical aspects of the study grounded in the theoretical framework discussed in the first section. It deals with the focus of EAP at undergraduate level, content specification of EAP for the undergraduates, and learning resources. In addition, approaches to genre pedagogy and strategies of teaching English for generic competence have been discussed. The chapter concludes with rationale of the study.

Chapter 3 describes the paradigmatic orientation of the research design. The chapter also provides information about the population, samples and the sampling technique, construction of research instruments, reliability and validity of the instruments, ethical considerations, and procedures adopted for data collection and analysis.

Chapter 4 presents results of quantitative data obtained from the teachers' and the undergraduate students' questionnaires. Chapter 5 presents results of the semi-structured class observations. Chapter 6 deals with the discussion on results about the individual research questions and convergence in results about teaching strategies.

The chapter also points out limitations of the study, and mentions significant contributions of this research to the theory and practice of EAP in Pakistan.

Chapter 7 gives conclusion of the study, implications for English teaching at undergraduate level in Pakistani universities, and recommendations for improvement and change in teaching compulsory English to the undergraduate students.

Key Terms

Following are the definitions of the key terms used in this study.

BS compulsory English refers to English for Academic Purposes (EAP). As compulsory English is taught to BS classes for academic purposes, EAP and BS compulsory English are used as similar terms in this thesis.

Content/syllabus refers to the “description of the contents of a course of instruction and the order in which they are to be taught” (Richards & Schmidt, 2002, p. 532).

Context stands for the combination of academic institution, discipline, course, task, and the student that surrounds the text and affects its interpretation (s) (Samraj, 2002, p.165).

Course design is a component of curriculum development that refers to the ways a syllabus will be implemented in the class (methods, materials, time, and evaluation) (Richards & Schmidt, 2002, p.130).

Course outline refers to the syllabus proposed by the HEC Pakistan (or its adaptations by the universities).

Curriculum development refers to “development of goals, content, implementation, and evaluation...”. In language teaching, it is also called syllabus design (Richards & Schmidt, 2002, p. 140). In the present study both the terms are used interchangeably.

Disciplines refer to the field of study (humanities, social sciences, physical sciences)/ subject- disciplines (Hyland, 2005). In this study, the term has been used interchangeably for the field of study and subject-disciplines.

Evaluation refers to the appraisal of strategies used for teaching BS compulsory English. For this purpose, Sydney School pedagogy was used as a frame of reference.

General university refers to the university that offers programmes in various disciplines, such as, humanities, sciences, computer science, and business studies (Shamim & Tribble, 2005).

Generic competence refers to the knowledge and skills required to select, construct, interpret, use, and create genres for successful communication in and across the familiar discourse communities (Bhatia, 2004, p.145; Kain, 2005).

Genre is defined in different ways. In this study, the term is used in all of the following senses (Kain, 2005, p.377):

- text-types, such as comparison, exposition etc.
- “a **concept** for categorizing” texts, such as lab reports, lectures, literature review, etc.
- “**strategically applied knowledge** about interpreting, managing, constructing, and negotiating discourse” in disciplinary and cross disciplinary contexts.
- culture and norms which provide **social frames** to the communicative events (Halliday, 2003, 2007).

Genre-text refers to the exemplar of a genre (Bhatia, 1993, p. 22).

HEC refers to the Higher Education Commission (Pakistan).

Home language refers to a language “spoken in home or the community” (Chalmers, 2019, p. 34).

Learning resources/materials refer to authentic spoken and written texts taken from the real world, internet, students’ own work, and adapted materials. The defining criterion will be “discourse and language features of particular text types” (Richards & Rodgers, 2014; Bhatia, 1993).

Mixed discipline class refers to the BS compulsory English class that consists of students from different disciplines (English, Economics, Education, Mass Communication, and Sociology).

Paradigm refers to the dominant views about “both the purposes of research and the appropriate procedures for pursuing those purposes” (Morgan, 2014, p.40).

Single discipline class refers to the BS compulsory English class that consists of the students from a single discipline.

Strategies refer to the flexible and eclectic procedures that teachers use appropriately to achieve their objectives (Kumaravadivelu, 2006). In this study, the term was not used to refer to the conventional methods such as Grammar-Translation, Direct Method etc.

Sydney School/TLC strategies refer to the context building, modelling, text deconstruction, joint text production, independent text production, and text linking strategies. Collectively, these strategies are called TLC (Teaching- Learning Cycle) (Hyland,2008). In this thesis, the terms TLC and Sydney School strategies are used interchangeably.

Syllabus design refers to "a phase in curriculum development that deals with procedures for developing a syllabus". In language teaching, it is also called curriculum development or design (Richards & Schmidt, 2002, p. 140, 532). In this study, the terms are used interchangeably.

Theoretical framework is defined as the theory or blend of theories which informs the problem under investigation (Egbert & Sanden, 2014).

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter is organized into theoretical and empirical review of the related literature. The prime objective of this study was to evaluate strategies for developing generic competence of the undergraduate students in the sample population. Evaluation needs a set of criteria for which the theoretical review is conducted. This part of the review presents background knowledge to justify the development of generic competence for success in disciplinary studies and research. It elaborates the process of social construction of academic knowledge, the discourse employed in knowledge construction, the notion of discourse community that specifies the acceptable use of academic discourses/genres, and the conceptions of genre in different schools of thought. The second part consists of empirical review which explains pedagogical concepts and critically presents components of the pedagogy needed for developing generic competence. It is this part of the review that defines the criterial framework for evaluation of strategies used in BS compulsory English classes for developing generic competence of the students. The chapter concludes with the identification of the research gap that helps understand the contribution of the present study.

Theoretical Framework

The following theories about the nature of academic knowledge, academic discourse, and its learning provided the broader theoretical context to the study. In addition, this framework of theories set direction for planning and conducting this research to achieve its objectives and provided explanatory support to understand the conclusions and implications of the study.

Social epistemology

Hyland (2009) believes that disciplinary knowledge is socially constructed. For him:

Scientists and sociologists need a sensory experience of the world in order to make claims about it. It is just that their experience of this world underdetermines what they can know and say about it, and as a result they must draw on their cultural resources to organize what they know. We cannot, in other words, step outside the beliefs and discourses of our social groups to find a justification for our ideas that is somehow 'objective'. (p.12)

Social/institutional epistemology (the current form of social constructionism) contrasts with the individual epistemology (“egocentric position”) in its emphasis on starting investigation of truth (knowledge) “through discourse and debates with others”. The gist of this epistemological stance (as discussed by Goldman, 2020, pp.10-20) is that a social institution has control over flow of information and has significant influence over the beliefs of its members (e.g., the teachers and undergraduate students in this study). This institution itself is not a “doxatic” (belief making) body that determines truth or knowledge (like pure epistemologists), rather it has “doxatic agents”, the expert members, who apply “truth-linked outcomes” of pure epistemology to the knowledge-beliefs of its members.

Hyland (2004, pp.6-12) elaborates this process of knowledge construction according to the institutional epistemology. A summary of his views is given below.

- Knowledge is social and intellectual communities develop frameworks (theories/models) to understand social reality.
- Research findings about social reality are accepted after approval and “public appraisal” of the academic community and then these findings are transformed into academic knowledge.
- Individual academic efforts are recognized as knowledge if presented in academic discourse. (Hyland, 2009). It is necessary that the academic writing that reports the research follows “...the social and linguistic conventions that colleagues find convincing” (Hyland, 2004, p.8).
- Disciplinary approval does not imply agreement across academic community. There is always possibility of deviations at individual or sub-group level. Following disciplinary norms of knowledge construction and validation, however, increases possibilities of community agreement. McCloskey (1998) says, in the same vein, that “science is an instant of writing with intent, the intent to persuade other scientists” (p.4).
- The practical form of this quest for agreement is to learn language of academic persuasion or academic genres. These genres are not set of prescriptions but the experiential knowledge (metacognitive awareness) of genres that a discipline provides to its members to perform different roles and functions

within the disciplinary community for establishing their academic and professional identity.

However, the social construction of knowledge is not homogeneous across disciplines. Every discipline has its own “knowledge making practices” (Kuteeva, & Negretti, 2016, p. 37) which are also reflected in the language used in these knowledge construction practices. As English is recognized as the academic lingua franca, its use is also affected by disciplinary differences. Kuteeva and Airey (2013) sees a dominant role of English in the natural sciences (e.g., Biology, Physics), other languages in the humanities (e.g., History, Literature), and a mix of languages in the social sciences (e.g., Linguistics, Sociology).

Correspondingly, in all these disciplines, English prevails in international academic and professional interactions and other languages in the local contexts. Johns (2008) also endorses this multilingual potential of academic communication and says “though discourse communities may produce majority of genres in single language (e.g., English) in many of the sciences, members may share values and aims that are realized in number of different languages” (p. 320).

Discourse community

The construct of discourse community (also community of practice [Flowerdew, 2013]) is vague and defined differently as local-global and static-hybrid. It is not yet clear whether discourse community is linked with subject- disciplines or broader fields of study (Hyland, 2008). However, the concept of discourse community provides social, institutional, and cultural context to modes of disciplinary speaking and writing. Hyland (2009) explains that disciplines (Math, Law, Biology etc.), sub-disciplines (Bioinformatics, Biotechnology within Biology), and knowledge domains (hard sciences, humanities intermediated by social sciences) are different forms or layers of academic community. An academic and researcher may be working at all these levels simultaneously but following discourse conventions of the broader area of knowledge.

It is difficult to understand the discourse conventions and practices without understanding the notion of discourse community because the formation and membership of this community is based on engagement with disciplinary genres/discourses/texts, not on physical connectivity (Hyland, 2006). What Swales

calls “textography of communities” in his study of three departments of University of Michigan is an example of more than one disciplinary community within the same university building (Swales, 1998).

Swales (1990, pp.24-27) has given a list of defining features of the discourse community which includes common public goals, established methods of interaction, conventions of content, location, function, layout etc., specialized vocabulary and abbreviations, peripheral and expert members, and optional membership. He has clarified that the relationship between genre conventions and communication is not static or linear and endorsed the possibility of more than one discourse community.

It should also be noted that in the post-modernist context, the concepts of discipline and disciplinary community seem to be weakened and both have no clearly definable boundaries. The only defining feature remains the discourses or genres used to construct, disseminate, and validate knowledge in a disciplinary community (Hyland, 2009).

Disciplinary/academic discourse

The relation between disciplinary knowledge and specific discourse of academic disciplines shows that as members of an academic discipline, it is necessary to produce texts in such a way that the expert members can accept them as “doing biology”, and “doing sociology”. It means if the undergraduate students want to perform successfully in their academic careers, they need to learn the discourses of their discipline (conventions and genres) (Johns, 2008). This learning is inevitable because “the discourses of disciplines, in fact, work to interpret the world in particular ways, each drawing on different lexical, grammatical, and rhetorical resources to create specialized knowledge” (Hyland, 2009, pp.1-7; Johns, 2008, pp.317-323).

Duff (2010) covers all main aspects of academic discourse and subsumes professional discourse within it:

Academic discourse (or academic language, academic literacies) refers to forms of oral and written language and communication ---- genres, registers, graphics, linguistic structures, interactional patterns -- that are privileged, expected, cultivated, conventionalized, or ritualized, and, therefore, usually evaluated by instructors, institutions, editors, and others in educational and professional contexts. (Professional discourse is subsumed here under

the cover term of academic discourse...academia itself is a professional site.) (p. 175).

Perspectives on genre

Genre is central to the understanding of language functions in the academic/disciplinary communication. It has its origin in highly formalized closed set of “sanctioned and time-honoured” literary types (Giltrow & Stein, 2009). But it is surrounded by different perspectives and “overburdened with definitions” (Hyland, 2008, p.544).

ESP/Applied Linguistics. This approach sees genres as norms of communication historically and conventionally observed by members of a discourse community to achieve individual and institutional purposes. The representative work in this approach is done by Swales (1981, 1990) in the academic research domain and by Bhatia (1993, 2004) in the business and legal domains. Swales (1990, pp.45-58) thinks that genre is a class of communicative events which have a beginning and an end. He elaborates that

- A class of communicative events is genre only if it has common communicative purposes.
- Genres are assigned to a class on the basis of typicality.
- Communicative purpose/implicit intention is rationale of a genre known only to expert members of a discourse community. It is this rationale that regulates the conventional rhetorical structure and lexico-grammar associated with it.
- The expert members of a discourse community assign labels to genres which are recognized within and beyond a discourse community.
- All communicative events are not genres, such as casual conversations and ordinary narratives. It is better to call them pre-genres.

Bhatia (2004) holds the same view of genre and defines it as the “conventionalized discursive actions, in which participating individuals or institutions have shared perception of communicative purposes as well as those of constraints operating on their construction, interpretation, and conditions of use” (p.87). From ESAP (English for Specific Academic Purposes) point of view, “genres are reflections of disciplinary practices” (p.145). Johnstone (2018) attaches genre with “recurrent purposes” and thinks that “the relatively fixed text-types that are associated with

particular recurrent purposes for writing or speech in a community are referred to genres” (p.198).

Genre in complex communication. The view of genre as a pre-assigned abstract category of a text and the context as an external background to genre raised many questions about the role of generic resources in dynamic and complex communicative situations. To quote Bhatia (2004, p.29-30):

- Genres are mix of conventions and change, which are often in conflict.
- Expert members can exploit form-function patterns or even can create new patterns.
- Genres are associated with traditional communicative purposes but there is space for adapting them for personal or institutional purposes.
- It is thought that genres have integrity but there are possibilities of genre mixing and embedding.
- Genre concept reflects some inherent complexity when seen in terms of genre sets, genre systems, registers, and colonies of genres.
- Genres are created and named by discourse communities which use them but there are individual variations within a community of users.
- It is a common perception that there is no effect of disciplinary boundaries on genre but some genres are discipline specific.
- Some people think that genre analysis is another way to do textual analysis but for many others, it goes beyond textual analysis and involves a mix of analytic procedures.

To understand these confusions, recognition of a variable relation between genre and context is essential. Genre performs three functions at three levels of context: (1) instrumental at local level (helping to know the information being exchanged), (2) meta-communicative at social level (giving access to the text and required actions through improvisations), and (3) socio-political at a wider social level (naturalizing the stance of the powerful participant) (Kain, 2005). This view of genre emphasizes that a full interpretation of genre in similar and dissimilar contexts demands knowledge of typical routines as well as adaptations involved in the act of

communication. A multilingual dimension is also common in such contexts (Johns, 2008).

The New Rhetoric perspective. The conception that genre has variable functions at different levels of context is rooted in the views of American New Rhetoricians. This pragmatic view sees genres as social actions performed in “recurring socio-historical situations” (Miller, 1984). The actions (genres) disappear when the situation is over. Therefore, form-function relationship of a genre is qualitatively and heuristically discovered from the situation. This discovery of genres by the users make them open/less generalizable categories) (Giltrow & Stein, 2009). Rhetorical Genre Studies (RGS) have drawn largely on scholars from Sociology and Rhetoric to elaborate genre as action. A summary of this perspective follows.

Genres are reflexive. Genres are dialectic in the sense that the genre systems define the communicative setting and communicative setting, in turn, defines genre systems. This dialectical relation between genres and the communicative events is captured in Leontive’ s Activity Theory which sees genre acquisition as product of interaction between the individual cognition (the learner/user) and the social cognition (activity system) in which the genre is produced or interpreted. Following this theory, the New Rhetoricians believe that genre awareness is developed and refined through participating in the genre sets and systems in the activity system or the discourse community. During this participation the learner understands the rationale and choice of semiotic resources for using genres (Burgess, 2009; Daniels, 2001). Gee (2011) refers to this use of multiple meaning making systems as “Discourse” (with capital D).

Genres as social action. This understanding of genres as reflexives of social situation turns genre from a concept to a social action. Miller seems to formulate this aspect in her oft- discussed definition of genres as “typified rhetorical actions based in recurrent situations” (Miller, 1984, 2005). It means the users know which typical utterances they choose to perform these actions in social situations (Paltridge, 2006; Hyland, 2006).

With the help of this contextual and pragmatic knowledge, members of a discourse community perform their routine disciplinary activities in a familiar and predictable manner. In the New Rhetoric, the symbolic or rhetorical resources are

linked with rhetorical situations. Gradually, a typical rhetorical action is hooked up with a typical situation. This relationship, however, is not haphazard as the situation is typical as well as rhetorical. The rhetorical situation does not serve as external background rather it is a “pre-condition” for inducing the rhetorical action which will be a typical response to it (Bawarshi & Reiff, 2010). The typicality of rhetorical response is maintained by the relation of genre with a recurrent situation (Tardy, 2009).

But it never means that genres will remain static, rather they can adopt different forms in response to the emerging demands of a rhetorical situation. Both the rhetoric and the situations are dynamic and flexible (Basturkman, 2006; Bhatia, 2017; Johnstone, 2018). The set of all the variable forms of rhetorical actions (responses) internalized in the process of communication is called genres (Bawarshi & Reiff, 2010).

The above discussion of genre as social action leads the genre scholars to re-conceptualize it as a fluid construct. Genres do not exist in isolation rather can mix with other genres within and across discourse communities/ systems of activities / disciplines (Tardy, 2009). Genres are conceived in terms of two types of families: those whose members share the similar communicative purposes (typological) and those whose members share the similar structures (topological) (Martin, 2002).

Genre network. Genre analysts have defined genre categories to capture variations and relations among genres in the academic and professional domains and genre analysis will be incomplete without understanding these relations (Flowerdew, 2013). Set of all genres in a culture or community is called “context of genres” (e.g., genres in a university) and set of all genres used by all members in an academic or professional domain (e.g., a particular faculty) is called domain-specific genres or “genre repertoire” (Bawarshi & Reiff, 2010) or “disciplinary genres” (Bhatia, 2004) or “genre network” (Swales, 2004).

Genre sets and systems. These repertoires include genre systems and genre sets. Genre sets include intertextual genres for the purposes of a group (e.g., for the teachers in English department) (Paltridge, 2006). Set of interdependent genre sets is called genre systems (e.g., for administrators, teachers, students, and non-teaching staff in the English department). These genres may be multimodal and are used in a

chain for routine actions involving different groups and different contexts (e.g., meetings, notifications etc. within the English department). The users of these genres may be of different status, power, and expertise (Bazerman et al., 2005)

A genre system is interlinked with other genre systems (e.g., nomination for a conference and publication of a conference paper). In sum, the typical utterances used in typical contexts are related with genres, genres with genre sets, genre sets with genre systems which, in turn, are linked with other genre systems.

But a genre system is not just use of different genre sets, rather it connects persons, roles, time schedules (genre chains) with choice of appropriate genres to accomplish a task. It is during this process that the expert genre users manipulate communication for achievement of their “private intensions” (Bazerman et al., 2005; Molle & Prior, 2008; Tardy, 2009). Table 2.1 sums up the genre relations in the same or similar community of practice.

Table 2.1. *Types of Genre relations*

Types of genre relations	Definition	Source
Genre set	A range of genre which a professional group uses in the course of their daily routine	Devitt (1991)
Genre system	A full set of genres (spoken or written) which are involved in a complete interaction	Bazerman (1994)
Genre chain	A chronologically related sequence of genres in an interaction	Raisnen (2002)
Disciplinary genres	All those genres associated with a profession or discipline	Bhatia (2004)

Note. Adopted from “*Discourse in English language education*” by J. Flowerdew, 2013, p. 144

Intertextuality. Another part of genre uptake is intertextuality. When texts of a genre are related with texts of other genres, an intertextual relationship is evolved among them. This embedding is sometimes explicit and sometimes implicit (as is the case with this genre of literature review) (Hyland, 2006; Paltridge, 2006).

Genre colonies and hybridity. An important dimension of genre relations is concerned with genre colonies. Bhatia (2004, pp.87-111) explains that the process of colonization often involves genres from different domains which have similar communicative functions such as advertisements and college prospectuses (promotional/informative). But more generally, it is an implicit process which starts with “invasion” in the moves and lexico-grammar of the same purpose genres from other domains. This invasion leads to “appropriation” of the moves and language features of the invaded genres and develops into a colony of genres. This colonization

gradually extends to the structural and rhetorical appearances of genres used for similar communicative purpose in other domains and results in genre mixing or hybridization. The colonization and the resulting hybridization clearly indicate that genre boundaries must be perceived as changing over time. This is result of the real time communication when genre users can blend or create genres to get things done.

Systemic-Functional Linguistics (SFL). The different perspectives on genre suggested by Swales, Bhatia, and the New Rhetoricians have provided invaluable insights into the contextualized use of language. But Halliday's (2003) SFL view of genre is all encompassing. It comes from a theory that defines human language as one of the social semiotic systems. All linguistic and non-linguistic, unimodal and multimodal meaning making systems used in social, institutional, and individual contexts fall in the fold of this theory of human language.

For Halliday, this system of meaning/social functions with the structural resources continued evolving as human beings identified their meaning potential through their use in life. Therefore, Halliday believes that learning this system by a child means "learning how to mean" (Halliday, 2003, p.300). The learning of this system starts in childhood with one function (speech act) for one utterance and completes in adulthood with multiple functions (ideational, interpersonal, textual) for one utterance. The grammar of an adult consists of the "functional input" (sum-total of diverse functions) and the "structural output" (lexico-grammar and phonology). It is this grammar that provides a mechanism to connect both the components during the use of language in social contexts.

Halliday believes that the structures, words, and sounds ("linguistic repertoire") specified to perform social functions by members of a community or culture are called register. The choice of register to perform social functions in a situation is made according to the distribution of field (social activity), tenor (role relationships in the participants), and mode (speech or writing). The cultural norms that regulate these choices are called genres (Halliday, 2003, 2007). Genre and register are representation of the context and text is instantiation of genre and register distributions. The interaction between genre and register shows how context "gets into" the text and then how it is "recovered" from the text features and functions (Macken-Horarik, 2002, p.20).

It is clear from the social nature of academic knowledge and the complex and evolving nature of genres used to create and communicate this knowledge that genre acquisition needs a social pedagogy such as the one suggested by Vygotsky and his followers.

Social Interactionist Language Pedagogy

Vygotsky viewed mental development as an open and cultural process that follows not precedes learning. The traditional intelligence tests take learning as the product of the attained level of mental development, whereas Vygotsky takes mental development as product of learning. Every matured stage of mental development leaves some unattained higher mental functions to be matured at the next level of mental development. This difference between the existing and the emerging levels is called Zone of Proximal Development (ZPD onwards). When the learner is exposed to learning, it “awakens” the unattained internal processes which are matured with mediation through interaction with other people in society such as parents, teachers, and peers. The criteria to differentiate actual and proximal mental development is that in case of the former, the learner can solve problems independently but in case of the later, mediation is required (Kozulin, 1986; Del Rio & Alvarez, 2007).

Vygotsky gives vital role to mediation by teachers and language which is the main source of cultural transmission. This mediation leads the learner from supported to independent learning through scaffolding. The scaffolding is provided mainly through interaction that gives access to semiotic resources embedded in the culture (or curriculum based on cultural expectations). It is this scaffolding that supports the learner to “create” ZPD and move through it to the higher level of knowledge or skills. This is called Social Interactionism whose main tenet is that knowledge is social and should be acquired through social interaction (Williams, & Burden, 1997).

Activity as mediation

Vygotsky held a socio-cultural view of the relation between learning and mental development and preferred mediation through semiotic resources, mainly language. For him, this mediation ensures cultural transmission through language of the learner’s community. Leontiev held the same view except that he thinks “activity” itself is a tool of mediation because mediational tools (semiotic and material) are inseparably linked with the activity. The institutional factors (organizational,

professional, disciplinary contexts) (Burgess, 2009) that provide these mediational tools are called “activity systems” (Daniels, 2001). In this theory, learning through “activity” means leaning doing something in its context (Burgess, 2009).

This is also the main position taken by Vygotsky that learning starts as interpersonal (social process) and ends up with intrapersonal (cognitive process). These processes are spread over the movement from one ZPD to the other. For Vygotsky, human beings are social and learn everything through mediation of others around them. Therefore, an effective application of genre analysis for teaching disciplinary discourses should be supplemented by social mediation through scaffolding.

Summary of the Theoretical Framework

The discussion of social epistemology, various perspectives on genre including SFL theory of language and genre (Halliday), and socio-cultural language pedagogy (Vygotsky) explains the theoretical basis of the present study. This theoretical framework views academic disciplines as a set of specific knowledge creating practices. These practices represent the culture, beliefs, and discourses of the disciplinary communities in which the knowledge is produced. The undergraduate students who are novice members of their disciplines must socialize themselves into the culture and communicative practices of their disciplines. This socialization will give them academic identity and access to the knowledge of their disciplines. Therefore, teaching of English at undergraduate level should be discipline specific (i.e., English for Specific Academic Purposes).

ESAP is relatable with the notion of genre proposed by applied linguists, such as Swales (1990) and Bhatia (1993) who think that genres are basically norms of communication which are developed historically and conventionally in a discourse community. The members of discourse communities/disciplines should observe these norms to achieve various individual or group purposes. These genre scholars, however, accept genre variation within and across disciplines and believe that genre is not something static. This feature of genres is observable in complex communication.

The idea of genre flexibility was further developed by the New Rhetoricians. This school of thought, under the influence of sociology, rhetoric and cognitive psychology, believes that genres are social actions and there is reflexive relationship

between genre and the situation typically associated with it. It means ESP, SFL, and the New Rhetoric (now Rhetorical Genre Studies) have consensus on both typicality and variability of genres. These dynamic and dialectal views of genre support teaching of both ESAP and EGAP (English for General Academic Purposes, EGAP onwards).

Focus of EAP at the Undergraduate Level

The theoretical stance of the present study is that EAP should be both disciplinary and cross-disciplinary. But there are diverse views on the focus of teaching academic English. This difference is reflected in the division of EAP into EGAP and EASP. The focus of EGAP is cross-disciplinary study skills for preparatory needs (Hyland, 2006; Woodrow, 2018) and scaffolding the novice students. ESAP, on the other hand, prepares students for study and research in a particular discipline (Johns, 2008).

It is argued that all disciplines share common core discourses at a broader level. But there is variation at genre level in and across various disciplines. The solution to this issue is to focus initially on EGAP and then a gradual transfer can be made to ESAP. However, Hyland (2004) and Dudley-Evans and St. John (1998) hold the view that the immediate needs of the students should be given priority and start should be made with ESAP.

Sayers (as cited in Kreber, 2009) substantiates this view and thinks that the idea of “unity of knowledge” has been no more relevant since the university studies were divided into specialized disciplines/subjects. (It is pertinent here to distinguish ‘subject’ from ‘discipline’: former is ‘what is looked at’ and the latter is ‘what is looked through and with’) (Kreber, 2009, pp.10-11 for more on it). For her, a good teaching brings students into the “circle of practice...disciplinary community with its particular ways of functioning. It is also a community of truth, as it applies its particular validation procedures to the issues explored” (p.14).

But all this never means to do one at the cost of the other. Disciplinary interfaces demand EGAP as well. It is not possible to overlook cross-overs between Mathematics and Physics, Linguistics and Literature, in all branches of Linguistics, and between EAP and ESP etc. Such crossovers can be made part of ESAP through intertextuality.

This controversy has impacted practices in EAP. Basturkman (2006) follows study skills approach as she believes that there is no pre-existing common core English. Every variety of English has its own common core and, in this sense, there is no general or basic English that can be called English without any purpose. It is not English which is specific or general but needs.

Bhatia (2002) favours a socialization approach as he does not see this issue only in terms of general or specific study skills. He thinks that the workplace has become intercultural and interdisciplinary in this globalized world. To compete in the knowledge economy, the undergraduates need socialization in ways of communication acceptable in national and international academic and professional communities. The thrust of English teaching in universities should, therefore, be disciplinary as well as cross-disciplinary (Swales, 1990; Bhatia, 2002, 2014, 2012; Biber, 2006).

Kreber (2009) also holds that for understanding of the problems faced in a complex and uncertain world requires a pragmatic synthesis of both disciplinary and transdisciplinary knowledge. In turn, the methods of teaching, learning, and assessment in modern universities should be both “context specific” and “context transcendent”. Donald (2009) agrees but says that beginning should be made with specific disciplines because “... disciplines provide homes within the larger learning community...” and “...serve as scaffolding for students in the process of exploring different ways of constructing meaning” (p.48).

Hyland (2006; 2009) extends this line of thought and thinks that academic discourse is not “uniform and monolithic”, rather is composed of subject specific literacies. The learning of this discourse will help in understanding specific written and spoken literacies used to construct and disseminate knowledge and worldviews of a specific disciplines. Trowler (2009) regards this commitment to disciplinary cultures as a form of “epistemological essentialism”. For him, this essentialism is a socio-cultural process that develops “mutually understood ways of interpreting and producing text” (p.190) in members of a discourse community.

Airey (2011) relates these text skills with disciplinary literacy that is “ability to appropriately participate in the communicative practices of a discipline” (p.3). He explains that this literacy is much more than reading and writing but is composed of

“three separate but interrelated literacies---academic, societal, and vocational---and each of these has a local and an international form” (p.3).

In nutshell, ESAP should focus on generic competence for disciplinary socialization right from the entry of the undergraduates in a university (Kuteeva, & Airey, 2013; Johns, 2008). The discussion in this section clarifies that the real difference between EGAP and ESAP lies in the purpose and priority (Flowerdew, 2013).

Generic competence

First language learners acquire some genres naturally at home and some through education, whereas second language learners need to learn all genres through formal education (Flowerdew, 2013). In addition, generic competence is different from the general communicative competence (though inclusive of it). To understand this difference, it is helpful to have an overview the developments in the notion of communicative competence. Figure 2.1 depicts these developments.

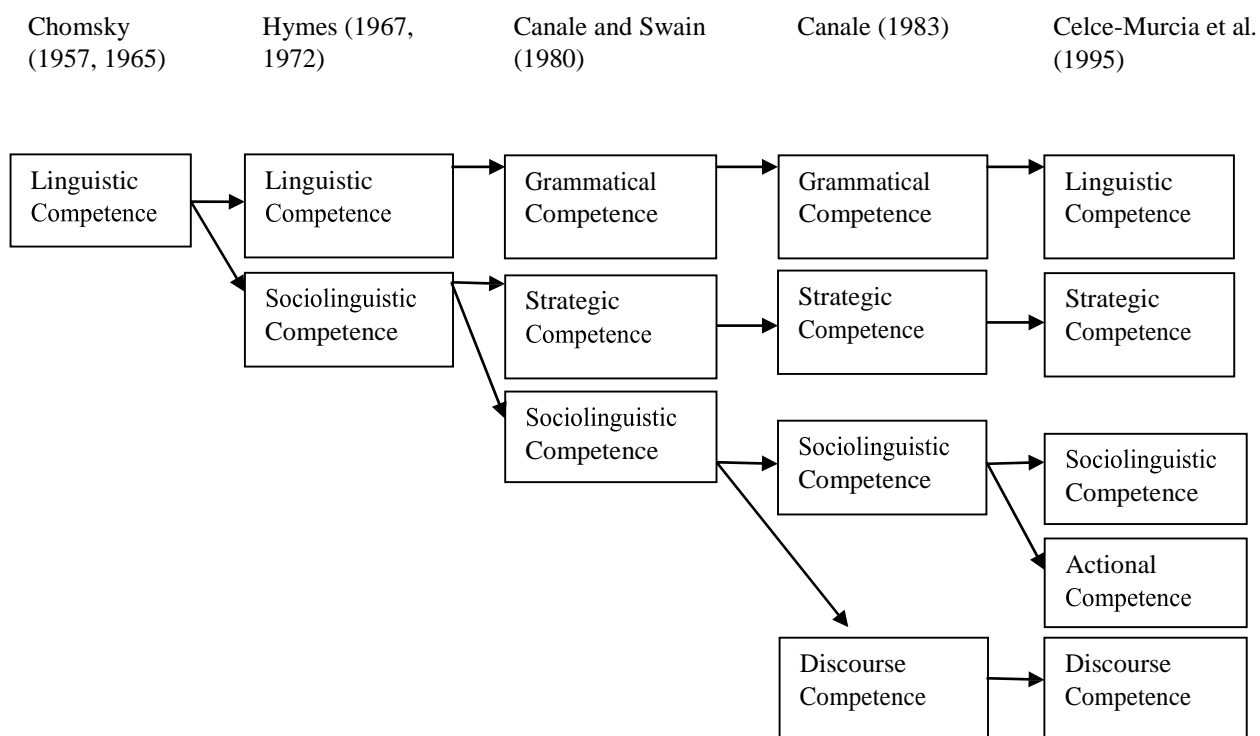


Figure 2.1. Chronological evolution of “Communicative Competence”. Adopted from “Rethinking the role of communicative competence in language teaching” by M. Celce-Murcia, 2008, p. 43

The notion of communicative competence became popular in applied linguistics with the efforts of the Council of Europe, which made it a goal of language

learning (Celce-Murcia, 2008; Savignon.2007). Figure 2.1 (from left to right) shows that only models of Canale and Celce-Murcia and her colleagues include discourse competence that is central to the definition of generic competence which is relevant to this study.

Discursive competence. Development of discourse competence of the learners occupies a central place in teaching of academic English to novice students entering a university (Bruce, 2008). Bhatia (2004, pp.143-147) opines that in disciplinary and professional contexts, the focus of teaching and learning is discursive competence. In his model, communicative competence is equivalent to textual competence. The second component is generic competence that refers to the ability to exploit generic resources for achieving objectives of disciplinary and professional activities. Bhatia (2004, p.145) gives the following specifications of generic competence:

- To select the appropriate set of genres (or system of genres) to suit a rhetorical purpose in a specific professional, disciplinary, or workplace context,
- To construct, interpret, and use generic resources to achieve the goals of the professional community,
- To exploit generic knowledge to create new forms to realize ‘private intention’,
- To participate effectively not only in the discursive procedures ...but also in the professional practices of which these forms are important components.

The third component of the discursive competence is social competence that is ability to communicate in wider social and institutional activities for asserting a professional identity.

Specialist competence. Bhatia (2004) links discursive competence with professional expertise or specialist competence in line with the activity theory (see Kain & Wardle, 2005). Discursive competence is knowledge and skills part (“genre competence”) and specialist competence is practical part (“genre performance”). Using Chomsky’s pair of terms metaphorically, Devitt (2015) points out that genre competence is knowledge of the communicative conventions of a discourse community and is shared by all members, whereas genre performance is use of this knowledge at individual level and is variable.

Transfer of generic competence. It means there is continuation from discursive to specialist competence and this continuation is the core purpose of teaching ESAP in universities so that the human product of universities can assume an economic value (Smith & Thondalana, 2015). This continuation requires “signature pedagogy’ that prepares students to relate thought (disciplines) and actions (professions) ...in ways that are accepted within the profession” (Poole, 2009, p. 54). It is this “transfer” that is lacking in all approaches to teaching EAP (Burgess, 2009) and often the competences are acquired over time through education, communication skills, on-job training, and actual practice in academia or work- places (Tardy, 2009).

Content Specification for Genre Pedagogy

Teaching English for the purpose of generic competence requires that the content/ syllabus should be designed on principles of genre pedagogy. The following subsections review literature on these principles regarding major components of a genre-based course of English.

Selection of disciplinary genres

Swales (1990) suggests that the process of planning the course should begin with data collection about the culture of academic institution and the discourse community that the learners will join or have joined. The second step involves the evaluation and validation of the instructional resources that can be done by comparing materials/books etc. with the academic or professional practices. A recent source of reliable validation is available in form of the academic corpora (see Biber, 2006; O’Keefe, McCarthy, & Carter, 2007, pp. 198-216; Gavioli, 2005).

Dudley-Evans and St. John (1998, pp.145-146) have proposed a parametric framework for ESAP course design that allows various decisions at planning level regarding disciplines, learner groups, materials, teacher roles, and other contextual factors. The choices may be intensive or extensive course; assessed or non-assessed; immediate or delayed needs; teacher as knowledge provider or facilitator; broad or narrow focus; pre-study or parallel; common core or specific materials; homogeneous or heterogeneous group; negotiated or pre-specified.

These suggestions, however, can serve as general principles and do not provide any operational framework for EAP course design. The Sydney School proposed one such framework for text-based course design for schools using

Halliday's ideas about such course (Johns, 2002). Rothery and Macken-Horarik (Macken-Horarik, 2002) described structure of elemental genres and related contextual parameters, which can guide both syllabus designers and teachers. This description includes eight elemental/prototypical genres based on literacy research projects conducted in Australia by the Sydney School scholars committed to Halliday's genre theory (see Christie, 2013, for a brief historical review). Table 2.2 presents description of two out of the eight elemental genres.

Table 2.2. *Description of Genre Purpose, Location, and Schematic Structure/Stages*

Genre	Social Purpose	Social Location	Schematic Structure/Stages	Description of Stages
Recount	Retells events for the purpose of informing or entertaining. Events usually arranged in temporal sequence.	Recounts are found in personal letters or oral & written histories, police records, insurance claims and excursion "write-ups."	{Orientation, Record of events, (Re-orientation)}	Orientation: Provides information about the situation; Record of events: Presents events in temporal sequence; Reorientation: Optional stage bringing the events into the present.
Information Report	Describes "the ways things are" in our natural built & social environment by firstly classifying things & then describing their special characteristics.	Information reports are found in Encyclopedias, and government documents. They are useful for locating information on a topic.	General Statement (or Classification) Description of Aspects. Description of Activities }	General Statement: Provides information about the subject matter; Description of Aspects: Lists and elaborates the parts or qualities of the subject matter; Description of Activities: Could be behaviors, functions or uses.

Note. Adopted from "Something to shoot for": A Systemic-Functional approach to teaching genres in secondary school social sciences" by Macken-Horarik, 2002, pp.17-42

In the Sydney School approach, genre moves and acts are replaced by schematic structures, stages, and phases (Paltridge, 2006). Stages are based on social structure of the genre and are relatively more stable, whereas phases are variable from context to context. It is phases which are directly linked with lexico-grammar (Rose, 2012).

In the SFL approach to syllabus design and language teaching, the first step is to identify disciplinary context (culture/genres) to situate academic activities in that context. The context includes the social/academic activity (field), the spoken or written interaction during the activity, its participants, and their roles and relations

(tenor), and the discourse produced in the activity (mode). Each of these aspects of the situational factors relates with some function and appropriate language (lexico-grammar) (Halliday, 2003). SFL, in this, way, suggests systematically both the WHAT (content) and HOW (methodology) for EAP. Feez (2002), Martin and Rose (2012), and others in the Sydney School have presented a model for selecting content in line with SFL. The salient features of the model (as described by Feez & Joyce, 1998) are given below:

- Texts are instances of language used in a social context.
- Language learning is leaning texts and their functions.
- Content (syllabus) suggests methodology.
- Content consists of those texts used in the target academic/professional context (community of practice).
- Scaffolding is the main strategy of teaching. There is no single way of scaffolding except that whatever is used for mediation should move from complete support to no support on the learning path.

As these parameters were based on tenets of a sound theory of language and language learning, the Sydney School scholars worked on a research project to see how these parameters could be extended to EAP at the undergraduate level in the City University of Hong Kong (Dreyfus, Humphrey, Mahboob & Martin, 2016). The work started with macro-genres (discipline level) identified through the needs assessment and observations of the disciplinary practices. It was found that the macro-genre of Linguistics was “linguistic interpretation” and that of Biology was “process”.

Then each of these macro-genre was used to develop a taxonomy of elemental genres (course level text-types) such as explanations, reports, expositions, procedures, etc. with their sub-genres (unit level text-types) such as experimental reports, concept reports, factorial explanation, etc. It is, however, notable that all sub-fields in a discipline may not have longer texts, such as Phonetics, Phonology, and Syntax prefer problem sets where tasks require analysis and argumentation with tables, symbols, and diagrams. Finally, with the help of the framework, genre categories such as summaries, reviews, different types of essays etc., which had almost same purpose, rhetorical structure (stages and phases) and language features were identified. Rose

(2012) provides a matrix of generally used educational genres which can help in content selection for genre based teaching (Appendix C, p. 203).

Another source of content which provides data-based identification of texts and genres is available from corpora studies. Gardner and Nesi (2014), for example, have identified 13 genre families across specific disciplines from a corpus of assessed assignments. This is in line with conception of genre as network of related genres (Flowerdew, 2013). In sum, a syllabus designer will have to consult such research-based genre grouping and their contextual and linguistic information besides the target context of course development for undergraduate level EAP.

Selection of language resources

In genre pedagogy, use of language resources is taught according to the social functions performed in a communicative situation (Lynch, 2006; Burns, 2006). Therefore, in genre teaching, lexico-grammar and language skills are never taught in isolation of rhetorical demands “as language is purposefully chosen and used by expert writers” (Johns, 2002, p.13). The following sections give an overview of parameters which merit consideration in EAP course development.

Language skills. Oral skills for EAP are the same as are used in EGP (English for General Purposes). The main difference is that their selection in EAP is needs/genre specific. In addition, oral skills are often integrated with literacy skills. This integration can be seen in discussions, group tasks, presentations, etc. (Corden, 2004). In Literature, role of dialogue in drama and novel reveals the central role of speaking skills (Nicholson, 2004). Oral skills in EAP include listening to monologue as in lectures, listening and speaking in both one-to-one and multi-person interactions, speaking monologue as in oral presentations. These macro skills are also taught with the related micro skills (Dudley-Evans & St. John, 1998). Lynch (2006) sees role of listening strategies and “mental models of culture and sub-culture” (p.95) in top-down and bottom up listening comprehension of academic discourse and suggests learning of predicting, monitoring, responding, clarifying, hypothesizing, inferencing and evaluating skills.

Feez (1998, as cited in Richards & Rodgers, 2014) includes oral skills as an integral part of her text-based syllabus proposal. For her a text is “any stretch of language which is held together cohesively through meaning” (p.4). This conception

of text implies both spoken and written texts which are cohesive and meaningful. However, Feez (2002) points out that there are overlaps between speech and writing which requires that integration of speech and writing should be viewed on a cline from most spoken to most written. She suggests that this integration can be attained using a topic/theme-based syllabus.

Grammar. Grammar is the semiotic resource used to construct texts for specific purposes (Hyland, 2008). EAP and EGP use the same grammar but, in the former, it is relevant to a specific academic/professional need (Johns, 2002), whereas in the latter, it is taught in a decontextualized manner with unspecified communicative need (Hewings & Hewings, 2005).

Further, as lexis and grammar are closely linked with genres of writing, isolated teaching of grammar and vocabulary is out of question in EAP. These language resources should be taught on need-to-know basis. Hinkle (2004) has recommended that teachers of literacy should focus mainly on: "... nouns and verbs; sentence boundaries and phrase construction; verb tenses in academic discourse; the functions of the passive voice in academic prose; noun clauses; hedges; textual cohesion devices" (p.54). The reliable method to know grammar needs in EAP/ ESAP is academic discourse analysis (Woodrow, 2018) or the specific disciplinary registers (Biber, 2006, chapter 4).

Biber and Gray (2016) suggested that the grammatical features common in the spoken academic prose are "contractions, pronouns, mental/activity/communication verbs, present tense, progressive aspects, time/place/space adverbials, WH-questions, that- clauses..." and the features common in written academic prose are "nouns, nominalizations, attributive adjectives, prepositional phrases, long words, passives, WH-relative clauses" (pp.79-86). Swales and Feak (2012) have specified lexico-grammar for written academic genres which can be used as a source for selection of genre specific language features. For example, in critiques, unreal conditionals, evaluative nouns, adjectives, verbs, and adverbs are used and in cross-disciplinary evaluation, adjectives such as perceptive, rigorous, sound, thin, etc. are used frequently.

Vocabulary. There are two broad divisions of vocabulary: (1) general vocabulary with higher frequency in a specific discipline, (2) general English words

that have a specific meaning in specific fields. The former is defined as core or semi-technical and the latter as technical vocabulary and both types are further divided into receptive and productive vocabulary (Dudley-Evans & St. John, 1998). Ha and Hyland (2017) have used Technicality Analysis Model and concluded on the basis of corpus data that a word lies on a technicality continuum and it is wrong to call a word purely technical or purely general.

ESAP syllabus should focus more on technical vocabulary as the “communities use lexis in ways unique to them, and usage identifies participants in the community”. Subject dictionaries, glossaries, books on subject specific key terms are the main sources of such vocabulary (Woodrow, 2018). The corpora-based sources, such as Cambridge Academic English Series and Oxford EAP series provide access to the words picked from the current usage in real academic/professional genres and registers (Thompson & Diani, 2015).

The course designers should include in an ESAP course the technical, sub-technical/core vocabulary, multi-word units, collocations, lexical bundles (chunks), and formulaic expressions (Timmis, 2013; Biber, 2006; Sanchez-Macaro & Carter, 1998; Coxhead, 2000; Pojanapunya, 2019).

Approaches to Teaching English for Generic Competence

The teaching of genre-based syllabus naturally demands a genre pedagogy which requires that English is taught by integrating language skills and lexico-grammar with the target communicative functions. The following sections introduce genre pedagogies which are based on the genre perspectives discussed in the theoretical framework of this research (see Bawarrshi & Reiff, 2010, for a comprehensive review of these pedagogies).

The Sydney School/SFL approach

This approach, originated and developed in Australia, is an application of Halliday’s (1978) theory of language to genre pedagogy. This social basis of the approach makes it different from cognitive approaches adopted by ESP scholars for genre analysis and teaching (Rose, 2012). In this theory, context has two levels, one of which is genre (culture/social purpose) that affects register (field, tenor, and mode) and interaction of the both selects the required lexico-grammar resources from the systems of linguistic choices. Every instance of language use is linked with a genre (reports, narratives,

etc.). It was Australia where Halliday's theory was successfully brought to the classrooms (Johns, 2002). Originally, the approach was designed to resist process approach to literacy practiced in the elite schools of Australia. Learners from elite class had an edge over learners from lower social class in their access to powerful genres practiced in prestigious social activities. But the students of low strata could not learn these valuable genres because of the implicit teaching of writing.

To empower such socio-economically deprived students, the Sydney School movement started in 1980s and 1990s in Australia (and beyond). This group of literacy researchers used SFL as a framework to introduce a pedagogy for explicit scaffolding of learners with limited or no access to powerful reading and writing genres. For Hyland (2007), the Sydney School approach is different for this explicitness and "interventionist" feature and is "perhaps the most clearly articulated approach to genre both theoretically and pedagogically" (p.153). Additionally, Sydney School pedagogy is no more confined to schools and has now been extended to tertiary level (Richards & Rodgers, 2014, p. 201).

Some of the main proponents of this approach include Rothery, Martin, Christie, Feez, and Macken-Horarik (Rose, 2012; Christie, 2013). The model of this approach for classroom application is called Teaching-Learning Cycle (TLC). TLC includes strategies for context building, modelling, deconstruction, joint construction, independent/individual construction, and text linking (for detail, see p.44). Motta-Roth (2005) applied SFL approach in Brazil through her "Academic Writing Cycle". This Cycle consists of three main strategies including Context exploration, Text exploration, and Text production (very similar to TLC).

SFL-based genre pedagogy has also been expanded to the multimodal texts in the undergraduate courses. The matrix of this application is Halliday's view of language as social semiotics and by implication it encompasses all non-linguistic semiotic meaning making systems. The pioneering efforts to this effect were made by Martin and O'Toole (Lim, 2004). Utilizing the pioneering works, Norgaard (2019) has developed a toolkit for multimodal genre analysis that can be used in the undergraduate classes for teaching multimodal genres.

Bateman (2008) and Giltrow and Stein (2009) extend multimodal analysis to cyber-genres in new media (e.g., emails, tweets, blogs, electronic newsletters, posters,

homepages, brochures). Such genres often include images, animated images, video and/or audio) and involve a technological medium (e.g., mobile, computer) in synchronic or non-synchronic communication. In such situations, participants from different discourse communities and cultures may enter communication which creates “interdiscursivity”.

In these hypertexts, movement from text to text interrupts structures of genres involved and disturbs coherence. To deal with this issue, the digital users create ways of minimizing incoherence (Bateman, 2008, pp.209-217). Despite these issues, the widespread use of technology mediated communication makes it essential that the undergraduate students should also develop competence in e-literacy.

ESP approach

This approach, which was originated from UK, was developed principally by Swales (1990) for researching and teaching in academic research genres. Bhatia (1993) elaborated and stretched it to the professional genres, especially in the fields of business and law. Swales (1981, 1990) identified a four move structure in article introductions on the basis of a corpus of 48 article introductions and called it CARS (Creating a Research Space). The moves are: (1) establishing the research field, (2) summarizing previous research, (3) preparing for present research, and (4) introducing the present research. Bhatia researched and proposed structures of genres used to realize professional purposes. For example, he identified the moves in sales promotion letter as: (1) establishing credentials, (2) introducing the offer, (3) offering incentives, enclosing documents, (4) enclosing documents, (5) soliciting response, (6) using pressure tactics, and (7) ending politely (Bhatia, 2004, 2014).

These moves are derived from the text features which are associated with mental schemas (genre moves) developed in minds of the members of a discourse community (Bhatia, 1993, pp. 21-22). The Sydney School and the New Rhetoric approaches, though are sociological, give importance to the knowledge of genre moves for “destabilizing” pre-university genre theories of the novices and “enriching” their formal schemas for learning disciplinary genres (Johns, 2002).

Describing the history of genre/discourse analysis, Bhatia (1993; 2004) says that written discourse developed from textualization to contextualization and the spoken discourse moved from contextualization to textualization. Flowerdew (2002)

thinks both developments are complementary but they differ in emphasis. The analyst decides to go for “text first” or “context first” analysis according to the purpose of analysis. Bhatia (1993) thinks that both perspectives can be synthesized into a single analysis and has suggested seven steps for application of his analytic framework. All of these steps, however, may not be involved in every analysis.

Step1. Placing the given genre-text (exemplar) in a situational context.

Step2. Surveying existing literature on the purposes, linguistic features, previous analysis of similar genres, and history and social structure of the discourse community where the genre is used frequently.

Step3. Refining the situational/contextual analysis focusing more closely on the speaker/writer, audience, role relations between the participants, genre repertoire, context of the discourse community, and implied social context.

Step4. Selecting corpus

Step5. Studying the institutional context following actions given in step 2.

Step6. Doing linguistic analysis including lexico-grammar, syntactic patterning, and relating linguistic features with genre moves.

Step7. Validating findings of analysis from a specialist or observing genre use in the real context.

Bhatia’s framework of analysis is, no doubt, very comprehensive as it can be used to analyze genre both with reference to text and context. It can also be used as genre pedagogy (applied genre analysis) and as a framework for authentic materials development and syllabus design in academic and professional settings (see Bhatia, 2012).

The New Rhetoric/RGS approach

RGS (Rhetorical Genre Studies) approach, which was originated from USA, views genre as a dynamic and complex concept. This approach emphasizes dialogic relation between genre and the context of its use. Sometimes, it leads to a misconception that RGS approach gives more importance to the social or ideological functions than the text used to perform these functions. Flowerdew (2002) repudiates this

misunderstanding and says that RGS approaches interpret text through contextual analysis, whereas linguistic approaches interpret context through textual analysis.

Kain (2005) represents RGS view of genre in a more comprehensive way and thinks that genre/text- types are an integral part of multidimensional context. Contexts can be local and familiar or broader with participants from different communities of practice. These levels may be interlinked but it does not entail a necessary interlinkage in the genre functions. It means learners and users should not take a one to one link between context and genre. At local level, genres function as instrument, at discourse community level, genres perform meta-communicative function, and at a broader level, genres perform a socio-political function.

Keeping in view this complex relationship between context and genre, Samraj (2002) supports a dynamic and broader view of context while following RGS approach in teaching. For her, context should be taken as the academic institution, discipline, course, task, and the student, which together surround the text. Russell, Lea, Parker, Street, and Donahue (2009) suggest that RGS never means an isolated approach that has nothing to do with classroom settings. These researchers interrelate RGS with other genre pedagogies by suggesting three versions of RGS: Genre acquisition (comparable with ESP); Genre awareness (comparable with multidisciplinary composition courses); New Rhetorical approach (comparable with genre learning in context of use).

The New Rhetorical version is based on the view that learning embeds in a “situated cognition” (Adam & Artemeva, 2002, pp.179-196). For these scholars, second language learners learn genres implicitly through exposure to the academic community. The learners internalize genre purposes and features at home, in classrooms, or at work. Guleff (2002) takes a similar position and suggests apprenticeship and ethnographic activities for genre learning by exploring the context of the community of practice where genres are used.

Devitt, Reiff, and Bawarshi (2004) suggested the following procedure for ethnographic teaching of genre:

- Select and gain access to a scene (context).
- Observe the scene in general
- Identify the situations of the scene
- Observe and describe the situations of a scene
- Identify the genres in the scene and analyze

Coe (1994, p.161) has proposed following questions for extension of ethnographic analysis to critical genre analysis:

- What sort of communication does this genre encourage?
- Does it encompass some people while silencing others?
- Are its effects dysfunctional beyond its immediate context?
- What are the political and ethical implications of rhetorical situation assumed by a particular genre?
- What does the genre dignify?

Integrated Approach

Though the linguistic approaches (SFL and ESP) are mainly suitable for non-native learners, and the New Rhetoric (RGS) approach is more suitable for natives learning genres in real contexts, there is no watertight demarcation (Freedman, 2005). Swales (2005) thinks that "...the divisions among the three traditions have become much less sharp---even if not entirely disappeared" (p.4). In his view, ESP pedagogies encompass the Sydney School approach, the New Rhetoric approach, and even the Composition Studies where writing commits to rhetorical organization of the text (cause-effect, illustrations, etc.).

The reason behind this eclecticism is that the "ESP practitioners distrust theories that do not quite work out in the litmus-paper realities of [their own] classroom(s)" (Swales, 1988, p. viii, as cited in Johns, 2002). There is no other difference in traditional ESP and the Sydney School except that in ESP genre teaching is guided by the established communicative purposes of a discourse community and in Sydney School beginning is made by linking purpose with the situational variables as proposed by Halliday (Macken-Horarik, 2002).

Integration is also preferable because it serves complementary purposes of developing genre awareness implicitly in the out of class social contexts and supporting genre acquisition through explicit instruction in the class (Paltridge, 2013; Johns, 2011, 2008). Keeping in view this support for eclecticism, the present study followed an integrated approach that was informed by the theoretical framework of this research and that exploited synergy of ESP, the Sydney School, and the New Rhetoric/RGS pedagogies for eclectic scaffolding strategies.

Strategies of Teaching for Generic Competence

“Strategies” in this study refers to that set of procedures which together are called TLC (Teaching-Learning Cycle). The TLC was result of Rothery and her colleagues’ (1996) efforts to apply Halliday’s pedagogy in classrooms. The Cycle covers each major dimension of genre analysis through interconnected strategies of context building, modelling and deconstructing, joint construction, independent construction, and cross-overs in the texts. Feez and Joyce (1998) explain that context building and modelling help in discovering social purpose, discourse structure, and language features of the genre.

In deconstruction genre-text is analyzed at discourse and clause levels. The genre analysis in the Sydney School approach consists of stages, phases, and language expressions (Rose, 2012, p. 213-214). Figure 2.2 presents a model.

Orientation	Molly and Gracie finished their breakfast and decided to take all their dirty clothes and wash them in the soak further down the river. They returned to the camp looking clean and refreshed and joined the rest of the family in the shade for lunch of tinned corned beef, damper and tea.
Remarkable Events	The family had just finished eating when all the camp dogs began barking, making a terrible din. 'Shut up,' yelled their owners, throwing stones at them. The dogs whined and skulked away.
problem	Then all eyes tuned to the cause of the commotion. A tall, rugged white man stood on the bank above them. He could easily have been mistaken for a pastoralist or a grazier with his tanned complexion except that he was wearing khaki clothing.
reaction	Fear and anxiety swept over them when they realized that the fateful day they had been dreading had come at last...
problem	When Constable Riggs, Protector of Aborigines, finally spoke his voice was full of authority and purpose... 'I've come to take Molly, Gracie and Daisy, the three half-caste girls, with me to Moore Rive Native Settlement,' he informed the family.
reaction	The old man nodded to show that he understood what Riggs was saying. The rest of the family just hung their heads , refusing to face the man who was taking their daughters away from them. Silent tears welled in their eyes and trickled down their cheeks.
problem	'Hurry up then I want to get started. We've got a long way to go yet. You girls can ride this horse back to the depot,' he said, handing the reins over to Molly.
Reaction	Molly and Gracie sat silently on the horse, tears streaming down their cheeks as Constable Riggs turned the big bay stallion and led the way back to the depot. A high pitched wail broke out. The cries of agonized mothers and the women, and the deep sobs of grandfathers, uncles and cousins filled the air. Molly and Gracie looked back just once before they disappeared through the river gums. Behind them, those remaining in the camp found sharp objects and gashed themselves and inflicted deep wounds to their heads and bodies as an expression of their sorrow. The two frightened and miserable girls began to cry, silently at first, then uncontrollably; their grief made worse by the lamentations of their loved ones and the visions of them sitting on the ground in their camp letting their tears mix with the red blood that flowed from the cuts on their heads.

Figure 2.2. Structure of an anecdote. Adopted from “*Genre in the Sydney School*” by D. Rose, 2012, p. 213.

In Figure 2.2 stages are written in bold print and phases are written in common print in the first column. The text is given in front of stages and phases in the right column showing the relevant language features in bold. Rose says that phases of a macro-genre vary across sub-genres.

Joint negotiation or construction involves composing new texts using the knowledge gathered at context building, modelling, and deconstruction. Independent construction is multipurpose strategy. It can be used for text production in style of the process writing. In addition, this strategy can be used for extension work or assessment. Finally, text linking is a strategy for teaching intertextuality and genre comparison and contrast.

These strategies are preferred because they select procedures of genre teaching and learning from all the three main approaches to genre pedagogy. The following points, taken from the review of genre theories and genre teaching approaches, substantiate this characteristic:

- Emphasis on contextual analysis is shared with Halliday's genre theory and the New Rhetoricians' dynamic and reflexive views of genre.
- Clause level analysis of lexico-grammar is shared with the Sydney School, Corpus Linguistics, and RGS approaches.
- Joint construction has links with Vygotsky's view of social mediation through scaffolding and the process approach to writing.
- Intertextuality/text blending is shared with the New Rhetorician's views on genre in complex communications and Bhatia's ideas on genre colonization
- Flexibility in using these strategies in any order according to the mode, discipline, and proficiency level comes from RGS and the Sydney School approaches.
- Scaffolding can be provided in multiple ways at individual and class levels. The questions proposed by Johns (2015) and Paltridge (2002) can be used for context building and modelling strategies, and those by Motta-Roth (2005) can be used for text deconstruction, joint construction, and independent construction strategies. She has suggested a checklist for application of these strategies (Appendix D, p. 204).

The strategies of Teaching-Learning Cycle have close relevance to the context of Pakistan. For teaching English, grammar and vocabulary are taught separately and with decontextualized materials. But in the suggested strategies, grammar and vocabulary are taken as a single unit/lexico-grammar (following Halliday, 2003),

which means that teaching of one does not exclude the other. Johns (2002) clarifies this unity: “lexico-grammar, meta-discourse, or other features should never be taught separately from rhetorical consideration. Language is purposefully chosen and used by expert writers” (p.13).

A popular misconception is that grammar has a subsidiary or no role in communicative approach to language teaching (personal experience as a university faculty). This tendency is an offshoot of defining grammar as a set of prescriptive rules, whereas grammar is much more than this. It is a mechanism that creates meaningful messages exchanged in communication (Nassaji & Fotos, 2011). In the Sydney School strategies, grammar is conceived and taught as a resource for communication.

However, there are studies which have challenged the effect of TLC/Sydney School strategies on learning of written genres (e.g., Hermansson, Jonsson, Levlin, Lindhe, Lundgrun, Shaswar, 2018). These researchers conducted an experimental study with control group design. They selected 90 students of grades 4-6 from six classes of Swedish primary schools. The researchers gave H.C. Andersen’s fairy tales as intervention (bilingually) for two semesters. Their focus was to see the effect of joint construction (a strategy of TLC) on narrative writing.

On the basis of their findings, the researchers concluded that the claim of the Sydney School about the effectiveness of joint construction could not be supported. The results of this small study, however, needs to be revisited on the grounds that TLC is used in piecemeal in the Swedish experiment, whereas its strategies are interdependent. Second, TLC is not set of universal prescriptions. There is no single method of scaffolding and it is quite possible that the visual scaffolding used in the intervention did not work in this particular context. The rational approach would be to experiment different forms of scaffolding to pick out the one fit for the Swedish primary school learners.

Selection of Learning Resources/Materials

For using genre teaching strategies, the appropriate selection of learning materials is an important precondition. General materials do not work with ESAP learners because they are “not primarily language learners; they are or have been learners of other disciplines and this has to be a major consideration in the devising and delivering of a

Course” (Bhatia, 1993, p.177). Hyland (2006) suggests that authentic materials developed or selected by teachers are more effective for genre teaching than using a course book alone. Dudley-Evans & St John (1998) has mentioned learner generated materials as another good choice.

Bhatia (1993) has described a research-based procedure that can be used as an operational design for EAP materials development. The process started with extensive needs analysis with the involvement of subject teachers from the National University of Singapore, Ngee Ann Polytechnic, and Singapore Polytechnic institutes. The materials produced consisted of two volumes, one on English for Business and the other on English for Technology.

In both the volumes, each unit consists of a genre or sub-genre with an example showing colour-coded moves and steps. After that, three worksheets or exercises with clear instructions are given. The head worksheets followed by the head text (genre exemplar) require three actions by the learner (Bhatia,1993):

- Identify and assign functional values to the components or major chunks of the text (matching with the conventions of the discourse community).
- Practice to learn the “formal schemata” of the genre-text.
- Introduce creative pragmatic strategies that genre users can adopt to get things done.

Currently, technology has deeply influenced the ways and means of communication, literacy, and teaching and learning in EAP/ESP. The increased use of technology has resulted in “multiple literacies” (Read, 2015). Course delivery is now possible with virtual means like MOOCs (Massive Open Online Courses), YouTube, Skype, LMS (Learning Management Systems) like Moodle (Modular Object-oriented Dynamic Learning Environment), and MALL (Mobile Assisted Language Learning). Corpus linguistics provides a rich resource for ESAP teaching based on reliable descriptions of specialized discourses and genres (Woodrow, 2018, see p.76 for specific uses; Cox & Hill, 2004, for tasks on using digital resources).

Swales and Feak’s (2012) academic writing tasks based on data from MICUSP (Michigan Corpus of Upper Level Student Papers) is just one of numerous concrete examples of corpus-based materials development (L. Flowerdew, 2012; O’ Keeffe, McCarthy & Carter, 2007, for more on corpus applications in all areas of

language teaching). Then the Internet resources with advanced technology have made possible a much quicker and easier access to authentic materials and connectivity with larger and diverse discourse communities (Arno-Macia, 2012; Slaouti, 2013).

Dudenev, Hokly, and Pegrum (2013) have presented procedures for technology-based learning of language skills, grammar and vocabulary centered around themes selected from different academic disciplines.

Discipline Based Studies on Academic Genres/EAP in Pakistan

The research landscape in Pakistan shows an increasing interest in the genre analysis and needs analysis in the area of EAP/ESAP. The following review is confined to a selection of studies closely related with the focus of this research. Umm-e-Habiba (2018) studied high frequency words in legal discourse with the help of a corpus of 76 law research articles sampled from Corporate Law, Pakistan Tax Decision, and All Pakistan Legal Decisions. Wordlist tool was used to analyze the corpus and then it was compared with Coxhead's (2000) Academic Word List. The researcher concluded that legal vocabulary was discipline specific. This finding raises questions about existence of a cross disciplinary core vocabulary.

Another mentionable study was conducted by Pathan, Memon, Memon, Shah, & Magsi (2018) with a corpus of 200 Pakistani doctoral theses taken from 17 subject disciplines (PAKDth). The study found that Coxhead's (2000) Academic Word List covered 96.49 % texts of the doctoral theses. These findings prove the effectiveness of Coxhead's AWL for teaching academic vocabulary to college and university students.

Aib and Zahra (2018) conducted a corpus-based study to find out attitude markers in the sample corpus of 100 book reviews published in the English newspapers of Pakistan. They used Hyland's (2004) list of meta-discursive attitude markers for this analysis. What is significant in the context of this study is the conclusion that attitude markers can be used for teaching creative writing and genre variations.

Asghar (2015), however, adds contrastive rhetoric knowledge with meta-discourse for understanding the writer's cultural text patterns. He conducted the study with a corpus of 11 texts collected from students of Business and IT studies at a private university in Pakistan. The researcher found lack of knowledge of meta-

discourse and contrastive rhetoric in the undergraduates and suggested syllabus and teacher training based on these important aspects of academic writing which are essential for successful professional performance after leaving the university.

Shahzad and Abbas (2016) conducted a study of a corpus of section genres in the Introduction sections of MPhil theses. From their analysis based on Swales' move analysis (1990, 2004), they showed that Swales' model was not strictly followed in the non-native academic context of Pakistan. The study advocated ESAP in Pakistani universities with an emphasis on using genre analysis as a teaching strategy for academic writing courses at graduate level.

Another genre-based study was conducted by Shahzad and Sohail (2012) on a corpus of 56 Computer Science research articles using Swales' CARS model (1990, 2004). This research recognized the role of scaffolding but emphasized RGS based EGAP. The authors suggested that genre analysis in a particular field should be used to develop meta-cognitive ability to transfer learning from one genre to a new genre.

Anwar and Talaat (2011) worked on Pakistani Journalistic English. The researchers developed a corpus of Pakistani English newspapers published in one month and manually analyzed the corpus data. The conclusion of this research established Pakistani English and Pakistani Journalistic English as varieties of Standard English with difference in lexis and grammar. The researchers have attributed these linguistic differences to the result of language contact through the colonial rule in the sub-continent. But the study did not mention the application of its findings for the teaching and learning of Pakistani Journalistic English for professional purposes.

Masroor (2016) conducted a study that brought RGS oriented genre analysis into classroom practice at school level. Utilizing the similarity between the genre of argumentative essay and the genre of newspaper editorial, she conducted a study on the use of editorials as authentic materials for teaching argumentative essay in the classroom. The model used for teaching was: (1) genre awareness; (2) genre participation; (3) genre transition; (4) genre generation. Every phase of the model consisted of tasks and activities for application in the classroom.

Shahzad, Asghar and Janjua (2018) conducted CARS based move analysis of 20 MA ELT theses submitted at a state university in Pakistan. The study concluded

that any deviation from genre conventions of a discourse community is a sign of problems or lack of generic competence. But there are studies which show that CARS is not a monolithic model (Bhatia, 1993, Swales, 1981; Shahzad & Abbas, 2016; Shahzad, 2012; Asghar, 2015). Admittedly, a full conformity to CARS is helpful at the threshold level. Strict following of academic conventions is also a pre-condition for publications and membership in the research community (see Bhatia, 2017, on CGA; Swales, 1990; Hyland, 2006). But, at MA level, it may be seen as a prescription that goes against the creativity and flexibility of genre (Sowell, 2019). Both genres and the conventions of a discourse community change over time (Bhatia, 2004; Hyland & Jiang, 2018). Even discourse community and its members affect each other (Flowerdew & Wang, 2015) and a consequent change in norms of academic writing may emerge.

Mashori (2009, 2010) conducted two studies on teaching writing to undergraduates by process writing at a state university in Pakistan, using survey and experimental designs respectively. The studies concluded that grammar and model based teaching of writing should be replaced by a “new method” of teaching writing. The researcher proposed process writing but seems to ignore the key role of generic text models and grammar.

As far as grammar is concerned, the difference lies in when and how to focus on grammar not in discarding grammar (see Hewings & Hewings, 2005; Ellis, 2006; Savignon, 2007). Then it is “genre trap” not the genre/model based approach that should be avoided. The fault lies in introducing genre models as “templates”, whereas a genre may have several variants which can show various paths to dealing with writing tasks (Sowell, 2019 pp.8-9). Wu (2019) conducted a study using Vygotskian concepts of “mimicry, emulation, and imitation” and concluded that genres were not entirely enabling or entirely constraining as a learning strategy. No doubt, process approach is good for learners as writers but only at individual level. EASP writing is context dependent and seen as a social act performed according to the norms of a specific academic or professional community (Dudley-Evans & St John, 1998).

The studies in Pakistan also include those which explored suitable learning resources for teaching compulsory English at BS level. Raza and Akhter (2015) conducted research with a sample of undergraduate students and teachers of English from different disciplines at a state university. Using a case study design, the

researchers concluded that the undergraduate students of different disciplines would likely be motivated to learn English if appropriate weightage were given to the texts from Pakistani English Literature.

The study appears to overlook the intercultural and interdisciplinary value of canonical English Literature for Pakistani undergraduates. Contrarily, Manzoor and Talaat (2012) in their review paper on socialism in Hardy's novel found that Hardy used integrated intertextuality as a tool to convey his socialist views to an anti-socialist audience. This intertextuality demands knowledge of different types of intertextuality or genre relations and embedding.

Studies were also conducted on needs analysis for professional English. Dar (2010) conducted needs analysis with students of Advanced English Language Diploma offered at a public university. The results of her needs assessment showed that the diploma was not according to the professional needs of the participants. The study supported an ESP course in place of this diploma that was more suitable for EGP.

Choudhry and Khand (2009) conducted a study in the area of EALP (English for Academic Legal Purposes) and EOLP (English for Occupational Legal Purposes). The study attempted to relate knowledge of legal discourse to professional practice in line with Bhatia's (1993) model of generic competence. The sample included teachers of law, fresh graduates, and practicing senior lawyers. A survey design was used to seek perceptions of the sample on organizing thoughts, formatting, choosing appropriate legal language and mechanics. The researchers found that the participants tended to feel that law professionals lacked competence in legal writing and recommended that academic legal English be made part of legal education.

The studies on needs assessment tend to support a move from EGAP to ESAP in academic settings for professional socialization during academic education. Irshad and Anwar (2018), for example, have suggested a need-based course for Computer Science students at tertiary level. Reviewing different types of syllabi, the researchers have suggested an integrated syllabus, particularly, Task Based for ESP. Khan and Khan (2015) conducted needs analysis for a pre-service ESP course for future bankers. They found that the students needed workplace writing skills which were not

adequately acquired during academic studies. This study also recommends that only ESAP courses can develop competency-based writing skills for the target professions.

Mansure and Shrestha (2015) found in a mixed design study with administrators, MBA students, and their teachers at a Pakistani university that needs analysis took shape of a course only when all stakeholders were involved in it. The study concluded that both needs analysis and means analysis were inevitable for a practicable course design.

A study that combined needs analysis and evaluation of ESP at tertiary level, was conducted by Sultan, Afsar, and Abbas (2019) with a sample of BSc Engineering students at five engineering universities in Pakistan. Using a mixed methods design, the researchers found that the compulsory English being taught to the future engineers did not match with their academic and professional communicative needs. One significant finding relevant to the present research was that traditional methodology was inappropriate for professional English.

Summary of the Chapter

The literature reviewed in this chapter reveals that the undergraduate students need to acquire oral and written genres used in their disciplines. The theoretical framework of this research suggests that genres are very dynamic and evolving frames of discursive practices followed in the same and different academic communities/disciplines. Therefore, English taught parallel to the subject courses should enable the undergraduate students to know and use disciplinary and cross disciplinary genres.

To develop this generic competence, a genre based syllabus and a genre pedagogy based on the contextualized view of language use and social interactionist view of language learning should be employed. The review also shows that an eclectic pedagogy serves much better than any rigid recipe like methodology. Teaching-Learning Cycle is one such methodology that is based on literacy research conducted mainly in Australia and beyond in UK, USA, and Asia.

The research on EAP/ESAP conducted in Pakistan also supports the use of genre research for pedagogical purposes. The review of prior research shows that studies on academic wordlists, academic research and professional genres, and needs assessment support both EGAP and ESAP at undergraduate and graduate levels.

Overall, these studies point out that the methodology for teaching professional and academic English in Pakistani universities do not match with the immediate disciplinary and workplace communication needs of the university students. The review also highlights a research gap in the areas of genre pedagogy for tertiary classes, especially its evaluation on the basis of a research based yardstick to find out the level of correspondence between teaching strategies and the goal of offering compulsory English at BS level. The present study was conducted to contribute to filling up this vacuum in research on EAP in Pakistan.

CHAPTER III. RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research design and methodology used to address the research questions about evaluation of various aspects of teaching strategies for BS compulsory English. The attempt is made to present the research design of the study as an argument whose components are logically linked with each other. This logicity is maintained to draw conclusions which can be attributed to the empirical evidences gathered from the quantitative and qualitative data (as proposed by Cohen, Manion, & Morrison, 2018, p. 173). The components of the design opted for this research include: paradigm, methodology, population, sampling, methods of data collection, ethical considerations, and methods of data analysis. The chapter ends with a summary of the whole research plan.

Paradigm

The central issue in a research project is to choose an appropriate design to address the research problem. This decision in some approaches to social science research is made with reference to the researchers' commitment to a specific notion of reality (ontology) and true knowledge (epistemology). For Morgan (2014), Realism assumes existence of an objective reality and universal truth tentatively known through testing evidences about reality. Constructivism believes in multiple subjective realities and multiple relative truths known through interpreting perceptions of the individuals. As quantitative approach largely owes to realism and qualitative to constructivism, for some, their mixing is regarded illogical and incompatible.

However, an alternative paradigm based on pragmatism views research as a strategic action to address a research problem successfully. Similar to general problem solving, the researcher makes decision of an appropriate design (action) after evaluating the alternative designs available to answer the research problem/questions. This decision making may end up with selection of quantitative, qualitative, or a mixed method design (Morgan, 2014). The present study followed the tenets of pragmatism in choosing a design that could help attain its objectives.

Research Design and Methodology

Mixed methods design was selected for this research. The decision to prefer mixed methods design was made keeping in view the objectives of the study and the theoretical perspective of the research problem (see Chapter 2, p. 17). The theoretical stance of the study is based on interactionist genre pedagogy and social constructionist epistemology. Naturally, the participants of this research, teachers and the undergraduate students, were expected to have mutually constitutive relationship with the pedagogical context in the EAP classroom (as espoused by Cohen, Manion, & Morrison, 2018). It was this complex and ever-evolving context where this study was conducted. This complexity might involve many unpredictable influences on the perceptions and praxis of developing generic competence for disciplinary discourse. However, it was not possible that a single researcher in a single study could give an account of all aspects of such a dynamic context. Following a pragmatic research approach, the researcher decided to collect different types of data to explore and explain specified aspects of teaching and learning genres in the undergraduate classes of the selected academic disciplines.

The researcher believed that commitment only to a quantitative methodology would give a broader perspective of his research problem as an outsider but without any contextualized explanation. Similarly, commitment only to the qualitative methodology would provide an in-depth picture of a small part of the whole context of his research problem but as an insider with potential biases based on personal knowledge and experiences. Therefore, mixed methods design was a better option for this study for not following one perspective at the cost of the other. The main consideration was “complementarity” offered by the mixed methods design. (as pointed out in Cohen, Manion, & Morrison, 2018).

To obtain this complementarity, the convergent mixed methods design (QUAN...> qual = convergent) was employed (the notation was adopted from Creswell & Clark, 2018). This notation denotes the sequence in which methodologies were employed and the weightage given to them in the design. QUAN indicates predominance of the quantitative phase. Quantitative and qualitative data were collected sequentially and analyzed separately. As the evidences obtained from both types of data were integrated only at the stage of discussion, the design was partially mixed.

Following the convergent design, two methodologies were used. The questionnaire survey was adopted to explore perceptions of the participants and non-participant semi-structured observation was used to validate perception-based data about the research problem addressed in this study.

Surveys are used to know how a selected group of people perceives an issue. It is an efficient method of collecting required information about a research problem within the limited resources available to an individual researcher (as discussed in Dornyei, 2007). But knowing only opinions would have been insufficient to provide a comprehensive understanding of the research problem. Therefore, the questionnaire survey was strengthened by the non-participant semi-structured observation. This mixed methods ethnography has been considered one of the effective strategies for obtaining deeper understanding of the interface between perceptions and praxis in a natural context (as suggested by Fraenkel, Wallen, & Hyun, 2015).

However, both research types have their specific shortcomings. The researcher, being conscious of the individual limitations of both the research types, used them in a combination to off-set their weaknesses by the synergistic benefits.

Data sources

To address the research questions, data was obtained from three sources: (1) Teachers of BS compulsory English, (2) undergraduate students, and (3) non-participant class observations. For selection of these data sources, the target population was defined.

Population. All the 21 (15 private and 6 public) universities, out of 29 general universities, ¹ in Lahore, were the target population for this study. Out of these 21 general universities, two public and two private universities were selected. It was not feasible to collect data from all the 21 universities. Usually, researchers prefer to select a research context which they think will represent the large number of similar contexts. But in the present study, selection of those universities was preferred as case which had potential for offering illuminating data about the research problem of this study (following Stake, 2005).

Further, the decision of selecting two new and small universities and two old and large universities enabled the researcher to get insights into the research problem through comparison and contrasts, at least in terms of some important demographic variables. The study gave equal representation to the public and private universities in

Lahore. The researcher believed that inclusion of public universities would provide a historical context to the teaching of compulsory English at the undergraduate level, as more than often, these universities have been making greater contributions to the development and implementation frameworks for tertiary level English in Pakistan (Lodhi, 2016). Private universities would provide a parallel site to understand the practical side of the public/HEC policies. For reasons of anonymity, A and B were used as labels for the public and C and D for the private universities.

As all of the five disciplines focused in this study (English, Economics, Education, Mass Communication, and Sociology) were not available in every university, especially in the new and small universities of the target population, it was not appropriate to select universities by random sampling. Instead, purposeful sampling was used as it selects samples according to the specified criteria matched with the purpose of the research (Dornyei, 2007). For selecting sample of the universities, following criteria were used:

- The university was a recognized general category public/private university
- The university's main campus was located in Lahore (city).
- The university has established departments of English, Economics, Mass Communication, Sociology, and Education.
- The classes of BS compulsory English were available for data collection.

Selection of samples for the survey. From the four selected universities, 60 teachers and 1080 undergraduate students were selected by purposeful sampling using the following criteria.

The teachers were

- Teaching compulsory English to BS classes in the discipline of English/Economics/Education/Sociology/Mass Communication or in more than one of these disciplines.
- Teaching BS compulsory English in single or mixed discipline class.
- Full time or adjunct faculty at the selected universities.
- Teaching BS students in morning or evening or both shifts at the selected departments.
- Willing to participate in the research and accessible for data collection.

The students were

- Enrolled at any one of the sampled universities.
- Enrolled in the BS compulsory English course in the discipline of English/Economics/Education/Sociology/Mass Communication.
- Enrolled in single or mixed disciplines class.
- Enrolled in the morning or evening shifts in any of the first four (or three) semesters at the selected departments
- Taught according to the standard/modified course outlines of BS compulsory English proposed by the HEC, Pakistan.
- Willing to participate in the research and accessible for data collection.

However, for a comprehensive account of the research problem, background information was also added to these specific criteria. Tables 3.1 and 3.2 present the demographic profile of 55 (out of 60) teachers and 1000 undergraduate students (out of 1080) who actually provided data for this study.

Table 3.1. *Demographics of the Teachers (N=55)*

Variables	Levels	<i>n</i>	%
University	University A	19	34.54
	University B	10	18.18
	University C	13	23.64
	University D	13	23.64
Status of the university	Public (A & B)	29	52.73
	Private (C & D)	26	47.27
Discipline/Class	Single discipline classes*		
	English	5	9.09
	Economics	3	5.45
	Mass Communication	4	7.27
	Sociology	3	5.45
	Education	4	7.27
	Total	19	34.54
	Mixed discipline classes**	36	65.45
Qualification	M.A. English Literature***	8	14.50
	MA English Linguistics	3	5.50
	MA TESOL/ TEFL/ ELT	3	5.50
	M Phil	36	65.50
	PhD	5	9.10
Experience of teaching BS compulsory English	More than 2 and less than 5 years	16	29.10
	5 years	21	38.20
	Less than 10 years	9	16.40
	10 years and more	9	16.40
Gender	Male	31	56.40
	Female	24	43.60

Note. *Single discipline classes consisted of students from only one discipline in university A.

** Mixed discipline classes consisted of students from the five selected disciplines in universities B, C & D.

*** MA is the last qualification of retired college teachers/foreign degree holders included in the sample and were working as adjunct faculty in university A

Table 3.1 shows background information about the teachers selected in the sample. Most of the teachers were from university A (35.54%) that was the oldest and largest university of the four selected universities. University A and B were public, whereas C and D were private. In university A, BS compulsory English was taught in separate classes held at the respective departments, whereas in universities B, C, and D, it was taught in the combined classes. The sample included both full time and part

time faculty. Most of the teachers (38.2%) had five years' experience of teaching compulsory English. It is important to note that only a few (5.5%) teachers had professional degrees in teaching of English.

Out of 55 teachers, 14.5% possessed Master's degree in English Literature but a few (5.5 %) had the same degree in Linguistics. These teachers were retired from colleges or they had Master's degree from abroad (which is equal to MPhil degree from Pakistan). Teachers of both gender were part of the sample and taught co-ed or single sex classes without any discrimination. This sample shows higher number of male teachers (56.4%) that is not symbolic of any gender discrimination in recruitment etc., rather it just represents higher proportion of males in the sample population. These background variables had relevance to the interpretations of data in chapter 6 (p. 131).

Table 3.2. *Demographics of the Undergraduate Students (N=1000)*

Variables	Levels	<i>n</i>	%
University	University A	356	35.60
	University B	240	24.00
	University C	204	20.40
	University D	200	20.00
Status of the university	Public (A & B)	596	59.60
	Private (C & D)	404	40.40
Discipline/Class	Single discipline classes*		
	English	84	23.33
	Economics	56	16.73
	Mass Communication	75	21.07
	Sociology	71	19.94
	Education	70	19.66
	Total	356	35.60
	Mixed discipline classes**	644	64.40
Last qualification obtained from	Urdu medium institute	184	18.00
	English medium institute in Pakistan	777	78.00
	English medium institute abroad	39	4.00
	Home language		
Urdu mostly	Urdu mostly	737	73.30
	English mostly	38	3.80
	English only	12	1.20
	Any other	213	21.30
Semester	First semester	24	2.00
	Second semester	564	56.00
	Third semester	95	10.00
	Fourth semester	317	32.00
Gender	Male	375	38.00
	Female	625	62.00

Note. *Single discipline classes consisted of students from only one discipline in university A

**Mixed discipline classes consisted of students from the five selected disciplines in universities B, C, & D.

Table 3.2 describes the sample of undergraduate students. All students were enrolled in the undergraduate programmes in the selected disciplines and were from almost the same age group (20-23 approx.). But they had different backgrounds with reference to institutes from where they obtained last qualifications, home languages, semesters of study, and gender. Out of 1000 students, 78% received their qualification from English medium institutes in Pakistan. It is notable that there is a lot of variation

in these institutes with respect to quality of education, social class of students, and the curriculum. Majority of the students (73%) used Urdu as their home language, 21.3% used other languages at home, and more notably there were some (12%) whose home language was only English. These statistics reflect multilingual background of the undergraduates studying the compulsory course in English. The linguistic diversity has very important implications for tertiary English in Pakistan (see Chapter7, p. 156).

The sample included students from all semesters to find out any difference in perceptions and praxis at various stages of learning. This variable represents the threshold, intermediate, and advanced level undergraduates. Finally, the sample of students shows higher number of female students (62%) than that of the male students (38%). This is an indicator of overall change in the academic and social values resulted from change in sex related orthodoxies in today's Pakistan. Universities have abolished gender based quota in seats for open merit admissions and parents are far more interested in education of girls for social and economic reasons (Islam, 2013).

Selection of the sample for class observations. For the two observation phases, eight classes (five from university A and three from universities B, C, and D) were selected by purposeful sampling from the classes whose students and teachers took part in the questionnaire survey. This was purposive selection of a small size sample characteristic of the ethnographic research (as discussed in Patton, 2002).

Methods of data collection

The researcher constructed data collection tools in light of the research objectives. Following sections provide detail of the procedures involved in the construction and validation of the methods used for data collection.

Developing the questionnaires. Two questionnaires, one for the teachers (Appendix E, p.205) and the other for the undergraduate students (Appendix F, p. 211) were developed by the researcher for collecting quantitative data. The questionnaires contained an orientation to the purpose of the study and a request to the respondents for providing information with an assurance of anonymity and confidentiality.

The main body of the questionnaires consisted of four sections. The labels of the four sections in the teachers' questionnaire were "Purpose of Teaching BS Compulsory English", "Strategies for Teaching BS Compulsory English", "Reasons

for Choosing Various Teaching Strategies”, and “Choice of Learning Resources for BS Compulsory English” respectively. The labels of corresponding sections in the undergraduate students’ questionnaire were “Purpose of Learning BS Compulsory English”, “Strategies of Your Teachers for Teaching BS Compulsory English”, “Response of Learners to the Teaching Strategies” and “Learning Resources Used by Your Teachers of BS Compulsory English” respectively.

Keeping in view the required data and the theoretical framework, content of the items in each section of both the questionnaires was largely derived from the following sources taken from the literature reviewed in this study:

- Section I. Hyland (2006); Swales (1990); Bhatia (1993); Dudley-Evans and St. John (1998).
- Section II. The Sydney School pedagogy/TLC from Rothery (1996); Paltridge (2002); Macken- Horarik (2002); Rose (2012); Feez (1998, as cited in Richards & Rodgers, 2014). (Table 3.3 below presents these strategies).
- Section III. Flowerdew (2002, 2013); Rose (2012); Hyland (2006, 2008).
- Section IV. Woodrow (2018); Bhatia (1993, 2004); Swales and Feak (2012); Cox and Hills (2004).

Table 3.3. *The Sydney School/TLC Strategies for Genre Teaching*

Strategy	Focus of the Strategy	Scaffolding Activities
Context building	Social location Social purpose Topic/focus Participants Mode of communication	Participation or observation in workplace or subject class/guest speakers/discussions and surveys/comparison of cross-cultural features in genre use/comparison of the same genre-text in spoken and written modes/contrasts in texts/ use of socio-literacy/teacher questioning etc.
Modelling and Deconstruction	Clause and lexical level features Discourse structures of genres	Comparing texts with the model texts/ using text enhancement strategies (capitalizing, underlining, italicizing/ using stress and intonation)/ giving practice exercises on grammar and vocabulary/ using concordances/ questioning etc. Using rhetorical consciousness-raising tasks/identifying discourse structures of genres with model texts/identifying phases in discourse structures etc.
Joint Construction	Text production through collaboration	Teacher questioning etc. Teacher questioning/editing tasks/skeleton texts/information gap activities/checklists etc.
Independent Construction	Unsupported text production /performances formative assessment	Discussion/clustering/outlining/first drafts/teacher and peer comments/Listening tasks e.g., ticking/underlining/sequencing/speaking tasks e.g., role plays/simulations/class or workplace performances/presentations/reading comprehension and writing tasks.
Text linking	Intertextuality/hybridity	Tasks on cross-disciplinary communication/Tasks on related texts in the same course or discipline/Role playing for practicing the same text in different modes and with different participants/comparison of linguistic features in related text-types etc.

Note. Adopted from “Approaches and methods in language teaching” by J.C., Richards and T.S., Rodgers, 2014, pp.208-209

Sydney School/TLC strategies as a frame of reference. The rationale for using Sydney School strategies as criteria for evaluating English teaching strategies in this research is enunciated below. The strategies are

- Compatible with the socio-constructivist theoretical framework of this study.
- Appropriate for teaching text-types included in the course outlines of BS compulsory English followed in the sampled universities (Appendixes A1 & A2, pages 194, 200 respectively).

- Applicable at undergraduate level in the non-native Asian context (see the SLATE project of City University of Hong Kong in Dreyfus, Humphrey, Mahboob, & Martin, 2016).
- Synthesis of all the main approaches to genre pedagogy (ESP, SFL & The New Rhetoric/Rhetorical Genre Studies).
- A bridge between genre research and genre teaching (see Hyland, 2008).
- Part of a systematic but flexible method of genre teaching.
- Appropriate for non-native learners who are new in an academic community such as the incoming students in the sampled universities.
- Explicit procedure for learning genre structure and language features. In this way, students learn English grammar and vocabulary according to language functions in social and academic contexts (see Burgess, 2009; Motta-Roth, 2005).
- Equally good for disciplinary and cross-disciplinary genre learning.
- Synthesis of the product and process approaches (see Dudley-Evans & St. John, 1998).
- Inclusive of central tenets of CLT (Communicative Language Teaching) paradigm. The most relevant essentials include integration of curriculum for disciplinary, cross-disciplinary, and experiential learning; social nature of learning; recognition of linguistic and cultural diversity (see Farrell & Jacobs, 2010).

Response items. Two types of items were constructed in both the questionnaires. Sections I, III, and IV in each questionnaire had closed ended Likert type items with six response categories: strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree. Section II in each questionnaire had categories going from never to always: never, seldom, sometimes, often, frequently, always. As inclusion of structured items only may “distort results” (Neuman, 2014, p.332), partially open-ended items were also included to cover potential range of responses. These items were multiple response type such as “For vocabulary work, I use: Academic word lists/Subject dictionaries/Electronic text collections” and specific open-ended items, such as “If you adopt any other strategy, please specify:1....2....”.

These items allow the respondents to express their perceptions outside the structured responses or to supplement their responses (as recommended by Neuman, 2014; Dornyei, 2003).

Demographic information was also sought in the end of the questionnaires for contextually informed comparison of perceptions in the sub-groups within the samples. The teachers' questionnaire asked for information on status of university (public/private), class composition (single/mixed discipline), qualification, experience of teaching English, and gender. The questionnaire for the undergraduate students sought information on the medium and type of the last attended institute, home language, and semester in addition to the university status, class composition, and gender. Final versions of the teachers' questionnaire consisted of 28 closed and 15 partially open-ended items, whereas that of the students consisted of 28 closed and 16 partially open-ended items.

Piloting the questionnaires. Before using the final versions of the questionnaires for data collection, piloting was conducted to ensure clarity of language and consistency in the items of the questionnaires. The participants of the initial piloting pointed out that the terms "genre", "genre-based" and "corpus" were not clear to them. The researcher replaced these expressions with "text-type", "text-based", and "electronic text collections" respectively in both the questionnaires.

After making these changes, near-final versions of the teachers' and the undergraduate students' questionnaires were prepared with 58 and 51 items respectively. Then second piloting was done with 50 students (as suggested by Dornyei & Csizer, 2012) and 10 teachers at a large private university. This site was selected for reasons of a wide variety of disciplines at BS level. The respondents took 15-20 minutes for filling up the questionnaires. From the data obtained in this second piloting, item consistency of closed items was checked statistically computing Cronbach alpha. The overall reliability coefficients for the teachers' and undergraduate students' final questionnaires were .958 and .870 respectively. The alpha values were calculated using SPSS (version 22). These coefficients indicate strong internal consistency of structured items in the questionnaires (cut-off value = .70 for Pallant, 2016).

For content validity of the questionnaire items, the researcher submitted the questionnaires to a panel of experts. The panel was provided with the description of

the Sydney School/TLC strategies for genre teaching, the research objectives and the profiles of the samples of teachers and undergraduate students (following Fraenkel, Wallen & Hyun, 2015). The experts, my supervisor and a statistician, evaluated the items and suggested to add the option of “others, please specify” to the multiple response items in both the questionnaires. Necessary changes in the multiple response items were made in light of the experts’ feedback.

Developing the semi-structured observation schedules. Semi-structured observations lie in the middle of the observation continuum. Completely structured observations are guided by categories known in advance and fully unstructured ones are conducted without a particular focus. The choice of semi-structured observation was made to consistently pursue the well-defined focus of this study but with a space for unpredictable deviations from the focus. Classrooms are complex phenomenon and it is difficult for a single researcher to capture this dynamic phenomenon in a few brief observations.

However, there are some aspects of the classrooms which are observable and whose presence or absence can be identified with some predefined categories. In the present study, the categories were defined in advance in terms of the strategies of teaching. But to avoid a mechanical recording of classroom happenings in light of these categories, contextual aspects of the happenings were also made part of the observations.

To incorporate these considerations, two semi-structured observation schedules were constructed (Appendixes G1 & G2, pages 217, 219 respectively). These schedules were developed using “Sydney School strategies for teaching BS compulsory English” as the main category or core theme of the observation. This core theme was subdivided into two themes of which one centered on “Strategies of context building, modelling, deconstruction, and joint construction” and the other centered on “Strategies of independent construction/assessment/extension work”. To cover both the sub-themes, two observation schedules were developed by the researcher (following Creswell & Clark, 2018; Cohen, Manion & Morrison, 2018).

The main body of each schedule consisted of two parts. The first part contained a header for organizational information about the classes (teacher code, date, duration, number of students, class code, semester, university, and topic of

teaching). The header followed separate spaces for the descriptive and reflective notes. The second part of the observation schedules consisted of rating scales with closed ended Likert type items for recording degree of absence or presence of the focused strategies of teaching. The response options ranged from no evidence to extensive evidence: “1 = no evidence, 2 = limited evidence, 3 = moderate evidence, 4 = sufficient evidence, 5 = extensive evidence”. The content of these indicator items was based on the respective sub-themes of the observations. The number of items in the first and the second rating scales was 15 and 12 respectively.

Before using for data collection, the rating scales were presented to two experts (same as for the questionnaires) for validation of the items. In the light of experts’ judgement, the items relating to context based genre teaching (workplace, classroom, lab etc.) were tagged with “the teacher suggests/assigns”. As rating may involve subjectivity on part of the observer, consistency in rating was checked by comparison with recordings of an external observer who was initiated into the method and purpose of the observation. Further, the sample for observation was selected using purposeful sampling to avoid selecting those participants who might not provide information to meet the objectives of this study (following Cohen, Manion & Morrison, 2018).

Ethical considerations

Before data collection, informed consents from the department heads, teachers, and undergraduate students were obtained (Appendixes H, I & J, pages 221, 222, 224 respectively). The researcher ensured the anonymity of the identity of the respondents and confidentiality of the information obtained from them. The names of the universities were replaced with letter labels (A, B, C & D) and names of the respondents were not asked while collecting information from them. It was also made clear that participation in the study would be voluntary and the incentive for providing information would be in form of the contribution of this research to the academic and professional success of the participants. Besides, the teachers and students had the option of with-drawl from the survey or observations. (see Appendixes I & J, pages 222, 224 respectively)

Process of data collection

The process of data collection through questionnaires and the semi-structured observation is described in the following sub-sections.

Data collection through the questionnaires. After obtaining informed consent from the heads and the participants, data collection was started with four trained questionnaire administrators besides the researcher. It was a group administration that made possible to find teachers and students engaged with their academic activities. This choice was made to achieve maximum response rate as the respondents were “captive groups” (following Dornyei & Taguchi, 2010). The process of data collection was to start in February, 2019 but because of variations in semester schedules and breaks for sports’ weeks, it began in March, 2019. The schedules of data collection were mutually decided with the programme coordinators of the selected departments. The coordinators were contacted a day before the scheduled date to confirm the availability of the teachers and the undergraduate students.

Before the actual distribution of the questionnaires, the researcher told the participants about the purpose and importance of the research, the procedure of questionnaire filling, the key terms used in the questionnaire items, and the expected time required for filling the questionnaires. This orientation was done to convince the participants that they were part of a serious cause whose success relied on their valued information. To the end of the orientation, queries from the respondents were addressed. The researcher requested to read the instructions well given before each section in the questionnaires. It was also requested to fill all items and avoid copying or discussing answers with others. After this, the administrators distributed the questionnaires and collected the filled ones during the same session. However, five or six teachers returned the questionnaires later because of their hectic schedules.

Data collection through semi-structured observation schedules. Non-participant semi-structured observations were conducted in two phases in the eight selected classes (n =16). These phases were guided by the strategies of teaching being focused in them. The process started with the informed consent of the participants and the administrators. Then the programme coordinators were requested to provide the schedule of classes available for observations. The coordinators were contacted again a day before the scheduled observation to confirm the availability of the sampled undergraduate classes.

The researcher himself observed the classes. The first phase was conducted by the midterm (March, 2019) and the second was conducted before the end of the same semester (May, 2019) to observe teachers and students at different stages of the

course. In addition, the second phase was conducted before the end of semester because it was the right time to see what strategies were used for individual/independent construction or assessment. Both phases of observation took place in the same undergraduate classes whose teachers and students had participated in the survey. Every observation session lasted at least for one hour. The researcher recorded data in the observation protocols and added details and reflections immediately after leaving the classrooms. It was essential to minimize the observer's effect (as suggested by Schensul, & LeGompte, 2013, pp.188-189).

The entire data collection phase took three months for completion (March, 2019 to May, 2019).

Methods of data analysis

This section explains the methods employed for analyzing data obtained from the questionnaires and the semi-structured observation schedules.

Analysis of data obtained through questionnaires. Questionnaire data was analyzed using SPSS (version 22). To initiate the analysis, data was checked for any wrong entries and missing responses. The questionnaire for the teachers and the undergraduate students had closed and partially open-ended items. For analysis of Likert type closed items, means and standard deviations were calculated. The multiple response items were analyzed after assigning codes and the results were presented in rank ordered frequencies.

For analysis of the specific open-ended items in both the questionnaires (following Cohen, Manion & Morrison, 2018), the responses were listed and descriptor words were written in all capitals against each summary response. Then using the descriptor words, key areas/categories were developed. For ensuring consistency in assignment of responses to categories, an external coder was involved, who repeated the process of coding and category assignment. The categorized responses were presented in tables with rank ordered frequencies.

Inferential statistical measures, independent samples *t*-test/one-way ANOVA (analysis of variance) were run to address research question 4 "To what extent do perceptions of teachers and undergraduate students differ in terms of demographic variables?" Independent –samples *t*-test was applied to compare mean scores of two levels of a demographic/nominal variable (e.g., gender in this study). Analysis of

Variance (ANOVA) was applied to compare mean scores of more than two levels of a demographic/nominal variable (e.g., qualification in this study). In case of significant difference in means, Effect size, Eta-squared, was calculated to determine the practical importance of the statistical differences.

Post-hoc Analysis was conducted for pair-wise comparisons to locate pairs with significant differences, if ANOVA indicated an overall significant difference in the mean scores on some demographic variable (guidance about statistical tests and interpretation of their results was mainly taken from Pallant [2016] and Connolly [2007]). Basic assumptions for application of the selected inferential tests of significance were checked and violations, if any, were also explained (see Chapter 4, p.93).

Analysis of data obtained through semi-structured observation schedules.

Observation data was collected using two semi-structured schedules to address research question 5 "How far does the classroom praxis validate perceptions of the teachers and the undergraduate students?". The data from the structured part of the scales/sections was summarized by means and standard deviations. The use of statistical analysis was in line with the mixed methods approach to ethnography (as suggested by Schensul & LeGompte, 2013, p.188). The descriptive notes were analyzed using qualitative technique of summarizing and interpreted with reference to the predefined themes. The interpretations were given in form of researcher's comments (following Cohen, Manion & Morrison, 2018). The findings were drawn by collating results from the analysis of the rating scales with the comments on the observation notes. Any deviations from the predefined themes were also highlighted in the results.

Convergence in Results. Results of the teachers' and the undergraduate students' questionnaires were compared with the results of the semi-structured observation schedules. The convergence and/or divergence in results has been presented and discussed in chapter 6 (p. 131).

Table 3.4 presents the alignment of research questions, objectives, methods of data collection and data analysis.

Table 3.4. *Alignment in Research Objectives, Research Questions, Methods of Data Collection, and Data Analysis*

Main Research Objective:	Main Research Question:	Methods of Data Collection	Methods of Data Analysis
To evaluate the strategies used in the BS compulsory English classes for developing generic competence by comparing perceptions of the participants with the praxis in the classrooms Subsidiary objectives: a. To identify whether teachers and undergraduate students aware of generic competence as the purpose of teaching BS compulsory English.	How far do the strategies for teaching BS compulsory English meet the goal of developing generic competence? Subsidiary questions: 1: To what extent are teachers and undergraduate students aware of generic competence as the purpose of teaching BS compulsory English?	Questionnaires (RQ1 to RQ4).	Frequencies, Mean and Standard Deviation (RQ1 to RQ3)
b. To explore perceptions of students and undergraduate students about strategies used for developing generic competence.	2: What are perceptions of teachers and undergraduate students about strategies used for developing generic competence? 2.1: Why do teachers and undergraduate students prefer certain strategies?		
c. To ascertain perceptions of teachers and undergraduate students about learning resources required for developing generic competence.	3: What are perceptions of teachers and undergraduate students about learning resources required for developing generic competence?		
d. To find out whether perceptions of teachers and student differ in terms of demographic variables.	4: To what extent do perceptions of teachers and undergraduate students differ in terms of demographic variables?		Independent samples t-test/one-way ANOVA; Effect size Eta squared.
e. To validate perceptions of teachers and undergraduate students about teaching strategies with the classroom praxis.	5. How far does the classroom praxis validate perceptions of the teachers and the undergraduate students?	Semi-structured/mixed observation schedules	Summary of rating scale data by mean and standard deviation; deductive analysis of observation notes with reference to the predefined themes. Findings of analyses were compared. Integration of results based on the analyses of the questionnaire and mixed observation data.

Table 3.4 presents a matrix of correspondence between the objectives and the decisions made to achieve them. It served as a check on logical transition from the design of research to the analysis and interpretation phases. The validity of this research relied on the assurance of this alignment.

Summary of the Chapter

This chapter has explained the overall research strategy and the methodology required to undertake and accomplish the present study. First, the rationale of mixed methods design was explained to achieve the objectives of this research pragmatically. Then the methodological elements, such as the sources of data, sampling technique, methods of data collection, and procedures of reliability and validity of the research instruments were explained. This followed the description of ethical measures taken before the survey and class observations. After that, the procedures of data collection, organization, and analyses were discussed. The chapter concluded with the display of an alignment in what was researched, why, and how.

CHAPTER IV. RESULTS OF PERCEPTUAL EVALUATION THROUGH QUESTIONNAIRES

The purpose of this study was to evaluate how far the strategies used for teaching BS compulsory English in Pakistani universities were appropriate for developing generic competence of the undergraduate students. To achieve this purpose of research, perceptions of teachers and undergraduate students about various aspects of teaching strategies were explored. In addition, non-participant semi-structured observations were conducted to validate perceptions of teaching strategies by the classroom praxis (see chapter 5, p.115).

The quantitative data was collected through separate questionnaires for the teachers and the undergraduate students. Both the questionnaires explored perceptions of the participants on the purpose of BS compulsory English, choice of teaching strategies, reasons of preference for various teaching strategies, and the choice of learning materials. The questionnaires sought responses on closed-ended and partially open-ended items on these aspects of English teaching strategies (Appendixes E & F, pages 205, 211 respectively).

The response rates remained 97% (58/60) and 96.3% (1046/1080) for teachers and the undergraduate students respectively. It is very high as was expected in this paper-based questionnaire which was administered and got completed when most of the respondents were available at one place (following Denscombe, 2009; Cohen, Manion, and Morrison, 2018), Three incomplete questionnaires of the teachers and 46 of the students were excluded from data analysis. Ultimately, the data provided by 55 teachers and 1000 undergraduate students was analyzed. The reliability coefficients for the closed ended items in the teachers' and undergraduate students' final questionnaires were .889 and .873 respectively (cut-off value = .70 for Pallant, 2016). For statistical analysis, SPSS (version 22) was used. The results of the analyses are presented and interpreted in the following section.

Results

In this section, results about the teachers' perceptions are followed by those of the undergraduate students on the same aspect of the research problem.

Purpose of BS compulsory English

One of the objectives of this study was to find out whether teachers and undergraduate students were aware of generic competence as the purpose of teaching compulsory English to BS classes. Tables 4.1-4.4 present results about this objective.

Table 4.1. *Means and Standard Deviations for Teachers' Purpose of BS Compulsory English (N= 55)*

<i>No.</i>	<i>Items</i>	<i>M</i>	<i>SD</i>
1.	I focus on knowledge and skills relating to text types used in the subject area of my students.	5.09	.674
2.	I focus on communicative uses of everyday texts (e.g., CV, applications, social letters)	4.80	1.145
3.	I give attention to text types common to all university disciplines (essays, assignments, research papers, etc.)	4.76	1.247
4.	I teach English for developing ability to study and research in specific subjects through the medium of English	4.84	1.214
5.	I am aware that English for the undergraduates is taught to develop current proficiency for disciplinary needs,.	4.80	1.078
6.	I know undergraduate English aims at developing competence for communicating knowledge across disciplines.	4.82	1.124
7.	The course outline prescribed by the Federal HEC, Pakistan, specifies purpose(s) of learning compulsory English.	4.67	1.156

Note. Range of response means: 1-1.5 (strongly disagree), 1.51-2.5(disagree), 2.51-3.5(slightly disagree), 3.51-4.5 (slightly agree), 4.51-5.5 (agree), and 5.51-6 (strongly agree).

Table 4.1 displays results about items relating to teachers' perceptions about the purpose of teaching compulsory English to BS students. The results indicate that compulsory BS English aims at developing knowledge and skills of subject related text-types ($M = 5.09$, $SD = .674$), ability to do subject specific study and research in an English medium university ($M = 4.84$, $SD=1.214$), and competence for communicating knowledge across disciplines ($M = 4.82$, $SD = 1.124$). Teachers also agree that objectives of studying English were specified in the standard course outlines ($M= 4.67$, $SD= 1.156$).

The results in Table 4.1 suggest that teachers perceived developing generic competence was the main purpose of teaching BS compulsory English.

Table 4.2. *Frequency of Teachers' Responses about Purpose of BS Compulsory English (N=55).*

No.	Items	n	%
8.	I teach English for		
	The social survival of the undergraduates in the university	38	51.35
	The social survival of the undergraduates outside the university	36	48.64
	Total responses	74	100.00
9.	I assess needs of the students for academic English before the start of the course through		
	Tests	43	48.31
	Informal interviews with students	20	22.47
	Informal interviews with students and subject teachers	20	22.47
	Other	6	6.74
	Total responses	89	100.00
10	Other purposes of teaching compulsory English are		
	"Teaching English for social status"	6	10.90
	"For imparting knowledge of English"	3	5.50
	"Teaching to develop interest"	2	3.60
	"Teaching life skills"	2	3.60
	"For disciplinary communication"	2	3.60
	"To develop communicative ability"	1	1.80
	No response	39	70.90
	Total	55	100.00

Table 4.2 displays results of teachers' multiple responses to the items on the purpose of BS compulsory English. Of the total responses to item eight, 51.35% indicate that social survival in the university, whereas 48.64% suggest social survival outside the university is the main purpose. The responses (48.31%) to item nine suggest that teachers assess academic English needs through tests, 22.47% indicate that teachers do so by informal student interviews, and again 22.47% indicate that teachers do so but by interviews of both students and subject teachers. The responses to "other" item (6.47%) include "I assess needs intuitively as I have wide teaching experience", "no particular strategy", "objectives are specified in the outlines".

Overall, the results in Table 4.2 suggest that teachers thought that communication for social survival in and outside the university was one of the main purposes of teaching compulsory English to BS students.

The results about item 10 indicate that 10.9 % teachers think compulsory English is taught for social status and 1% think it is taught for developing communicative ability. A majority of teachers (70.90 %) gave no response. The highest number of teachers (10.9%) from those who responded to this item thought that compulsory English was taught for social status.

The following tables (4.3-4.4) show undergraduate students' perceptions of the purpose of learning BS compulsory English.

Table 4.3. *Means and Standard Deviations for Students' Purpose of Learning BS Compulsory English (N= 1000)*

<i>No.</i>	<i>Items</i>	<i>M</i>	<i>SD</i>
1	I learn English to get knowledge and skills to deal with the text types in my BS programme.	4.86	1.174
2	I learn how to use everyday text types for communication (CV, social letters, applications etc.).	4.65	1.274
3	I study English to learn text types common to all BS programmes (essays, assignments, research papers etc.)	4.84	1.192
4	I learn English for study and research in my subject area through the medium of English.	4.69	1.248
5	I learn compulsory English to enhance my proficiency for the new academic demands of my subject area.	4.88	1.199
6	I learn compulsory English to have access to knowledge in my own and other related fields of study.	4.99	1.068
7	I learn English for purposes given in the course outlines.	4.44	1.287

Note. Range of response means: 1-1.5 (strongly disagree), 1.51-2.5(disagree), 2.51-3.5(slightly disagree), 3.51-4.5(slightly agree), 4.51-5.5 (agree), and 5.5-6 (strongly agree).

Table 4.3 displays summary of results of undergraduate students' views on purpose of learning compulsory English. The students show highest level of agreement on access to knowledge in their own and related disciplines as purpose of learning compulsory English ($M = 4.99$, $SD = 1.068$). Students seem to agree that purposes of learning compulsory English also include enhancing proficiency to meet academic needs in their discipline ($M = 4.88$, $SD = 1.199$), developing competence in the text-types of their BS programme ($M = 4.86$, $SD = 1.174$), and learning cross-disciplinary text-types/genres ($M = 4.84$, $SD = 1.192$).

Overall, the results indicate that the undergraduate students agreed that developing generic competence was the main purpose of learning BS compulsory English.

Table 4.4. *Frequency of Students' Responses about Purpose of Learning BS Compulsory English (N=1000)*

No.	Items	n	%
8	I learn English for day to day communication		
	In the university	727	65.03
	Outside the university	391	34.97
	Total responses	1118	100.00
9	Other purpose for learning compulsory English		
	“To enhance communicative ability”	110	11.00
	“Knowledge of English language”	56	5.60
	“English for better social standing”	50	5.00
	“English for social skills/personal grooming”	39	3.90
	“Interest in learning English”	11	1.10
	“ Learning English as a degree requirement”	10	1.00
	No response	724	72.40
	Total	1000	100.00

Table 4.4 shows results of undergraduate students' multiple responses regarding the purpose of learning BS compulsory English. Of the total responses to this item, 65.03% indicate that undergraduate students learn compulsory English for day to day communication inside the university, and 34.97% reveal that they learn English for communication outside the university (in real contexts).

The results imply that majority of the undergraduates learnt compulsory English for daily interaction in the university. The results about item 9 show that 11% undergraduate students think communicative ability as the purpose of learning compulsory English. It is important to note that only 1% think they learn English as a requirement for obtaining degree. These results, however, should be interpreted keeping in view the rate of non-response to this item (72.4%).

Strategies for teaching BS compulsory English

The study also aimed at exploring perceptions of teachers and undergraduate students about the choice of teaching strategies for developing generic competence. The following tables (4.5-4.6) present results about teachers' views.

Table 4.5. *Means and Standard Deviations for Teachers' Strategies of Teaching BS Compulsory English (N=55)*

<i>No.</i>	<i>Items</i>	<i>M</i>	<i>SD</i>
1	I start teaching with texts used in familiar social situations (e.g. email, invitations, etc.).	4.18	1.321
2	I lecture on the text types frequently used in the subject area of my students (e.g. in Sociology, Economics, etc.)	3.91	1.365
3	I highlight form and features of a text type with oral and spoken models.	4.62	1.194
4	I involve students in tasks based on comparison and contrast of text types (e.g., job interview vs. informal interview).	4.78	1.287
5	I engage students in tasks based on blending of text types (e.g., reference to religion, history etc. in an essay).	4.35	1.377
6	I engage students in tasks focused on comparison of text types across subject areas (e.g., narratives in literature and in ads).	4.40	1.396
7	I give group tasks on comparison and contrast of grammar and vocabulary features of text types (e.g., clauses in "how-to-do" essays and in arguments).	4.44	1.259
8	I follow the techniques of teaching suggested in standard course outline of HEC, Pakistan.	4.49	1.373

Note. Range of response means: 1-1.5 (never), 1.51-2.5 (seldom), 2.51-3.5 (sometimes), 3.51-4.5 (often), 4.51-5.5 (frequently), and 5.51-6 (always).

Table 4.5 presents results about teaching strategies used for BS compulsory English. The results indicate that teachers frequently use tasks based on comparison and contrast of genre-texts and sub-genres ($M = 4.78$, $SD = 1.29$) and oral and written model texts for introducing form-function features of the text-types ($M = 4.62$, $SD = 1.19$). Teachers believe that they often use strategies suggested in the HEC's course outlines ($M = 4.49$, $SD = 1.37$). They also engage students in tasks on comparison and contrast of lexico-grammatical features of text-types ($M = 4.44$, $SD = 1.26$), cross-disciplinary text-types ($M = 4.40$, $SD = 1.40$), intertextuality/blending ($M = 4.35$, $SD = 1.38$), and familiar social genres ($M = 4.18$, $SD = 1.32$). Teachers agree that they teach genre through lecturing ($M = 3.91$, $SD = 1.37$).

The overall result is that teachers often used strategies of context building, modelling, deconstruction, joint production, independent construction, and genre linking across disciplines.

Table 4.6. *Frequency of Teachers' Responses about Strategies for Teaching BS Compulsory English (N=55).*

No.	Items	n	%
9	I support students in developing outlines of texts through		
	Discussion	42	41.18
	Questioning	33	32.35
	Vocabulary lists	14	13.72
	Essay activators	13	12.74
	Total responses	102	100
10	For giving practice in writing text types, I use:		
	Internet	37	46.84
	Computer	24	30.38
	Mobile based activities	11	13.92
	Other	7	8.86
	Total responses	79	100
11	For assessment of my students, I use:		
	Paper pencil based tests	42	37.50
	Seminars	17	15.18
	Case studies	15	13.39
	Dramatization	11	9.82
	Field work	12	10.71
	Work with university TV/ Radio	8	7.14
	Others	7	6.25
	Total responses	112	100
12	I deliver lectures:		
	With PowerPoint slides	37	45.67
	Text based technique	28	34.56
	Without PowerPoint slides	16	19.77
	Total responses	81	100
13	Strategies for teaching BS compulsory English		
	"Assigning tasks for extension work"	10	18.20
	"Introducing new topics and giving practice"	6	10.90
	No response	39	70.90
	Total	55	100

Table 4.6 presents results of teachers' multiple responses regarding the teaching strategies for BS compulsory English. The results show that teachers mostly give scaffolding through discussion (41.18%) followed by questioning (32.35%). Only 13.72% responses indicate use of vocabulary lists, whereas 12.74% indicate use of essay activators for scaffolding joint construction of texts. Use of the internet for (independent) practice has maximum number of responses (46.84%) followed by the use of computers (30.38%) and mobile based activities (13.92%). Responses on "other" items indicate use of "activities helpful for tests", "internet and books", "reading materials", and "thematic charts" as teaching strategies.

The results also indicate that a majority of teachers (37.5%) conduct traditional paper-pencil based test, 15.18% assign case studies, 10.71 opt for field work, 9.82% assess through dramatization, and only 7.14 assess student performance by projects with the university TV/Radio. Answers to "other" items show that

teachers conduct oral tests, discussion, presentations and quizzes for assessment. The results indicate that teachers (45.67%) deliver lectures with power point slides on core language skills, 34.56% use text based strategies, and notably, only 19.77% lecture without power point slides.

Broadly, the results suggest that teachers used internet resources for independent practice in text construction. Mobile based activities were least preferred by the teachers when a large number of students possessed sophisticated mobiles. Discussion and questioning were used more than vocabulary lists and essay activators for joint text construction. Majority of teachers did lecturing with power point slides for teaching core language skills. The results also indicate that teachers preferred paper-pencil tests (to alternative methods of assessment). Responses about item 13 show that 18.2% teachers think they assigned tasks for extension work and only 10.9% think they introduced new topics and gave practice activities.

Following tables (4.7-4.8) display students' perceptions about their teachers' choice of strategies for teaching BS compulsory English.

Table 4.7. Means and Standard Deviations for Students' Perceptions of Strategies for Teaching BS Compulsory English (N=1000)

No.	Items	M	SD
1	The teacher lectures with tasks based on oral and written texts used in my subject area.	4.56	1.379
2	My teacher gives tasks based on comparison and contrast of text types used in my subject area.	4.02	1.400
3	The teacher gives tasks based on comparison of text-types of different subject areas (e.g. case study in Sociology vs. Case study in Linguistics).	3.19	1.619
4	My teacher assigns tasks on use of familiar text types in social interaction (e-mails, invitations etc.)	4.48	1.629
5	The teacher engages the class in tasks on grammar and vocabulary used in different text types.	3.50	1.521
6	My teacher introduces new text types through model texts.	3.80	1.665
7	The teacher involves me in tasks to show how texts are made up of other texts (e.g. speech of a leader refers to Literature, History etc.).	4.87	1.579
8	The teacher closely follows techniques given in the course outlines of HEC, Pakistan	4.35	1.664

Note. Range of response means: 1-1.5 (never), 1.51-2.5 (seldom), 2.51-3.5 (sometimes), 3.51-4.5 (often), 4.51-5.5 (frequently), and 5.51-6 (always).

Table 4.7 exhibits results about undergraduate students' perceptions of teaching strategies. Students think their teachers frequently engage them in tasks on intertextuality ($M = 4.87$, $SD = 1.579$) and subject related written and oral text-types ($M = 4.56$, $SD = 1.38$). Students think that teachers often assign tasks on familiar social genres ($M = 4.48$, $SD = 1.63$), follow techniques given in the HEC's course outlines ($M = 4.35$, $SD = 1.66$), use tasks on comparison of disciplinary texts, and

show model texts ($M = 3.80$, $SD = 1.66$). Students think that sometimes teachers give tasks on clause level analysis ($M = 3.50$, $SD = 1.52$) and comparison of cross-disciplinary text-types ($M = 3.19$, $SD = 1.62$).

Overall, the results suggest that in view of the students their teachers frequently assigned tasks on genre blending and discipline specific oral and written text-types. The students also believed that teachers often used tasks on familiar social genres and comparison of texts within the discipline. Besides this, teachers followed techniques suggested in the HEC's course outlines. Students think that sometimes teachers gave tasks on clausal analysis and cross-disciplinary comparison of text-types.

Table 4.8. *Frequency of Students' Responses about Teaching Strategies for BS Compulsory English (N=1000)*

No.	Items	n	%
9	My teacher gives lecture: Without PowerPoint Slides	570	54.49
	With PowerPoint Slides	476	45.51
	Total responses	1046	100
10	The teacher combines lecture with Others	556	34.15
	Mobile based tasks on texts	422	25.92
	Internet	422	25.92
	Computer	228	14.00
	Total responses	1628	100
11	My teacher supports me in developing outlines of texts: Providing vocabulary lists	482	52.56
	Providing Subject dictionaries	402	43.84
	Others	33	3.60
	Total responses	917	100
12	My teacher provides opportunities for observing use of text types in Real life situations	616	58.61
	Subject classes	435	41.39
	Total responses	1051	100
13	My teacher assess my performance through Oral and written assignments	607	45.88
	Written Assignments	266	20.11
	Paper pencil based tests	152	11.49
	Field work	113	8.54
	Case studies	80	6.05
	Dramatization	63	4.76
	Others	42	3.17
	Total responses	1323	100
14	Teacher follows any other strategies for teaching BS compulsory English: "Introduces new items with supported practice"	142	14.20
	"Gives Tasks for extension work and independent learning"	90	9.00
	No response	768	76.80
	Total	1000	100

Table 4.8 presents results about undergraduate students' multiple responses regarding teaching strategies. Of the given responses, 54.49 % indicate that teachers deliver lectures without power point slides, whereas 45.51% suggest that teachers do

so with power point slides. The responses (25.92 %) indicate that teachers combine lectures with mobile based activities and internet resources while only 14% think that teachers use computers. The results (34.15%) also suggest that teachers combine lectures with “other” resources including “course book”, “texts from other disciplines”, “interactive tasks”, “handouts”, and “online resources”.

With reference to the supported practice, 52.56 % responses show that teachers provide vocabulary lists, 43.84 % suggest that teachers provide subject dictionaries, and only 3.60% suggest “other” options. About opportunities for observing use of text-types in real contexts, 58.61% suggest that teachers provide access to real situations, while 41.39% indicate that teachers send students to visit subject classes. Responses on assessment strategies suggest that teachers mostly use both oral and written assignments (45.88%), whereas (20.11%) indicate they prefer only written assignments. A few responses (11.49 %) suggest use of paper pencil tests and other methods (3.17%) including “case studies”, “research articles”, and “online tests”.

The overall picture emerges from these results is that teachers delivered lectures with and without power point slides and supported students with vocabulary lists and subject dictionaries. Teachers also provided exposure to the real contexts where genres were produced and interpreted. Contrary to teachers’ opinion, students think that teachers used both conventional and alternative assessment procedures and mobile based activities. Responses about item14 indicate that 14.2% students think that teachers introduce new texts for supported practice, while 9 % think that teachers assign work for extended and independent practice.

Reasons of preference for various teaching strategies

A purpose allied to the choice of teaching strategies was to find out why teachers preferred certain strategies to others. Tables 4.9 and 4.10 present results to address this objective.

Table 4.9. Means and Standard Deviations for Teachers' Preference of Various Strategies for Teaching BS Compulsory English (N=55)

No.	Items	M	SD
1	I prefer text based teaching because it prepares my students for academic communication.	4.67	1.248
2	I choose text based technique because it empowers students through access to valuable genres (research paper, dissertation, etc.).	4.62	1.178
3	I prefer text based teaching because it combines knowledge of English with its use in real contexts.	4.62	1.269
4	I prefer lecturing because it develops thinking skills through open discussion.	5.13	1.072
5	I rarely choose text based teaching because it blocks creative thinking.	4.09	1.746
6	I prefer lecturing because it works well even with less proficient students.	4.62	1.269
7	I like text based teaching because students have opportunities to interlink knowledge of different subject areas.	4.51	1.260
8	I like text based teaching because it trains students in planning, conducting, and reporting research in their subject areas.	4.55	1.274

Note. Range of response means: 1-1.5 (strongly disagree), 1.51-2.5 (disagree), 2.51-3.5 (slightly disagree), 3.51-4.5 (slightly agree), 4.51-5.5 (agree), and 5.5-6 (strongly agree).

Table 4.9 displays results about teachers' reasons for preference to various teaching strategies. Teachers show the highest level of agreement on the choice of lecturing as it develops thinking skills through open discussion ($M = 5.13$, $SD = 1.07$). Teachers agree that genre/text based teaching prepares students for academic communication ($M = 4.67$, $SD = 1.25$), gives access to powerful research genres ($M = 4.62$, $SD = 1.18$), relates language knowledge and use ($M = 4.62$, $SD = 1.27$), develops research skills ($M = 4.55$, $SD = 1.27$), and provides opportunities to interlink knowledge of various disciplines ($M = 4.5$, $SD = 1.26$). Notably, teachers agree that they prefer lecturing as it is good for students with limited proficiency ($M = 4.62$, $SD = 1.27$). A slight agreement is also seen regarding suppression of creativity by text based strategies ($M = 4.09$, $SD = 1.75$).

Overall, the results suggest that teachers agreed that genre based teaching developed students' competence for academic communication, provided contextualized learning of English, and enabled learners to interlink knowledge from various disciplines through intertextuality. Teachers agreed that genre strategies empowered students through teaching them powerful research genres. The results indicate that teachers agreed on the benefits of lecturing for developing thinking skills

and creativity. Further, they perceived that lecturing was suitable for students with limited proficiency in English.

Table 4.10. *Frequency of Responses from Teachers about Preference of Various Strategies for Teaching BS Compulsory English (N=55).*

No.	Items	n	%
9	Any other reasons for choosing teaching strategies		
	“Exam preparation”	7	12.70
	“Extensive study required in semester system”	6	10.90
	No response	42	76.36
	Total	55	100

Table 4.10 shows results about teachers’ open-ended responses regarding the strategy preference. Of 55 teachers, 76.36 % gave no response. The results indicate that 12.7 % teachers select strategies considering exam preparation, while 10.9 % think that requirement of semester system for extensive study affects their choice.

Despite very low response rate, the item revealed two important reasons behind the choice of teaching strategies. Teachers preferred that strategy which helped in preparation of exams and satisfied the (extensive coverage) demands of the semester system.

For exploring adequately why the teachers preferred certain teaching strategies, it was essential to complement their perceptions with the students’ response. Tables 4.11-4.12 present results about students’ response to their teachers’ strategies.

Table 4.11. *Means and Standard Deviations for Students’ Response to Various Strategies of Teaching BS Compulsory English (N=1000)*

No.	Items	M	SD
1	I like techniques of my teacher because they develop communication skills I need in my subject area.	4.93	1.216
2	I like techniques of my teacher because I learn valuable text types (e.g. research papers, reports, etc.)	4.73	1.212
3	I like tasks given by my teacher because I learn interlinks between text types of different subject areas.	4.59	1.237
4	The techniques of my teacher support me in getting and using knowledge of English for my studies.	4.95	1.101
5	I like techniques of my teacher because I learn research skills with these techniques.	4.51	1.290
6	I prefer learning through lectures as they develop my thinking skills.	4.95	1.181
7	I like techniques of my teacher because he/she designs tasks according to my ability.	4.52	1.360
8	I feel bored in tasks on text types as the same procedure is repeated in every task.	3.78	1.572

Note. Range of response means: 1-1.5 (strongly disagree), 1.51-2.5 (disagree), 2.51-3.5 (slightly disagree), 3.51-4.5 (slightly agree), 4.51-5.5 (agree), and 5.5-6 (strongly agree).

Table 4.11 presents results about undergraduate students' response to the choice of various strategies by their teachers. The results indicate that undergraduate students agree that their teachers use techniques which scaffold them in learning and using English for studies ($M = 4.95$, $SD = 1.10$) and agree that lectures develop thinking skills ($M = 4.95$, $SD = 1.18$). Students also agree that teachers' strategies help them develop subject specific communication skills ($M = 4.93$, $SD = 1.22$), learn powerful genres ($M = 4.73$, $SD = 1.21$), and intertextuality ($M = 4.59$, $SD = 1.24$). Students also agree that their teachers assign tasks keeping students' ability in view ($M = 4.52$, $SD = 1.36$) and select strategies which develop research skills ($M = 4.51$, $SD = 1.29$). A slight agreement is seen among students on boredom created by repetitious nature of text type strategies ($M = 3.78$, $SD = 1.57$).

The results imply an agreement among the undergraduate students about the integrated use of lecturing and genre based strategies of teaching compulsory English. The students liked genre based strategies because they were empowering and effective for learning text skills. However, some students regarded genre based strategies as monotonous.

Table 4.12. *Frequency of Students' Responses Showing Liking for Various Strategies of Teaching BS Compulsory English (N=1000).*

No.	Items	n	%
9	The tasks on texts develop my communication skills for		
	Social interaction	679	60.68
	Academic purposes	440	39.32
	Total responses	1119	100
10	My teacher assesses my performance using		
	Report writing	410	36.34
	Field work	336	29.79
	Others	204	18.09
	Dramatization	91	8.07
	Seminars	87	7.71
	Total responses	1128	100
11	Response of learners to various teaching strategies		
	"Text based teaching develops communication skills etc."	14	1.40
	"Text based teaching provides ways for assessing learning"	10	1.00
	No response	976	97.60
	Total	1000	100

Table 4.12 displays results about undergraduate students' response to teaching strategies. Of the total responses, 60.68% indicate that students prefer genre/text based strategies because they develop communication skills for social interaction, while 39.32% suggest they develop communication skills for academic purposes.

With reference to assessment procedures, the highest proportion of responses (36.34%) indicate students' first liking for report writing, followed by field work (29.79%), and seminars (7.71%). However, 18.9% responses suggest "other" options which include "assignments", "articles", "case studies", "exams and quizzes".

Overall, the results indicate that the students liked those strategies which enhanced their communication skills for academic and social purposes. Results about undergraduate students' open-ended responses have no substance in presence of a huge non-response rate (97.6%).

Learning resources for teaching BS compulsory English

Using strategies of genre pedagogy necessitate choice of appropriate learning resources or materials. Therefore, one of the objectives of this research was to find out perceptions of teachers and undergraduates about this aspect of genre pedagogy.

Tables 4.13-4.14 display results about teachers' views.

Table 4.13. *Means and Standard Deviations for Teachers' Perceptions of Learning Resources for Teaching BS Compulsory English (N=55)*

<i>No.</i>	<i>Items</i>	<i>M</i>	<i>SD</i>
1	I use commercially available EAP (English for academic purposes) textbooks.	4.35	1.364
2	I seek guidelines of the subject teachers in selecting or developing my own teaching materials/resources.	4.44	1.302
3	I adapt resources for teaching general academic English for discipline based teaching.	4.93	.959
4	I use only the resources / books recommended in the HEC Pakistan's course outlines.	4.00	1.599
5	I use electronic text collections as resources when and where relevant and technically viable.	4.64	1.379

Note. Range of response means: 1-1.5 (strongly disagree), 1.51-2.5 (disagree), 2.51-3.5 (slightly disagree), 3.51-4.5 (slightly agree), 4.51-5.5 (agree), 5.51-6 (strongly agree).

Table 4.13 presents results about teachers' choice of learning resources/materials. The results indicate that teachers have the highest level of agreement on the use of adapted materials for teaching discipline specific English ($M = 4.93$, $SD = .96$). Notably, teachers tend to agree that they use corpus based resources when and where relevant and feasible ($M = 4.64$, $SD = 1.38$). However, teachers slightly agree on the use of resources suggested or developed after consultation with subject teachers ($M = 4.44$, $SD = 1.30$), commercially available EAP text books ($M = 4.35$, $SD = 1.36$), and those recommended in the HEC course outlines ($M = 4.00$, $SD = 1.60$).

The results reveal that teachers agreed they used adapted and corpora based learning resources. But there was low level of agreement among teachers on choosing resources with consultation of the subject teachers, selecting commercial EAP materials, and teaching from HEC recommended books.

Table 4.14. *Frequency of Teachers' Responses about Learning Resources for Teaching BS Compulsory English (N=55)*

No.	Items	<i>n</i>	%
6	I use materials that accompanies tasks about different text types:	<i>n</i>	<i>f</i>
	Online activities	38	50.67
	Workbooks	28	37.33
	Others	9	12.00
	Total responses	75	100
7	For learning recent developments in methods and materials, I		
	Visit websites of international EAP associations	28	39.49
	Attend HEC organized workshops	21	29.58
	Join SIGs (Special Interest Groups)	13	18.31
	Others	9	12.62
	Total responses	71	100
8	For vocabulary work, I use:		
	Subject dictionaries	28	34.56
	Electronic text collections	25	30.86
	Academic world lists	24	29.63
	Others	4	4.94
	Total responses	81	100
9	I adapt tasks from		
	Academic IELTS	28	37.74
	Pearson's Test of Academic English	23	31.08
	Others	15	20.27
	TOEFL iBT	8	10.81
	Total responses	74	100
10	I support my teaching with		
	Documentaries	32	31.06
	YouTube	30	29.13
	Digital tools	19	18.45
	Video-conferencing	11	10.68
	Live TV broadcasts	6	5.83
	Others	5	4.86
	Total responses	103	100
11	Resources for teaching compulsory English		
	"Traditional/handouts"	5	9.10
	"Interactive/task based"	3	5.50
	"Research based"	1	1.80
	No response	46	83.64
	Total	55	100

Table 4.14 exhibits results about teachers' multiple responses regarding the choice of materials for teaching BS compulsory English. Of the total responses about using task based materials, 50.67 % indicate choice of online activities, 37.33 % of workbooks, while 12% suggest use of "other" resources including "teacher made materials", "ICT based materials", and "newspaper cutouts". Of the total responses about knowing recent developments in methods and materials, 39.49% indicate that

teachers visit websites of international EAP associations, 29.58% show they attend HEC sponsored workshops, 18.31% indicate they join SIGs, and 12.62 % suggest they opt for “other” means such as “discussion with experts”, “google search”, and “SPELT”.

For scaffolding vocabulary work, 34.56 % responses indicate that teachers use subject dictionaries, 30.86 % suggest use of corpus based sources, and 29.63 % suggest use of academic word lists. Responses about use of adapted material suggest that teachers adapt Academic IELTS (37.74%), Pearson’s Test of Academic English (31.08%), and TOEFL iBT (10.81%) besides “other” options which include “teacher made tests”, “Cloze tests”, and “SAT” (20.27%). With reference to multiple resources, proportion of responses is the highest for documentaries (31.06%) followed by YouTube, Digital tools, Video conferencing, and Live TV broadcasts (29.13%, 18.45%, 10.68%, 5.83% respectively).

Overall, the results suggest that teachers updated their knowledge about learning resources available for EAP. Additionally, teachers used variety of traditional and technological resources including academic corpora. The results about item 11 are negligible as 83.64% teachers gave no response on this item. Tables 4.15-4.16 present results about undergraduate students’ perceptions of their teachers’ choice of learning resources for teaching compulsory English.

Table 4.15. *Means and Standard Deviations for Students’ Perceptions of Learning Resources for Teaching BS Compulsory English (N=1000)*

No.	Items	M	SD
1	My teacher prefers commercially published textbooks of English.	4.02	1.522
2	My teacher uses text types from courses of my subject area (Sociology, Communication Studies, etc.)	4.32	1.278
3	My teacher replaces some texts in the English course book with texts from different courses of my subject area.	3.83	1.420
4	My teacher relies only on the books given in the course outline of compulsory English.	3.87	1.594
5	My teacher gives me access to internet resources like electronic collections of academic texts.	4.42	1.355

Note. Range of response means: 1-1.5 (strongly disagree), 1.51-2.5 (disagree), 2.51-3.5 (slightly disagree), 3.51-4.5 (slightly agree), 4.51-5.5 (agree), 5.51-6 (strongly agree).

Table 4.15 presents results regarding undergraduate students’ perceptions about learning resources/materials. Students slightly agree that their teachers give them access to academic corpora ($M = 4.42$, $SD = 1.36$), use text types from the chosen field of study ($M = 4.32$, $SD = 1.28$), use commercially available textbooks (M

= 4.02, $SD = 1.52$), use only prescribed books ($M = 3.87$, $SD = 1.59$), and adapt materials from the recommended books ($M = 3.83$, $SD = 1.42$).

Contrary to teachers' opinion in Table 4.14, there was slight agreement among the students on teachers' use of academic corpora, published EAP materials, adapted materials, and the prescribed books.

Table 4.16. *Frequency of Students' Responses about Learning Resources for Teaching BS Compulsory English (N=1000)*

No.	Items	n	%
6	My teacher uses his/her own resources in place of a course book:		
	Chapters from course books	707	67.27
	Preparatory books for international academic tests	295	28.07
	Others	49	4.66
	Total responses	1051	100
7	Besides the course book, my teacher adds learning resources from real life:		
	Literary works of local authors	502	44.62
	News reports	352	31.29
	Economic surveys	156	13.87
	Others	115	10.22
	Total responses	1125	100
8	During practice activities my teacher provides		
	Books on grammar	391	33.02
	Books on vocabulary	270	22.80
	Subject dictionaries	247	20.86
	Others	160	13.51
	Books on accent	116	9.80
	Total responses	1184	100
9	For assessment in English, my teacher uses:		
	Online resources	664	60.25
	YouTube	148	13.43
	Others	135	12.25
	Live TV programs	61	5.54
	Visits	94	8.52
	Total responses	1102	100
10	Other resources used by our English teacher		
	"ICT/CALL based resources"	51	5.10
	"Traditional resources/handouts"	42	4.20
	"Projects/field work"	6	.60
	"Course book/textbook"	5	.50
	"Research as a resource"	1	.10
	No response	895	89.50
	Total	1000	100

Table 4.16 shows results about multiple responses of the undergraduate students regarding choice of learning resources. Of the total responses, 67.27% indicate that the first choice of teachers is chapters from the course books, the second is materials from the preparatory books for international academic English tests (20.87%), and then "other" resources such as "online resources", "texts from other disciplines" (4.6%). Of the responses about real life resources, choice of literary works by local authors in English (44.62%), and news reports (31.29%) top other learning resources.

Of the responses about materials for joint text production, use of grammar books (33.02%), vocabulary books (22.80%), and subject dictionaries (20.86%) is preferred. However, provision of accent books is least preferred (9.80%). A few responses (13.51 %) indicate use of no supportive resources. Maximum number of responses suggest that teachers use online resources (60.25%), YouTube (13.43%), and (field) visits (8.52%) for assessment purposes. But the use of Live TV broadcast gets lowest response (5.54%).

Broadly speaking, the results imply that in view of the students, teachers of BS compulsory English commonly gave chapters (handouts) from course books and literary works by Pakistani English writers as reading assignments. Teachers also scaffolded through grammar books and used online resources for assessment. However, books on accent, and live TV broadcasts were rarely exploited as resources. Responses of the undergraduates about other choices of learning materials (item 10) are negligible for a very high non-response rate (89.5%).

Overall difference in perceptions of teachers and undergraduate students

To view an overall difference in mean scores of teachers' and students' perceptions, independent samples *t*-test analysis was applied. The results of this analysis are given in Table 4.17.

Table 4.17. Comparison of Mean Scores of Teachers' and Students' Responses about Various Aspects of Teaching Strategies for BS Compulsory English

No.	Components	Teachers		Students		Independent Samples <i>t</i> -test				
		<i>(N=55)</i>		<i>(N=1000)</i>		<i>Mean diff.</i>	<i>F</i>	<i>t(1053)</i>	<i>P</i>	η_2
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
1	Purpose of BS Compulsory English	4.83	0.77	4.76	0.83	-0.06	0.67	-0.54	.588	-
2	Strategies for Teaching BS Compulsory English	4.49	0.99	4.00	0.98	-0.49	0.17	-3.65	.001	.012
3	Reasons of Preference for various Teaching Strategies	4.61	0.71	4.61	0.80	0.01	0.84	0.11	.910	-
4	Choice of Learning Resources for Teaching BS Compulsory English	4.50	0.94	4.09	0.90	-0.41	0.13	-3.24	.001	.009

Note. Interpretation of Eta-squared: .01 (small), .06 (moderate), and .14 (large). Adopted from Pallant (2016). $p < .05$

Table 4.17 indicates that there was evidence of significant difference in mean scores of teachers and undergraduate students in the sampled universities on strategies of teaching: $t(1053) = -3.65, p = .001$) and choice of learning resources: $t(1053) = -3.24, p = .001$. But these differences were actually weak for both teaching strategies and choice of learning resources (η_2 values were .012, .009 respectively).

It means that teachers and undergraduate students had the same views on the purpose of teaching BS compulsory English and reasons for choosing various teaching strategies but had a negligible difference in views on the commonly used teaching strategies and learning resources.

Difference in teachers' perceptions with reference to demographic variables

The study also aimed at exploring whether teachers' views differed in terms of their background including university, the status of the university (public/private), the discipline, class composition, qualification, experience of teaching, and gender. For this purpose, independent samples *t*-test or one- way ANOVA was applied (whichever was applicable). Before running the test, the fulfilment of the following assumptions was ensured.

Assumptions behind the choice of statistical tests. T-test for independent samples requires that the population of the samples must be normally distributed. According to Pallant (2016, p. 206), samples with the size of 30 and above selected in Social Science research (such as the present study) are sufficient to ensure normalcy of the population distribution. In this study, the size of teachers' sample was 55 and that of the undergraduate students was 1000. Both were larger than 30 and, following Pallant, were sufficient to meet the assumption of normal distribution.

T-test is used to compare mean scores for only two different groups (Tables 4.19-20, 4.23, 4.25-26,4.30). In all the comparisons, two groups different in terms of independent variables were involved. Besides, the calculation of mean and standard deviation demands continuous dependent variables. The dependent variables in the present study included the purpose of teaching compulsory BS English, strategies of teaching, preference for various strategies, and choice of learning resources. However, the questionnaire data in this study was ordinal that was a violation of this condition. Then the condition that the samples must be selected randomly was also not met in this study as samples of teachers and undergraduates were selected purposively.

These violations were not deliberate either. Scholars of quantitative analysis (e.g., Muijs, 2011) think that it is often hard to satisfy such assumptions rigorously in studies conducted in dynamic contexts, such as EAP in undergraduate class in this study. This is fortunate that *t*-test is so powerful that its results remain insensitive to such violations when the sample is large (30+) (Pallant, 2016). In line with these suggestions, the samples of teachers and the undergraduates (55 and 1000 respectively) were large enough to compensate the stated violations quite fairly.

One more assumption for the use of *t*-test is equality (homogeneity) of variance in the populations from which the samples were drawn. As the inferential analyses

were conducted using SPSS (ver. 22), Levene's test was available as part of *t*-test to check the equality of variance. The output of *t*-test showed two Sig. values of Levene's statistic: one more than .05 that indicated satisfaction of the assumption and the other less than .05 that indicated violation. As the SPSS is able to run *t*-test in either case (Pallant, 2016, p.207), its output helped the present analyst to choose confidently that Sig. value of *t* appropriate for decision making according to the variance in his data (as supported by Connolly, 2007, p.205). Alternatively, the use of non-parametric test like *Mann-Whitney U test* could have been a safer choice but not pragmatic. The reason lies in reliance on powerful parametric measures for detecting significance of difference in means which are likely to remain undetected by relatively weaker non-parametric tests in Applied Linguistic studies (see Dornyei, 2007, p. 228).

Tables 4.18, 4.21-22, 4.24, 4.27-29 report results of analysis of variance (*One-way ANOVA*) for comparison of mean scores for more than two independent groups. Again, before running the test, it was ensured that the pre-requisites for independent groups ANOVA were satisfied. The assumptions given below are the same as were mentioned with regard to the independent samples *t*-test except the flexibility added to the assumption regarding number of groups being compared: continuous dependent variable for calculation of means; comparison of mean scores of two or more than two different independent groups; random selection of samples; normal distribution of sample populations; homogeneity of variance in mean scores of different groups.

All these requirements were satisfied by the present study in line with the specific allowances available to social science studies conducted in complex contexts. The present study shares this contextual aspect as it explored EAP in undergraduate classes at universities in Lahore. It was able to fairly fulfil the basic assumptions because of its large samples ($N > 30$). In addition, the study also benefitted from the statistical adjustments provided by SPSS for checking normalcy and homogeneity assumptions. In addition, to ensure that great variation in sizes of the compared groups does not hide practical significance, Eta-squared (η^2) was also added to the last columns in the ANOVA tables (where applicable) (following Connolly, 2007, p. 214).

As ANOVA points out an overall significant difference in mean scores, multiple post-hoc comparisons were required to locate particular pairs with significant differences in means. For this purpose, Hochberg's GT2 was selected because the sizes of the sub-groups were considerably variable in the samples of teachers and the undergraduate students participated in the present research (following Field, 2005, as cited in Connolly, 2007, p. 212).

Tables 4.18-30 present results of the inferential analyses and their interpretations.

Table 4.18. *Analysis of Variance Based on Teachers' University (N = 55)*

Components	University A		University B		University C		University D		ANOVA	
	(n = 19)		(n = 10)		(n = 13)		(n = 13)			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F(3,51)</i>	<i>p</i>
Purpose of Teaching BS Compulsory English	4.81	0.62	4.72	0.74	4.51	0.85	4.87	0.80	0.661	.580
Strategies for Teaching BS Compulsory English	4.49	0.90	4.44	0.55	4.34	0.78	4.37	1.09	0.096	.962
Reasons of Preference for Various Teaching Strategies	4.72	0.55	4.64	0.51	4.47	0.86	4.61	0.99	0.329	.804
Choice of Learning Resources for Teaching BS Compulsory English	4.38	0.38	4.38	0.38	4.63	0.63	4.89	0.82	0.928	.434

$p < .05$

Table 4.18 shows results of one-way ANOVA run to explore difference in perspectives of teachers with reference to university. There was evidence of no significant difference in the means for the teachers on purpose of teaching, strategies of teaching, reasons of preference for various strategies, and learning resources for BS compulsory English ($p > .05$ for all the four components).

Table 4.19. Comparison of Mean Scores for Status of Teachers' University (N=55)

Components	Public		Private		Independent Samples <i>t</i> -test				
	(n=29)		(n=26)		Mean diff.	<i>F</i>	Sig	<i>t</i> (53)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Purpose of BS Compulsory English	4.78	0.65	4.66	0.82	0.11	0.167	.685	.589	.558
Strategies for Teaching BS Compulsory English	4.47	0.79	4.36	0.91	0.12	0.353	.555	.523	.603
Reasons of Preference for Various Teaching Strategies	4.69	0.52	4.53	0.90	0.16	6.783	.012	.822	.416
Choice of Learning Resources for Teaching BS Compulsory English	4.48	0.74	4.74	0.71	-0.26	0.105	.748	1.330	.189

$p < .05$

Table 4.19 shows results of independent samples *t*-test run to explore difference in perceptions of teachers of public and private universities. There was no significant difference in the means for public and private university teachers on the purpose of teaching, strategies of teaching, reasons of preference for various strategies, and learning resources for BS compulsory English ($p > .05$ for all the four components).

Table 4.20. *Comparison of Teachers' Mean Scores for Class Composition (N=55)*

Components	Single Discipline Classes		Mixed Discipline Classes		Independent Samples <i>t</i> -test				
	(n=19)		(n=36)		<i>Mean diff.</i>	<i>F</i>	<i>Sig</i>	<i>t</i> (53)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Purpose of Teaching BS Compulsory English	4.78	0.65	4.68	0.80	.13661	.744	.392	.698	.489
Strategies for Teaching BS Compulsory English	4.49	0.90	4.38	0.82	.11151	.298	.587	.450	.656
Reasons of Preference for Various Teaching Strategies	4.72	0.55	4.56	0.81	.16414	2.269	.138	.881	.382
Choice of Learning Resources for Teaching BS Compulsory English	4.53	0.88	4.64	0.65	-.11009	4.898	.031	-.477	.637

$p < .05$

Table 4.20 presents results of independent samples *t*-test run to explore difference in the teachers' views with reference to class composition. There was no significant difference in mean scores for teachers who taught BS compulsory English in single discipline classes (university A) and for those who taught mixed discipline classes (universities B, C, & D) on the purpose of teaching, teaching strategies, reasons of preference for strategies, and learning resources ($p > .05$ for all the four components).

Table 4.21. *Analysis of Variance Based on Teachers' Qualification (N=55)*

Components	M.A. English Literature (n=8)		MA English Linguistics (n=3)		MA TESOL/ TEFL/ ELT (n=3)		MPhil (n=36)		PhD (n=5)		ANOVA	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F(4,50)</i>	<i>p</i>
Purpose of Teaching BS Compulsory English	4.72	0.28	5.29	0.46	4.92	0.12	4.69	0.83	4.51	0.88	0.598	.666
Strategies for Teaching BS Compulsory English	4.11	0.82	5.00	0.33	5.03	0.50	4.44	0.86	4.01	0.88	1.339	.269
Reasons of Preference for Various Teaching Strategies	4.43	0.56	4.96	0.64	5.09	0.36	4.64	0.77	4.27	0.89	0.893	.475
Choice of Learning Resources for Teaching BS Compulsory English	4.22	0.77	4.43	0.47	4.80	1.04	4.70	0.74	4.50	0.58	0.786	.540

. $p < .05$

Table 4.21 displays results of one-way ANOVA run to find difference in teachers' perceptions with reference to qualification. The test indicated no significant difference in teachers' mean scores on the purpose of teaching, teaching strategies, reasons of preference for various strategies, and learning resources for BS compulsory English ($p > .05$ for all the four components).

Table 4.22. Analysis of Variance Based on Experience of Teaching BS Compulsory English (N=55)

Components	< 5 Years (n=16)		5 Years (n=21)		<10 Years (n=9)		10 Years and more (n=9)		ANOVA	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F(4,50)</i>	<i>p</i>
Purpose of Teaching BS Compulsory English	4.86	0.63	4.65	0.90	4.70	0.75	4.70	0.56	0.243	.866
Strategies for Teaching BS Compulsory English	4.64	0.79	4.45	0.91	4.09	0.82	4.28	0.77	0.913	.441
Reasons of Preference for Various Teaching Strategies	4.66	0.77	4.65	0.81	4.66	0.48	4.41	0.76	0.272	.845
Choice of Learning Resources for Teaching BS Compulsory English	4.86	0.71	4.69	0.71	4.18	0.64	4.34	0.77	2.253	.093

$p < .05$

Table 4.22 presents results of one- way ANOVA run to explore difference in teachers' views with reference to experience of teaching BS compulsory English. The test indicated no evidence of significant difference in teachers' mean scores on the purpose of teaching, strategies of teaching, reasons of preference for various teaching strategies, and choice of learning resources ($p > .05$ for all the four components).

Table 4.23. Comparison of Mean Scores for Teachers' Gender (n=55)

Components	Male (n=31)		Female (n=24)		Independent Samples <i>t</i> -test					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>Mean diff.</i>	<i>F</i>	<i>Sig</i>	<i>t</i> (53)	<i>P</i>	η_2
Purpose of Teaching BS Compulsory English	4.84	0.63	4.57	0.86	0.27	1.24	.270	1.335	.188	-
Strategies for Teaching BS Compulsory English	4.63	0.75	4.15	0.89	0.48	2.51	.119	2.180	.034	.082
Reasons of Preference for Various Teaching Strategies	4.76	0.77	4.44	0.67	0.32	0.05	.945	1.631	.109	-
Choice of Learning Resources for Teaching BS Compulsory English	4.71	0.75	4.46	0.70	0.25	0.34	.564	1.256	.215	-

Note. Interpretation of Eta-squared: .01 (small), .06 (moderate), .14 (large) (Pallant ,2016).
 $p < .05$

Table 4.23 shows results of independent samples *t*-test run to find difference in teachers' views with reference to gender. The test indicated significant difference only in the means for male and female teachers on the teaching strategies: $t(53) = 2.180$, $p = .034$. But the actual difference in mean scores ($\eta_2 = .082$) was moderate. The test indicated no significant difference in the mean scores for male and female teachers on the purpose of teaching, reasons of preference for various strategies, and choice of learning resources for BS compulsory English ($p > .05$ for these three components).

Difference in perceptions of undergraduate students on demographic variables

Analysis of variance (ANOVA) or independent samples *t*-test was also run to find out difference in perceptions of students in terms of their background including university, status of the university (public/private), discipline, class composition, institute of last qualification, home language, semester, and gender. The results of the analysis are presented in the following tables (4.24-30)

Table 4.24. *Analysis of Variance Based on Students' University(N=1000)*

Components	University A (n=356)		University B (n=240)		University C (n=204)		University D (n=200)		ANOVA		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i> (3,996)	<i>p</i>	η^2
Purpose of Learning BS Compulsory English	4.73	0.89	4.66	0.75	4.68	0.79	5.13	0.59	17.832	.000	.051
Strategies for Teaching BS Compulsory English	3.93	0.95	4.00	0.96	3.85	0.97	4.09	0.82	3.055	.028	.009
Response to Teaching Strategies	4.54	0.81	4.53	0.77	4.52	0.75	4.95	0.61	18.632	.000	.053
Learning Resources for BS Compulsory English	4.02	0.90	4.03	0.84	3.98	0.83	4.50	0.76	19.756	.000	.056

Note. Interpretation of Eta-squared: .01 (small), .06 (moderate), .14 (large) (Pallant ,2016).

p < .05

Table 4.24 presents results of one-way ANOVA run to find evidence of difference in perceptions of undergraduate students with reference to university. The test indicated significant differences in the means on the purpose of learning BS compulsory English: $F(3,996) = 17.832, p = .000$; strategies of teaching BS compulsory English: $F(3,996) = 3.055, p = .028$; learners' response to teaching strategies: $F(3,996) = 18.632, p = .000$; learning resources: $F(3,996) = 19.756, p = .000$. But the actual differences in the means were moderate as all eta-squared (η^2) values were below .06. Post-hoc comparisons using Hochberg Test were made for further analysis (see p.103).

Multiple Comparisons with Respect to University

Hochberg Dependent Variable	(I) Name of University	(J) Name of University	Mean Difference (I-J)	Std. Error	Sig.
Purpose of Learning BS Compulsory English	University A	university D	-.39249*	.06609	.000
	University B	University D	-.46266*	.07623	.000
	University C	University D	-.44263*	.07400	.000
Response of Learners to Teaching Strategies	University A	University D	-.40777*	.06313	.000
	University B	University D	-.41900*	.07281	.000
	University C	University D	-.43496*	.07068	.000
Learning Resources for BS Compulsory English	University A	University D	-.47731*	.07159	.000
	University B	university D	-.47065*	.08257	.000
	University C	University D	-.51915*	.08015	.000

Note. The mean difference is significant at the .05 level.

The post-hoc comparisons indicated that the means for undergraduate students of universities A, B, and C were significantly different from the means for students of university D on the purpose of learning, learners' response to teaching strategies, and learning resources (Sig. values/ $p < .05$ for all these pairs).

Table 4.25. Comparison of Mean Scores for Status of Students' University (N=1000)

Components	Public		Private		Independent Samples <i>t</i> -test					
	(n=596)		(n=404)		<i>Mean diff.</i>	<i>F</i>	<i>Sig</i>	<i>t</i> (998)	<i>P</i>	η_2
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>						
Purpose of Learning BS Compulsory English	4.71	0.85	4.91	0.73	-.2017	2.975	.085	-3.976	.000	.014
Strategies of Teaching BS Compulsory English	3.95	1.00	3.98	0.90	-.0322	2.469	.116	-0.543	.587	-
Response to Teaching Strategies	4.54	0.79	4.74	0.72	-.1984	4.482	.035	-4.135	.000	.015
Learning Resources for BS Compulsory English	4.03	0.88	4.25	0.84	-.2171	1.278	.258	-3.940	.000	.016

Note. Interpretation of Eta-squared: .01(small), .06 (moderate), and .14 (large) (Pallant, 2016).

$p < .05$

Table 4.25 presents results of independent samples *t*-test run to find difference in perceptions with reference to status of the university. The results indicated significant difference in the means for the undergraduate students of public and private universities on the purpose of learning BS compulsory English: $t(998) = -3.976, p = .000$. But the actual difference was very small ($\eta_2 = .014$). There was significant difference in the mean scores on learners' response to teaching strategies: $t(998) = -4.135, p = .000$. The actual difference was, however, small ($\eta_2 = .015$). A significant difference in the means was also noted on learning resources: $t(998) = -3.940, p = .000$. Again, the size of actual difference was small ($\eta_2 = .016$). There was no significant difference in mean scores on teaching strategies ($p = .587$).

Table 4.26. Comparison of Students' Mean Scores for Class Composition (N=1000)

Components	Single Discipline Classes		Mixed Discipline Classes		Independent Samples <i>t</i> -test					
	(n=356)		(n=644)		Mean diff	F	Sig	t(998)	P	η ₂
	M	SD	M	SD						
Purpose of Learning BS Compulsory English	4.71	0.85	4.91	0.72	-.20181	3.334	.068	-3.979	.000	.014
Strategies of Teaching BS Compulsory English	3.95	0.96	3.98	0.90	-.02757	2.583	.108	-.464	.642	-
Response to Teaching Strategies	4.54	0.79	4.74	0.71	-.20123	4.797	.029	-4.152	.000	.015
Learning Resources for BS Compulsory English	4.02	0.88	4.24	0.83	-.22401	1.210	.272	-4.068	.000	.016

Note. Interpretation of Eta-squared: .01 (small), .06 (moderate), and .014 (large) (Pallant ,2016).

$p < .05$

Table 4.26 presents results of independent samples *t*-test run to explore difference in views of the undergraduate students with reference to class composition. The test indicated significant difference in the means on the purpose of learning BS compulsory English: $t(998) = -3.979, p = .000$. However, the magnitude of difference was weak ($\eta_2 = .014$). There was evidence of significant difference in the mean scores on learners' response to teaching strategies: $t(998) = -4.152, p = .000$, and learning resources: $t(998) = -4.068, p = .000$. But in both cases the magnitude of actual differences was small (η_2 values were .015 and .016 respectively). There was no significant difference in mean scores on teaching strategies with reference to composition of BS compulsory English classes ($p = .642$).

Table 4.27. Analysis of Variance Based on the Students' Institute of Last Qualification (N=1000)

Components	Urdu Medium (n=184)		English Medium (Pakistan) (n=777)		English Medium (Abroad) (n=39)		ANOVA		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i> (2,997)	<i>p</i>	η^2
Purpose of Learning BS Compulsory English	4.84	0.81	4.81	0.78	4.34	1.12	6.892	.001	.013
Strategies of Teaching BS Compulsory English	4.01	0.97	3.98	0.92	3.47	0.98	5.592	.004	.011
Response to Teaching Strategies	4.67	0.79	4.65	0.73	4.08	1.08	10.663	.000	.020
Learning Resources for BS Compulsory English	4.21	0.94	4.11	0.85	4.00	1.03	1.254	.286	-

Note. Interpretation of Eta-squared: .01 (small), .06 (moderate), and .14 (large) (Pallant, 2016).

$p < .05$

Table 4.27 shows results of one-way ANOVA run to see difference in perceptions of the undergraduate students with reference to the institute of last qualification. The test indicated that there was significant difference in mean scores on the purpose of learning BS compulsory English, teaching strategies, and learners' response to teaching strategies ($p < .05$ in all these cases) except on learning resources where $p > .05$. But the magnitude of differences was weak (η^2 values were .013, .011, .020 for the first three components respectively). For identification of the actual points of significant difference, Hochberg's Post-hoc Test was applied (see p.107).

Multiple Comparisons with Respect to Institute of Last Qualification

Hochberg Dependent Variable	(I) Institute of Last Qualification	(J) Institute of Last Qualification	Mean Difference (I-J)	Std. Error	Sig.
Purpose of Learning BS Compulsory English	Urdu medium	English medium abroad	.50715*	.14089	.001
	English medium in Pakistan	English medium abroad	.47365*	.13115	.001
Strategies of Teaching BS Compulsory English	Urdu medium	English medium abroad	.52378*	.16389	.004
	English medium in Pakistan	English medium abroad	.50176*	.15256	.003
Response of Learners to Teaching Strategies	Urdu medium	English medium abroad	.58979*	.13422	.000
	English medium in Pakistan	English medium abroad	.56880*	.12494	.000

Note. The mean difference is significant at the .05 level.

The comparison on the purpose of learning indicated significant difference in mean scores on Urdu medium institute and English medium institutes abroad and English medium institutes in Pakistan (Sig. values/ $p < .05$).

The comparison on strategies of teaching indicated significant difference in the means on Urdu medium institute and English medium institute abroad. The mean score on the English medium institute in Pakistan was also significantly different from the mean on English medium institute abroad (Sig. values/ $p < .05$ for these pairs).

The comparison on learners' response to teaching strategies indicated significant difference in the mean scores on Urdu medium institute and English medium institute abroad. Significant difference was also noted in mean scores on English medium institute in Pakistan and English medium institute abroad (Sig. values/ $p < .05$ for these pairs).

Table 4.28. Analysis of Variance Based on Home Language (N=1000)

Components	Urdu		English Mostly		English Only		Other		ANOVA		
	(n=737)		(n=38)		(n=12)		(n=213)		F(3,996)	p	η_2
	M	SD	M	SD	M	SD	M	SD			
Purpose of Learning BS Compulsory English	4.84	0.80	4.74	0.96	4.17	0.76	4.72	0.76	3.909	.009	.012
Strategies of Teaching BS Compulsory English	3.99	0.92	4.18	0.89	3.39	0.92	3.87	0.96	3.176	.023	.009
Response to Teaching Strategies	4.67	0.73	4.79	0.82	3.66	1.16	4.52	0.83	9.400	.000	.027
Learning Resources for BS Compulsory English	4.14	0.87	4.49	0.90	3.64	0.59	4.02	0.86	4.562	.004	.013

Note. Interpretation of Eta-squared: .01 (small), .06 (moderate), and .14 (large) (Pallant ,2016).

$p < .05$

Table 4.28 presents results of one-way ANOVA run to explore difference in perceptions of undergraduate students with reference to home language. The test indicated significant difference in mean scores for the students on all the four components in terms of home language ($p < .05$) but the sizes of difference were weak (η_2 values were .012, .009, .027, .013 for all the four components respectively). For locating pairs with significant difference, Hochberg' s Post-hoc Test was applied (see p.109).

Multiple Comparisons with Respect to Home Language

Hochberg Dependent Variable	(I) Home Language	(J) Home Language	Mean Difference (I- J)	Std. Error	Sig.
Purpose of Learning BS Compulsory English	Urdu	English only	.67413*	.23294	.023
		Other	.15518*	.05906	.051
Response of Learners to Teaching Strategies	Urdu	English only	1.01415*	.22094	.000
		Other	.15518*	.05906	.051
Learning Resources for BS Compulsory English	English mostly	English only	1.12485*	.25140	.000
		Other	-.85896*	.22526	.001
	English mostly	English only	.85234*	.28759	.019
		Other	.46541*	.15294	.014

Note. The mean difference is significant at the .05 level

The multiple comparisons were made with reference to home language. The results on the purpose of learning BS compulsory English revealed significant difference in mean scores for the students whose home language was Urdu and those whose home language was only English (Sig. values/ $p < .05$).

The results on learners' response to teaching strategies indicated significant difference in the means for the students whose home language was Urdu and those whose home language was only English. There was also significant difference in the mean scores for the students whose home language was Urdu and those who used some other language at home.

The analysis with reference to learning resources indicated significant difference in mean scores for the students whose home language was mostly English and those whose home language was only English, and for the students whose home language was mostly English and those who used other languages at home (Sig. values/ $p < .05$ for these pairs).

Table 4.29. Analysis of Variance Based on Semesters (N=1000)

Components	1 st Semester		2 nd Semester		3 rd Semester		4 th Semester		ANOVA		
	(n=24)		(n=564)		(n=95)		(n=317)		<i>F</i> (3,996)	<i>P</i>	η^2
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Purpose of Learning BS Compulsory English	4.40	0.92	4.86	0.81	4.82	0.88	4.72	0.73	4.343	.005	.012
Strategies of Teaching BS Compulsory English	3.49	1.14	4.01	0.92	3.89	0.989	3.95	0.92	2.708	.044	.008
Response to Teaching Strategies	4.30	1.03	4.68	0.75	4.58	0.83	4.58	0.74	2.946	.032	.009
Learning Resources for BS Compulsory English	4.21	0.98	4.12	0.88	4.11	0.89	4.12	0.84	0.099	.961	-

Note. Interpretation of Eta-squared: .01(small),.06(moderate), and .14(large) (Pallant (2016)).
 $p < .05$

Table 4.29 shows results of one-way ANOVA run to find evidence of significant difference in perceptions of the undergraduate students with reference to semester. The test indicated significant difference in mean scores for the students on purpose of learning BS compulsory English, teaching strategies, and response of learners to teaching strategies ($p < .05$ on the three components). But the magnitude of these differences was weak (η^2 values were .012,.008, .009 for the three components respectively). For identification of significance in pairs, Hochberg' s Post-hoc Test was applied (see p.111).

Multiple Comparisons with Respect to Semester

Hochberg Dependent Variable	(I) Semester	(J) Semester	Mean Difference (I-J)	Std. Error	Sig.
Purpose of Learning BS Compulsory English	First semester	Second semester	-.46247*	.16672	.033
		Fourth semester	.14706*	.05615	.053
Strategies of Teaching BS Compulsory English	First semester	Second semester	-.51714*	.19416	.046

Note. Mean difference is significant at the .05 level

The post-hoc analysis with reference to semester indicated that there was significant difference in the means for the first and second semester students on the purpose of learning compulsory English. The analysis also indicated significant difference in the means for the first and second semester students on strategies used for teaching English (Sig. values/ $p < .05$ for the two pairs). But there was no difference in the means for the first and fourth semester students on the purpose of learning (Sig. value/ $p = .05$).

Table 4.30. Comparison of Mean Scores for Students' Gender (N=1000)

Components	Male (n=375)		Female (n=625)		Independent Samples <i>t</i> -test					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>Mean diff.</i>	<i>F</i>	<i>Sig</i>	<i>t</i> (998)	<i>P</i>	η^2
Purpose of Learning BS Compulsory English	4.66	0.81	4.89	0.79	-0.25	3.186	.075	-4.381	.001	.019
Strategies of Teaching BS Compulsory English	3.93	0.93	3.99	0.93	-0.05	0.210	.647	-0.874	.382	-
Response to Teaching Strategies	4.54	0.78	4.69	0.76	-0.17	1.312	.252	-3.095	.002	.009
Learning Resources for BS Compulsory English	4.08	0.91	4.15	0.85	-0.07	2.377	.123	-1.227	.220	-

Note. Interpretation of eta-squared: .01 (small), .06 (moderate), and .14 (large) (Pallant (2016)).
 $p < .05$

Table 4.30 presents results of independent samples *t*-test run to explore difference in views of male and female undergraduate students. The results of the test indicated significant difference in means for male and female students on the purpose of learning BS compulsory English: $t(998) = -4.381, p = .001$. However, the magnitude of difference was weak ($\eta^2 = .019$). There was evidence of significant difference in the means for male and female students on learners' response to teaching strategies: $t(998) = -3.095, p = .002$. The actual size of this difference was also weak ($\eta^2 = .009$).

Summary of the Chapter

In this chapter, results of the quantitative analysis based on data obtained from the teachers' and undergraduate students' questionnaires were presented and interpreted. This analysis was conducted to address the research questions about the participants' perceptions on the purpose of teaching BS compulsory English, teaching strategies, preference for various teaching strategies and choice of learning resources.

The results revealed that teachers and the undergraduate students were aware of the purpose of teaching BS compulsory English. They knew that it was taught for developing generic competence in the undergraduate students for study and research in and across their specific disciplines at an English medium university. At the start of the course, teachers conducted informal interviews with students and subject teachers to assess which academic genres students needed for their disciplinary studies.

Teachers and undergraduate students agreed that strategies of context building, modelling, text deconstruction, joint text construction, independent text construction and text linking were used in teaching compulsory English. However, for the majority, lecturing with and without power point slides was commonly mixed with genre specific strategies. Both the teachers and undergraduate students agreed that genre pedagogy was preferred by them as it developed genre competence, empowered students, provided opportunities for learning and using English, and gave access to knowledge of various disciplines.

But there was also agreement in teachers and undergraduate students that lecturing could not be overlooked as it developed critical thinking and allowed creativity. Teachers and undergraduate students had different perceptions about the use of multiple learning resources. Use of books on accent and live TV broadcast were very rare. But there was agreement on the purpose of teaching compulsory English for BS students and preference for various strategies of teaching.

In terms of background variables, teachers in universities A, B, C, and D had same perceptions on the purpose of teaching compulsory English to BS classes, strategies of teaching, reasons to prefer various strategies, and choice of learning resources regardless of the university sector, single discipline or mixed discipline class, qualification, and experience. But male and female teachers had different views

on teaching strategies. With reference to background variables, undergraduate students in universities A, B, and C had different perceptions from those of university D on the purpose of teaching compulsory English in BS, response to teaching strategies, and choice of learning resources. There was no difference in views on the basis of status (public/private) of university and on single discipline or multidisciplinary class.

Further, students who received last qualification from Urdu medium and English medium institutes (Pakistan or abroad) had the same views only on use of multiple learning materials. Students with Urdu as home language differed in perceptions on the purpose of learning and response to teaching strategies from those who used English (only or mostly) or any other language at home. Undergraduate students in the first, and the second semesters had difference in perceptions on the purpose of learning compulsory English and teaching strategies but those in the first, and the fourth semesters had no difference on the purpose. Male and female students had the same views on teaching strategies and choice of learning materials by the teachers.

In the multiple response items, the teachers' and the students' responses on "other" options were negligible for very low response rates. The results on specific open-ended items, too, showed very low response rates. But some results can be considered illuminating. For example, most common strategy of teaching BS compulsory English was lectures with power point slides. The main determinants of teaching strategies were preparation of exams, and course coverage required in the semester system. Overall, comparison of perceptions suggest that teachers and undergraduate students had slightly different views on teaching strategies and learning resources.

CHAPTER V. RESULTS OF EVALUATION THROUGH SEMI-STRUCTURED OBSERVATIONS

This chapter presents results of data analysis based on the semi-structured observation schedules (Appendixes G1 & G2, pages 217, 219 respectively). The non-participant observations were conducted in two phases in BS compulsory English classes ($N = 8$) selected from two public (A & B) and two private (C & D) universities in Lahore (Pakistan). Phase I was conducted before the mid-semester tests and Phase II was conducted before the end of the same semester. Of the eight classes, five were single discipline (university A) and three were mixed discipline classes (universities B, C, & D). Each observation session lasted for one hour. Observations in both phases were recorded on the rating scales. But the information, not covered by the structured scales, was captured in the open-ended observation notes.

The data from the rating scales was summarized by estimating means and standard deviations and the observation notes were summarized and interpreted in light of the predefined themes. The core theme "Sydney School strategies for teaching BS compulsory English" was divided into two sub-themes. Phase I of the observations focused on the sub-theme "Strategies of context building, modelling, deconstruction, and joint construction", whereas Phase II focused on the sub-theme "Strategies of independent construction/assessment/extension work". The results of rating scale analysis were triangulated with the interpretive comments on the summaries of observation notes. Any deviations from the focused themes were also pointed out with these results.

Results of Observation Rating Scales

Results of rating scale analysis are displayed in the following tables (5.1-5.4).

Results of observation rating scales for university A

Tables 5.1 and 5.2 present results of class observations recorded on the rating scales. Table 5.1 shows results of Phase I and Table 5.2 shows results of Phase II observations conducted at the public university A.

Table 5.1. *Means and Standard Deviations for Phase I Observations Conducted in Five Single Discipline Classes at University A.*

Indicators	<i>n</i>	<i>M</i>	<i>SD</i>
The Teacher:			
1 starts genre teaching with texts used in familiar social situations.	5	2.40	1.95
2 lectures on the text types frequently used in the subject area of his/her students.	5	3.00	1.87
3 highlights form and features of a text type with oral and spoken models.	5	2.40	1.14
4 designs tasks to introduce the academic activities in which a text type is typically used.	5	2.80	1.64
5 supports students in developing outlines of texts through questioning, discussion and vocabulary lists etc.	5	2.40	1.34
6 uses/ recommends internet, computer and mobile based activities for practice in writing text types.	5	2.20	1.09
7 suggests/ plans visits to social and academic contexts for teaching through active participation.	5	2.20	1.79
8 delivers lectures on core academic communication skills.	5	3.20	2.05
9 mixes lecture with text based techniques.	5	2.20	1.304
10 follows the techniques of teaching suggested in standard course outlines of HEC (Pakistan).	5	2.20	1.30
11 uses commercially available EAP textbooks.	5	1.80	1.30
12 uses self-designed teaching resources.	5	2.60	1.56
13 uses resources adapted/adopted from books of English for general academic purposes.	5	2.20	1.64
14 uses materials that accompanies tasks about different text types.	5	1.80	1.30
15 uses only the resources / books recommended in course outlines of HEC (Pakistan).	5	2.20	1.64

Note. Range of mean scores: 1-1.5 (no evidence), 1.51-2.5 (limited evidence), 2.51-3.5 (moderate evidence), 3.51-4.5 (sufficient evidence), 4.51-5 (extensive evidence).

Table 5.1 presents results of rating scale data analysis based on Phase I observations conducted in five single discipline classes at university A. The results indicated a moderate evidence ($M = 3.20$, $SD = 2.05$) that teachers lectured on core academic communication skills. There was a moderate evidence ($M = 3.00$, $SD = 1.87$) regarding lecturing based on frequently used disciplinary genres. The evidences regarding teachers' designing tasks centered around specific academic genres and regarding teachers' use of self-designed materials were also moderate ($M = 2.80$, $SD = 1.64$; $M = 2.60$, $SD = 1.56$).

The results indicated limited evidence of teachers' use of familiar social genres and model texts for introducing forms and functions of new genres, and use of questions, discussion, vocabulary lists etc. for scaffolding. Limited evidence was recorded about teachers' combining lectures and genre based strategies. The class observations provided limited evidence about teachers' commitment to the techniques

and books recommended in the HEC course outlines (Appendixes A1 & A2, pages 190, 196). There was limited evidence of teaching genres through exposure to the contexts of use, and assigning work on the internet, mobiles etc. The evidences of teachers' use of commercial EAP materials, adapted EGAP materials, and task based materials were also limited (mean scores on all these indicators fall in 1.51-2.5).

Table 5.2. *Means and Standard Deviations for Phase II Observations Conducted in Five Single Discipline Classes at University A.*

Indicators		<i>M</i>	<i>SD</i>	
The Teacher:				
16	involves students in tasks based on comparison and contrast of text types.	5	1.80	0.84
17	engages students in tasks based on blending of text types.	5	2.00	1.73
18	engages students in tasks focused on comparison of the same text types across subject areas.	5	1.40	0.55
19	gives group tasks on comparison and contrast of the same grammar and vocabulary features across text types.	5	1.40	0.54
20	conducts/plans seminars, case studies, dramatization work with university TV/ Radio (if available) for assessment of his/her students.	5	2.80	1.09
21	uses/suggests electronic text collections as resources when and where relevant and technically viable for extension work.	5	2.00	1.41
22	suggests websites of international EAP associations and SIGs for using alternative resources.	5	1.80	1.09
23	suggests/uses academic task inventories when and where relevant and accessible for extension work.	5	1.60	0.89
24	recommends/uses academic word lists and subject dictionaries for vocabulary work.	5	1.60	0.89
25	recommends/uses tasks from academic IELTS, TOEFL iBT, Pearson's Test of Academic English etc. for extension work.	5	2.00	1.22
25	supports his/ her teaching with YouTube, documentaries, live TV broadcasts, video-conferencing, multimedia, etc.	5	1.80	1.30
27	uses/suggests materials like Collins series on vocabulary, grammar, collocations, etc. to activate oral and written text building.	5	1.60	0.89

Note. Range of mean scores: 1-1.5 (no evidence), 1.51-2.5 (limited evidence), 2.51-3.5 (moderate evidence), 3.51-4.5 (sufficient evidence), 4.51-5 (extensive evidence).

Table 5.2 exhibits results of the analysis of rating scale data based on Phase II observations conducted in five single discipline classes at university A. The results about item 20 indicated moderate evidence ($M = 2.80$, $SD = 1.09$) of using or planning seminars, case studies, dramatization, and working with university TV/Radio (where available and required) for independent text construction/ formative assessment. The results about items 18 and 19 indicated no evidence of engaging students in comparison and contrast tasks based on the same genres across various disciplines ($M = 1.40$, $SD = .55$), and assigning group tasks on comparison and contrast of the same lexico-grammar features across disciplines ($M = 1.40$, $SD = .54$).

Limited evidence was observed of the tasks on genre comparison and text blending. There was also limited evidence of using or suggesting specialized academic genres for independent/extension work. The teachers were observed

suggesting or using in a limited way the links of international EAP associations and SIGs, academic task inventories, academic wordlists, and subject dictionaries for collaborative and independent work on text-types. There was limited evidence of using or suggesting You Tube, documentaries, TV broadcasts, video-conferencing (where needed and available) multimedia, and books on lexico-grammar for text modelling, supporting, or extension work. For assessment or extension work, limited evidence was available of using or suggesting tasks from the international EAP tests such as IELTS, TOEFL, iBT, Pearson's Test etc. (range of mean scores for all these items fall in 1.51-2.5).

Results of observation rating scales for universities B, C, and D

Following tables (5.3-5.4) present results of class observations conducted at university B (public) and universities C and D (private). These observations were recorded on the rating scales. Table 5.3 shows results of Phase I and Table 5.4 displays results of the Phase II observations.

Table 5.3. Means and Standard Deviations for Phase I Observations Conducted in Three Mixed Discipline Classes at Universities B, C, and D

Indicators	<i>n</i>	<i>M</i>	<i>SD</i>
The Teacher:			
1 starts genre teaching with texts used in familiar social situations.	3	2.00	0.00
2 lectures on the text types frequently used in the subject area of his/her students.	3	2.00	0.00
3 highlights form and features of a text type with oral and spoken models.	3	1.67	0.57
4 designs tasks to introduce the academic activities in which a text type is typically used.	3	1.67	0.57
5 supports students in developing outlines of texts through questioning, discussion and vocabulary lists etc.	3	2.33	1.15
6 uses/ recommends internet, computer and mobile based activities for practice in writing text types.	3	1.67	0.58
7 suggests/ plans visits to social and academic contexts for teaching through active participation.	3	5.00	0.00
8 delivers lectures on core academic communication skills.	3	5.00	0.00
9 mixes lecture with text based techniques.	3	1.00	0.00
10 follows the techniques of teaching suggested in standard course outline of HEC (Pakistan).	3	1.67	0.58
11 uses commercially available EAP textbooks.	3	1.00	0.00
12 uses self-designed teaching resources.	3	4.33	0.58
13 uses resources adapted/ adopted from books of English for general academic purposes.	3	1.00	0.00
14 uses materials that accompanies tasks about different text types.	3	2.33	2.31
15 uses only the resources / books recommended in the course outlines of HEC (Pakistan).	3	1.00	0.00

Note. Range of mean scores: 1-1.5 (no evidence), 1.51-2.5 (limited evidence), 2.51-3.5 (moderate evidence), 3.51-4.5 (sufficient evidence), 4.51-5 (extensive evidence).

Table 5.3 shows results of rating scale data analysis based on Phase I observations conducted in three mixed discipline classes at universities B, C, and D.

There was extensive evidence that teachers used lecture method with or without power point slides ($M = 5.00$, $SD = 0.00$). The results indicated extensive evidence ($M = 5.00$, $SD = 0.00$) that teachers in universities B, C, and D also suggested visits to social and academic contexts for learning disciplinary genres by active participation. There was sufficient evidence ($M = 4.33$, $SD = .58$) that teachers used self- designed materials.

The results showed no evidence of mixing genre strategies with commercial EAP materials, using adapted or adopted materials from EGAP books, and using only HEC recommended books (mean scores on all these items fall in 1-1.5). Limited evidence was observed of teachers' using familiar texts for modelling, lecturing on frequent disciplinary genres, highlighting forms and functions through models, and using tasks on academic activities related to specific genres. There was also limited evidence of scaffolding learners through questions and discussions for joint work, using or suggesting online resources and mobiles, using HEC suggested methodology, and using tasks on text-types for supported practice (mean scores on all these indicators fall in 1.51-2.5).

Table 5.4. *Means and Standard Deviations for Phase II Observations Conducted in Three Mixed Discipline Classes in Universities B, C, and D*

Indicators	<i>n</i>	<i>M</i>	<i>SD</i>
The Teacher:			
16 involves students in tasks based on comparison and contrast of text types.	3	2.67	0.58
17 engages students in tasks based on blending of text types.	3	2.00	0.00
18 engages students in tasks focused on comparison of the same text types across subject areas.	3	2.00	0.00
19 gives group tasks on comparison and contrast of the same grammar and vocabulary features across text types.	3	2.33	0.58
20 conducts/plans seminars, case studies, dramatization work with university TV/ Radio (if available) for assessment of his/her students.	3	1.33	0.58
21 uses/suggests electronic text collections as resources when and where relevant and technically viable for extension work.	3	1.00	0.00
22 suggests websites of international EAP associations and SIGs for using alternative resources.	3	1.00	0.00
23 suggests/uses academic task inventories when and where relevant and accessible for extension work.	3	1.00	0.00
24 recommends/uses academic word lists and subject dictionaries for vocabulary work.	3	1.00	0.00
25 recommends/uses tasks from academic IELTS, TOEFL iBT, Pearson's Test of Academic English etc. for extension work.	3	1.00	0.00
26 supports his/ her teaching with YouTube, documentaries, live TV broadcasts, video-conferencing, multimedia, etc.	3	1.00	0.00
27 uses/suggests materials like Collins series on vocabulary, grammar, collocation, etc. to activate oral and written text building.	3	1.00	0.00

Note. Range of mean scores: 1-1.5 (no evidence), 1.51-2.5 (limited evidence), 2.51-3.5 (moderate evidence), 3.51-4.5 (sufficient evidence), 4.51-5 (extensive evidence).

Table 5.4 displays results of rating scale data analysis based on Phase II observations conducted in the mixed discipline classes at universities B, C, and D. The results indicated a moderate evidence ($M = 2.67$, $SD = .58$) of using tasks on comparison and contrast of disciplinary genres. Limited evidence was, however, found, regarding use of tasks on genre blending ($M = 2.00$, $SD = 0.00$), comparing and contrasting use of the same genres and lexico-grammar features across disciplines ($M = 2.33$, $SD = .58$).

The researcher found no evidence of teachers' conducting or planning seminars, assigning case studies, dramatization, and tasks involving university TV/Radio, You Tube, video-conferencing (where needed and available) for assessment. No evidence was observed of using or suggesting tasks with academic corpora and visiting links of international EAP associations and SIGs for extension work. Similarly, no evidence was found of teachers' suggesting or using academic task inventories, wordlists and subject dictionaries for independent/individual work on text-types. Provision of books on grammar and vocabulary was not observed. Teachers were observed making no use of international academic test materials for assessment (mean scores on all these indicators fall in 1-1.5).

Summary and Interpretation of the Observation Notes

Besides recording evidences on the rating scales regarding use of the Sydney School pedagogy, observations were also entered in the open-ended notes. Following tables (5.5- 5.20) present contextual information about the observation events held at universities A, B, C, and D in two phases. Additionally, summary of the observation notes with the researcher's interpretative comments on them are also presented.

University A: Phase I

In phase I, the focus of observation was the Sydney School strategies of context building, modelling, text deconstruction, and joint text construction. Tables 5.5-5.9 present summaries of notes taken in observation phase I at university A.

Table 5.5. *Observation Phase I in BS Economics at University A*

Event information	Summary of observation notes
The researcher observed the class of BS Economics on 7 March, 2019. The observation continued for one hour. Thirty students of second semester were present in the class. The topic of the lecture was "misplaced modifiers/dangling modifiers/parallelism".	The teacher was using mixed medium and lecturing on grammar with power point slides. Grammar was explained with examples on the white board. She was continually assessing student learning through short activities and oral questions. The lecture room was spacious and suitable for teacher-students and student-student interactions during pair and group tasks. It was equipped with ICT (Information and Computer Technology) and the teacher was using it with other resources, such as activity sheets and reading materials from local and foreign books.

Comment: Table 5.5 indicates that the teacher lectured on grammar in mixed medium using power point slides, whiteboard, and digital and published resources by foreign and local writers. Grammar topics were not contextualized in reading, writing or speaking genre-texts. Questions were used for scaffolding. Room was spacious but not being utilized for student activities.

Table 5.6. *Observation Phase I in BS Mass Communication at University A*

Event information	Summary of observation notes
The first observation of BS Communication class was conducted on 14 March, 2019. The observation lasted for one hour. Thirty-eight students, enrolled in the second semester, were present in the class. The topic of the lecture was email writing.	The teacher lectured on structure and language of email. He made a list of expressions used for opening and closing email letters. Then he showed an incomplete email written from a business person to some head of organization. He went from student to student and corrected their mistakes of grammar, vocabulary, and mechanics. He even rebuked some students for wrong punctuation. Throughout the session, the teacher remained monolingual. The classroom had large LED, multimedia, and white board. The teacher read from the digital sources and explained on white board.

Comment: Table 5.6 indicates that the teacher introduced rhetorical structure and language of email genre. Then employed joint construction strategy bypassing deconstruction. However, the teacher scaffolded individually and gave oral feedback. Digital and traditional resources were available and used appropriately. Instruction was in English only that was serving as scaffolding through oral input. The teaching strategies and resources were comparable largely with the genre pedagogy.

Table 5.7. *Observation Phase I in BS Sociology at University A*

Event information	Summary of observation notes
The researcher observed BS Sociology class on 8 March, 2019. The duration of the session was almost one hour. The class had 25 students of second semester. The topic was a mixture of report writing and presentation skills.	The teacher opened the session with feedback on some recently held quiz on report writing. A student interrupted the teacher and asked about the (genre) structure of the report. In her answer, the teacher told that subject of report follows salutation and closing “always comes to the right margin”. It was a paper pencil based assessment. She was kind to show me the paper that had one question on drafting a CV, one on writing a report on Child Labor for a newspaper, and one on the theme of “Something to Talk About”. There was also one short answer type question. The teacher was herself using English mostly and encouraging her students to speak in English. After the feedback, the teacher started teaching about “presentation skills”. She opened some book and started talking about skills for good oral presentation. She also explained briefly some general vocabulary items and clause structures. At the end, she announced group work for presentations in the next class and suggested topics including Domestic Violence, Health Issues, Technology Addiction, The Menace of Beggary, and Superstitions. The lecture room had a large LED, and multimedia but the teacher used only whiteboard to teach presentation skills. She was using “English for Undergraduates” from Oxford, Pakistan, besides the textbook “A Selection of Short Stories and One-act Plays” prescribed by the university.

Comment: Table 5.7 indicates that the teacher explained discourse structure of report. She had conducted paper-pencil test on three genres. It was an English mostly class that seemed to be an effort to expedite transition from Urdu mostly to English mostly class. The teacher told qualities of good presentation without context building or modelling, taught grammar discretely and assigned sociology specific topics for presentations. Digital resources were available but not used even when their use was needed. Prescribed textbooks were the main learning resource.

Table 5.8. *Observation Phase I in BS English at University A*

Event information	Summary of observation notes
The observation of BS English was scheduled on 12 March, 2019. The session lasted for one hour. Thirty-nine students of 2 nd semester were present at the time of observation. The topic was “cohesive devices”.	The teacher was lecturing on cohesive devices. She defined the devices with example sentences. Students were taking notes from the lectures. Some terms were explained on whiteboard in Urdu. The teacher’s notes were the main resource of learning. The room had no technological gadget for supporting the lecture. The teacher answered queries of the students about last day’s assignment grades and class was dismissed.

Comment: The teacher lectured on cohesive devices without modelling their use in some literary or non-literary text or assigning tasks for joint text production. It was a bilingual class. No digital resource was available. Students were engaged only in note taking from the lecture. Use of questioning for scaffolding was not observed.

Table 5.9. *Observation Phase I in BS Education at University A*

Event information	Summary of observation notes
Observation with B. Ed (Hons.) Elementary was scheduled on 11 March, 2019. The students were in the second semester and 31 were present at the time of observation. The teacher had a foreign degree in ELT. The class was going to study the poem "Woman Work". The session continued for one hour.	The teacher started with description of woman work in Pakistan's rural areas. Then he read out the poem "Woman Work" line by line with Urdu translation. He gave a list of Urdu equivalents of difficult words on whiteboard while students copied them in note books. After finishing text reading, the teacher discussed theme of the poem in Urdu and explained the type of verse used in the poem. There was a detailed talk on imagery and rhyming scheme used in the poem. Finally, he asked the students that they would write critical summary of the poem tomorrow. The students would learn the critical summary from a locally published helping book on BA English Literature that was in hands of every student. The lecture room had no digital facility for practice or discussion activities.

Note. BS Education is called B. Ed (Hons.) at university A.

Comment: The teacher developed the context before teaching the poem. But no explanation about the generic structure and language of the poem was given. A traditional Grammar-Translation approach was used to teach the poem. Imagery and rhyme scheme were discussed without relating them to the structure and theme of the poem. The rhyme scheme explained but no mention was made of the poet's stylistic motivation for the choice of the specific rhyme. Helping notes for BA English were the only learning resource. Students were told to memorize ready-made critical summary of the poem without learning and practicing the genre of critical summary. The teacher was using non-RP Pakistani accent when talked in English.

University A: Phase II

In phase II, the focus of observation was the Sydney School strategies of independent construction/assessment/extension work. Tables 5.10- 5.14 present summaries of notes jotted down in observation phase II at university A.

Table 5.10. *Observation Phase II in BS Economics at University A*

Event information	Summary of observation notes
This observation with the BS Economics held on 8 May, 2019. The duration of the observation was about one hour. Thirty-three students of the second semester were present in the class. The topic of the session was "Business Letter Writing".	The teacher had notes in her hand and was lecturing on parts of a business letter. Students were taking notes and no other voice was heard in the class. The teacher spent a major chunk of class time in explaining the use of punctuation, salutation, and closing with reference to the role-relations between different type of addressees. No task was assigned for practice in class or for individual practice.

Comment: No use of context building, modelling, deconstruction or joint construction strategies was observed for teaching the genre of a business letter. No task for practice was assigned. Note taking was the only student activity in the class.

Table 5.11. *Observation Phase II in BS Mass Communication at University A*

Event information	Summary of observation notes
The coordinator of BS communication allowed observation on 9 May, 2019. The class was held in Noam Chomsky Multimedia Lab, where a documentary on Istanbul was to be shown to 36 students of the 2nd semester. The class had already attended a lecture on the documentary last day.	The lab was suitable for extension work by the undergraduates of communication studies. It was equipped with TV, large screen, multimedia, and a booth for the technical assistant in the center of the lab. Mikes were also provided for questioners. The documentary selected that day was about different aspects of multicultural life in the Turkish metropolitan Istanbul. Students were also taking notes while viewing this enthralling documentary. When the documentary ended, five commentators (3 females and 2 males) voluntarily took rostrum and talked about the quality of reporting and technical aspects of the documentary. The commentators also defended their answers. The teacher summed up the session with a plenary. Finally, the class was dismissed with assignment of a project on documentary for the next week's class.

Comment: The facility of well-equipped media lab was effectively utilized for context building, modelling, deconstruction, and independent practice on the genre of documentary/live reporting. Adequate individual and class level scaffolding was provided through questioning, note taking, and discussion. The whole session created the impression of a class of future media persons.

Table 5.12. *Observation Phase II in BS Sociology at University A*

Event information	Summary of observation notes
On 13 May, 2019, an hour long observation was conducted with 40 second semester students of BS Sociology. It was, however, a test day and the researcher thought it to be a good opportunity to know assessment practices in BS classes. The observation coincided with the test because the teacher was not available in the scheduled session.	The researcher went to the class when a paper-pencil based test was going on. He saw the mid-term paper with permission of the teacher. The test had one question on influence of perception on communication, one on formation of self-perception, and another on types of non-verbal messages with reference to culture and gender. There were piles of lecture notes scattered all around the room. The observer was unable to see any appropriate course book or any other learning materials in the class.

Comment: The observation fell on the mid-term test day by which time almost half the course had been taught. The researcher was able to see the paper of compulsory English given to the future sociologists. The type of questions set in the paper and the heaps of notes around the desks reflected an exam-oriented approach of teaching English in this class.

Table 5.13. *Observation Phase II in BS English at University A*

Event information	Summary of observation notes
An hour long observation was held on 4 May, 2019, with 37 second semester students of BS English. The topic of the session was grammar and vocabulary for writing first draft of argument essay.	The teacher explained how to combine sentences and select appropriate words according to the context. The teacher was bilingual, most of the time, while teaching grammar. She lectured on clause structures and combinations, and explained meanings of difficult words in English and Urdu. Then she asked students to do some exercise from "Oxford Practice Grammar" by John Eastwood (prescribed). During this whole session, students were bound to their seats and copying solution to exercises from the whiteboard. The teacher digressed from the topic many times.

Comment: In this bilingual-mostly class, a detached teaching of grammar and vocabulary was observed. The announced purpose of today's topic was to teach how to exploit appropriate language resources to develop draft of an argumentative essay. But the teacher made no use of deconstruction or join construction strategies for this purpose.

Table 5.14. *Observation Phase II in BS Education at University A*

Event information	Summary of observation notes
The researcher observed the B. Ed (Hons.) Elementary class of English compulsory. Thirty students of the 4 th semester attended the class. Total time spent in the observation was 45 minutes.	When the observer entered the class, students were doing exercises on phrasal verbs and use of prepositions from a locally published bilingual helping book of English for BA students. The teacher assigned the work for seatwork and took his seat in the center of the class. Soon, the students started murmuring putting aside their exercise work. The teacher did not try to redirect the class to the exercise work. To the end, he assigned learning of next ten phrasal verbs and two exercises on the use of prepositions.

Note. BS Education is called B. Ed (Hons.) in university A.

Comment: The teacher was trying to teach vocabulary and grammar through cramming and decontextualized exercises. The strategies of clause level deconstruction or modelling were not employed for teaching lexico-grammar. The locally published bilingual helping book was the only learning resource in this class of compulsory English. The teacher was using non-RP Pakistani accent in his lecture.

University B

Tables 5.15- 5.16 present summaries of notes taken in observation phases I and II conducted at university B.

Table 5.15. *Observation Phase I in Mixed Discipline Class at University B*

Event information	Summary of observation notes
The researcher observed this mixed discipline class on 6 March, 2019. Twenty-five students of 2 nd semester were present in the class. The duration of the observation was one hour and the topic was clauses (finite).	The teacher taught in a mixed medium. She wrote sentences on the white board and called on the students to the board. Students were to underline the finite clauses from those given on the board. Then for more practice, she wrote some sentences on the board with misplaced modifiers and asked the students to place modifiers correctly. The teacher kept the students engaged in the board work. She was using notes prepared by the English department of the university for teaching compulsory English in all BS programmes. The book consisted of poems followed by elaborated exercises on sentence skills, dictionary skills, spellings, paragraph and essay writing, text exploration (text structure), and use of reference materials like encyclopedias, atlases, books etc. for assignments and research.

Comment: The teacher provided individual scaffolding in teaching grammar. The learning resource was very appropriate for teaching literary and cross-disciplinary genres in a mixed discipline class. But the teacher was not observed integrating linguistic features with text structures exploiting the university's own prepared notes for teaching compulsory English.

Table 5.16. *Observation Phase II in Mixed Discipline Class at University B*

Event information	Summary of observation notes
The researcher observed the class on 7 May, 2019. Twenty-eight students of 4 th semester were present in the class. The class also included students of hard sciences. The topic of that day's session was characterization in the "Animal Farm". The observation lasted for one hour.	The teacher and the students were holding a locally published bilingual helping book in hands. The teacher translated some excerpts from the novel line by line in Urdu. He discussed questions mostly in Urdu about the plot and characters but consulting the guide. The focus was on those questions expected to be set in the end term examination. After that, students asked questions about various aspects of the novel "Animal Farm". The class ended with allotment of a written assignment on themes of the novel.

Comment: The teacher in this class was teaching Literature by Grammar-Translation method with an aim of preparing students for the examination. A bilingual helping book was consulted during the lecture. The teacher did not attempt to exploit English Literature for cross-disciplinary genre skills. Modelling, text deconstruction and joint construction were not applied to teach characterization and theme writing. Notably, undergraduate students of hard sciences were also attending this class. English Literature (the novel "Animal Farm") was not made relevant to the literacy

skills needed for these students. The science students seemed to be attending the course just because it was a compulsory requirement for their degrees. However, discussion of the theme of *Animal Farm* with reference to the current political situation in different countries was an interesting strategy for context building and extension.

University C

Tables 5.17 and 5.18 present summaries of notes taken in observation Phases I and II conducted at university C.

Table 5.17. *Observation Phase I in Mixed Discipline Class at University C*

Event information	Summary of observation notes
The researcher observed this mixed discipline class on 5 March, 2019. The class had 55 students of second semester. The session continued for one hour. Types of clause were being taught that day. The teacher had a foreign degree in Applied Linguistics.	The teacher distributed photocopied material on types of finite clauses. The handout contained definitions and example sentences of each type of clause. When the class got handouts, the teacher started reading from the handout and explained clauses with examples given in the material. She also addressed the students' questions. To the end, last day's grammar work was collected.

Comment: The teacher was teaching from self-prepared notes. No strategy like text deconstruction at clause level or joint work was used to introduce and scaffold learning of grammar. No tasks based on content of a particular discipline but with common core skills was used for teaching grammar in a multidisciplinary class.

Table 5.18. *Observation Phase II in Mixed Discipline Class at University C*

Event information	Summary of observation notes
The observation took place on 6 May, 2019 and lasted for half an hour. Forty- two students of 2 nd semester were present at the time of observation. The topic was academic essay writing.	The students were working in pairs on a task. They were revising the first draft of an essay developed in the last class. The teacher remained seated during this activity and many students were busy with their mobile phones and gossiping.

Comment: The teacher assigned a task of revising first draft of an essay but there was no sign of individual or collective scaffolding. No checklist for revision of drafts or joint writing strategy was used. The kind of practice task assigned to the class was not in line with the process, product, or genre based strategies of teaching academic essay.

University D

Tables 5.19 and 5.20 present summaries of notes jotted down in observation Phases I and II conducted at university D.

Table 5.19. *Observation Phase I in Mixed Discipline Class at University D*

Event information	Summary of observation notes
The observation was held on 4 March, 2019 in the third semester class of 50 students. The duration of observation was around one hour. The teacher was teaching communication strategies.	The teacher delivered lecture with power point slides and explained definitions of concepts and theories of communication. She encouraged questions from the class and repeatedly checked students' learning through oral questions. The teacher remained monolingual.

Comment: It was a multidisciplinary class. The teacher was teaching about communication instead of communication itself. Lecturing with overstuffed power point slides was going on. However, the teacher encouraged discussion through two way questioning. No major genre strategy other than the interactive scaffolding was observed in this class.

Table 5.20. *Observation Phase II in Mixed Discipline Class at University D*

Event information	Summary of observation notes
The researcher observed this BS mixed discipline class on 2 May, 2019. The duration of the observation was around one hour and the topic was "factors influencing communication".	The teacher was lecturing on factors with power point slides. After that, groups were formed to discuss factors influencing communication. Finally, the teacher assigned group presentations on the factors for the next class.

Comment: No genre strategy for teaching communication in a multidisciplinary class was observed. The teachers' exposition on factors of communication was followed by an immediate reproduction task. It appeared mainly an exam oriented approach for teaching academic English or an approach that aimed at completion of "topics". The multidisciplinary backgrounds of the students were not exploited for teaching factors influencing communication in English.

Triangulated Findings of the Semi-Structured Observations

This chapter presented results based on semi-structured observations. The results from the rating scales were complemented by the interpretive comments on the observation notes. The triangulated findings showed extensive use of context building, modelling, joint text construction, and independent construction strategies with technological and traditional learning resources *largely* at Mass Communication department in university A.

The results about other single discipline classes (English, Economics, Sociology, and Education) in university A and mixed discipline classes in universities B, C, and D provided limited or no evidence of teaching disciplinary and cross-disciplinary genres using Sydney School strategies and genre based materials.

It was observed that teachers in all the four universities moderately used/suggested seminars, case studies, and dramatization. The use of Live TV broadcasts (where available), YouTube, and mobile based tasks, academic corpora, word lists, subject dictionaries, adopted or adapted test materials was very limited. The teachers did not exploit these resources even when available in their classrooms or universities (e.g., TV and Radio were available in university A; mobiles were in hands of almost every student and teacher).

There were evidences that in single discipline classes at university A and mixed discipline classes at universities B, C, and D, traditional bilingual lecturing with or without power point slides was preferred to genre teaching strategies. Teachers were observed not using genre based multiple learning resources. Students were observed mostly taking notes or copying from the whiteboards, relying on local bilingual helping books, probably, for cramming ready-made summaries, and doing mechanical grammar and vocabulary exercises. Oral presentations and paper-pencil based performance assessment were common in the observed BS compulsory English classes.

In the mixed disciplinary classes at universities A and B, English Literature was being taught using Grammar-Translation method. Teachers were teaching poems and novels by Urdu translation and explained characters and themes from bilingual helping books. Grammar, vocabulary, and text analysis were being taught discretely. No evidence was found of using literary genres for developing meta-awareness in multidisciplinary/mixed classes.

Teachers in university D and those in Sociology department in university A were observed lecturing about communication theories for test preparation instead of teaching communication through communication. In all the four universities, teachers and departments were not consistent in following HEC's standard course outlines and methodology. Universities A and B (public) were following modified course outlines for teaching BS compulsory English (Appendixes A1 & A2, pages 194, 200).

The observation notes also provided unpredicted information about the teaching praxis which included the use of outdated teacher made notes, exam-oriented teaching of academic English, predominant use of whiteboards, use of sub-standard bilingual helping books/ready-made notes, overuse of Urdu (national and home language), teaching of English Literature for academic purposes in multidisciplinary classes, teachers with no EAP related qualification, teachers' tendency to view EAP nothing more than a compulsory general English course, and use of non-RP Pakistani accent.

The findings obtained from the questionnaires and the semi-structured observation schedules are compared to explore the level of convergence in chapter 6 (p.131).

CHAPTER VI. DISCUSSION ON RESULTS

The purpose of the present study was to evaluate strategies used for teaching BS compulsory English in the sampled universities in Lahore (Pakistan). The SFL based Sydney School pedagogy was used as a frame of reference for evaluation. To achieve the research objectives, convergent mixed methods design was used. Following this design, survey and mixed observation were conducted. The data yielded in both phases of the study was analyzed and interpreted separately in chapters 4 and 5. The current chapter is concerned with the discussion on the results derived from the two types of data.

In the first part, discussion is made on the results regarding the participants' perceptions of the purpose of teaching BS compulsory English, the choice of teaching strategies, reasons of preference for various strategies, and the learning resources. This part also includes discussion on variation in perceptions of the participants with respect to demographic variables. In the second part, convergence in perceptions of the participants about teaching strategies and the classroom praxis is discussed. The chapter ends with some qualifications for the results and theoretical and practical contributions of these results to EAP in Pakistan.

Discussion

The results on various aspects of teaching strategies have been discussed in the following sections. For reasons of very low response rates, the results based on the analysis of partially open-ended items in the questionnaires are discussed only where they can contribute to understand some issue.

The purpose of BS compulsory English

Findings of the study reveal that the teachers and the undergraduate students were aware of the purposes of teaching and learning compulsory English. They got this awareness either through the standard course outlines or the informal interviews with the students and the subject teachers before start of the course. Broadly, the participants perceived that BS compulsory English was taught for three purposes: (1) social interaction in the university, (2) cross-disciplinary study, and (3) speaking and writing in genres of the selected discipline. These findings are similar to the views of various researchers on purposes of academic English for different levels of learning

(e.g., Ashraf, Hakim, and Zulfiqar, 2014; Yasuda, 2011; Durrant, 2016; Basturkman, 2006). The hierarchy of objectives perceived by the participants, for example, is comparable with that implied in Basturkman's (2006) list of ESAP objectives: "to reveal subject specific language use, to develop target performance competencies, to teach underlying knowledge, to develop strategic competence, to foster critical awareness" (p.133).

A possible explanation of the perceptions of multiple purposes by the participants of this study lies in the diversity of the samples. The teachers and the undergraduate students were selected from all the four semesters in which compulsory English was offered to BS classes. The purpose of learning English for social interaction at the university can be related with the needs of the first semester students (beginners). The purpose of learning English for cross-disciplinary English can be linked with the students of mixed disciplines.

Finally, the purpose of learning English for disciplinary discourse represents needs of the students in the third or fourth semester. Viewed in this perspective, the findings of the present study on the purpose of teaching and learning English are also relatable to studies on English for professional needs of the university students (e.g., Dar, 2010; Choudhry & Khand, 2009; Sajid & Siddiqi, 2015; Shahzad & Abbas, 2016; Devitt, 2015).

Choice of strategies for teaching BS compulsory English

Methodologists (e.g., Richards & Rodgers, 2014; Harmer, 2015) see a close link between the purposes and the choice of teaching strategies. When findings on strategies for teaching BS compulsory English are explored, it becomes clear that teachers and undergraduate students perceived that genre pedagogy was often used in combination with lecturing. Lectures were combined with a wide range of genre based tasks, such as comparison and contrast of genres across the same discipline, comparison and contrast of genres across multiple disciplines, and exposure to new genres through familiar genres. The tasks were also based on comparison of linguistic features across genres, text modelling, and genre blending.

The results also reveal that teachers used discussion and questioning for joint text construction. For this integration of strategies, multiple learning resources were exploited including power point slides, readings from the textbook/notes, online

resources, and, to a limited extent, mobiles. The choice of predominantly genre based strategies can be explained as a close match between the perceived purposes discussed in the preceding section and the procedures to achieve these purposes.

However, lecture was often preferred to the integrated teaching. This finding is consistent with the results of the study conducted by Sultan, Afsar, and Abbas (2019). A possible explanation of lecturing as a popular strategy lies in its perpetuated history in university teaching. It is difficult to sideline lecturing even today when far more sophisticated resources are available to replace it. The reason behind this inevitability is the “trans-medial” potential of lecturing. It can combine with and complement diverse modes and information resources, at the same time, maintaining the “illusion” that teacher is the main source of knowledge (Friesen,2011).

Following this line of thought lecturing cannot be thought as irrelevant to genre teaching. Rather it can be used to initiate discussion, develop good listening habits, note-taking, and above all, “meta-awareness” which is central to genre acquisition process. It is this cognitive awareness which accelerates disciplinary and cross-disciplinary genre learning (Masroor, 2016; Bawarshi & Reiff, 2010; Johnstone, 2018, Hyland, 2004). Lecturing becomes counterproductive only when teachers do it like Harry Potter’s teacher who lectured on the history of magic in such a soothing way that students started dozing and snoring (McDaniel, 2010). Ultimately, the question is whether compulsory English teachers use lecture as an activation process for learning or as a product of organized reading and multiple resources (Velasco et al, 2012).

Another notable finding relates with exploiting real contexts to teach and learn genres. The teachers at the private universities perceived that they often assigned tasks based on public genres (editorials, political pamphlets etc.). These teachers reported that disciplinary genres were taught to the undergraduates through exposure to genre use in the subject classes. In addition, they perceived academic tasks were assigned for extended/independent practice. These findings about the choice of teaching strategies also correspond with the perceived awareness of student needs and purposes. Possibly, this finding is reasonable because in both the private universities (C & D), compulsory English was taught in mixed discipline classes. The

choice of context based strategies is, ideally, very effective and common in such classes (Motta-Roth, 2005).

Strategies used for independent/individual text production are considered appropriate for formative assessment in EAP/ESP courses like compulsory BS English (Bhatia, 1993). The findings of this study showed an apparent conflict in perceptions of the teachers and the undergraduates. Teachers perceive that they used paper- pencil based traditional techniques, whereas students perceive that their teachers used oral and written assignments. If explained in the perspective of various assessment procedures for various purposes and stages of the course, it will be clear that teachers used all these techniques but students were not debriefed about the choice of these techniques.

Preference for various strategies of teaching

The central tenet of the Sydney School pedagogy (used as basis of evaluation in this study) is mediation which works well if teacher knows when and how to provide it (Williams & Burden, 1997). This knowledge comes from learner's response and feedback to the choice of teaching strategies. As both aspects are inseparable, perceptions on these aspects were also sought in this research.

The findings of this study about the reasons of preference for various strategies indicate that those strategies were preferred which supported acquisition of academic communication skills. The teachers and the undergraduates marked preference for genre strategies because they facilitated learning of powerful research genres, interlinking knowledge of various disciplines, and using English grammar and vocabulary for academic purposes. But for some participants, genre/text based strategies cause monotony and conformity because often the same steps for text analysis and production are repeated (similar to findings of Mashori 2009, 2010). The teachers and students perceive that lecturing is better than genre strategies because it promotes critical thinking skills and serves well for mixed ability learners.

But these perceptions are not supported by studies conducted on genre teaching strategies (e. g., Sowell, 2019, on text modelling; Masroor, 2016; Yasuda, 2011, on meta-awareness; Shahzad & Sohail, 2012, on scaffolding) and the constructivist framework of the present study. Even studies have found that genre analysis of any type of texts, literary or non-literary, is equally effective for

developing thinking skills (e.g., Manzoor & Talaat, 2012). If genre analysis is added with meta-discourse strategies, it enables the learners to communicate their attitude and stance to the readers (e.g., Aib, & Zahra, 2018; Hyland, 2005). In light of this reasoning, it may be concluded that the teachers and the undergraduate students have largely vague perceptions about the potential benefits of genre teaching strategies. This explanation is supported by the class observations made in the present study.

Additional support for this fuzziness in perceptions comes from the study itself. The undergraduate students perceive that teachers used independent practice and alternative assessment procedures (case studies, field work, dramatization, seminars etc.) infrequently. The undergraduates are direct observers and experiencers of the pedagogical choices made and implemented in their classes. Therefore, it can reliably be concluded that BS compulsory English was taught using general English methodology. Admittedly, some aspects of genre can be taught effectively by general methodology (e.g., vocabulary and grammar at threshold levels) but it is not fit for teaching textual skills required for disciplinary studies.

This researcher has personal experience of teaching compulsory English to BS. For a few weeks, students were taught lexis and grammar discretely. Later, when students were asked to write 10 lines on any one of their familiar activities, say gardening, using words and grammar they had learnt, the result was very disappointing. The ideas in Smith and Thondhlana (2015), and Little and Erickson (2015) are supportive to this position. But the findings of the present study are not supported by some studies (e.g. Hermansson, et al. [2018]). The Swedish researchers conducted an experiment on the effect of TLC/Sydney School strategies on narrative writing and found them ineffective.

Also notable are the findings from the open-ended item (being considered cautiously as the response rate was very low) which hint at some unexpected reasons for choosing teaching strategies. The responses to these items suggested that examination and requirement of extensive study in the semester system were the main determinants. Both factors indicate that students' needs and purposes are compromised by the institutional and pedagogical expediencies. Flowerdew's (2002) views are supportive to this explanation. However, it is undeniable that decisions to choose teaching strategies are often made on the basis of constraints and available

faculty and resources (Richards & Rodgers, 2014; Mansure & Shrestha, 2015). In view of the researcher, most pragmatic considerations should be the *academic needs* of the undergraduates. Innovative and reflective English teaching overrides the constraints and largely depends on teacher's professionalism and knowledge of learner and learning (Farrell & Jacobs, 2010).

Choice of learning resources for BS compulsory English

Strategies of teaching are turned into action through learning materials. In genre pedagogy, authenticity of materials matters most. Findings about the choice of learning resources for BS compulsory English indicated a preferred use of commercially published EAP textbooks, subject based materials, adapted EGAP materials, books recommended in the standard outlines, and specialized academic corpora. The teachers and the undergraduate students perceived that handouts were provided from chapters of course books and literary works by Pakistani writers in English. Teachers also used subject dictionaries and grammar books, and online resources for extension work. But use of learner prepared materials was not reported by both the participants.

Broadly, teachers used diverse resources for teaching compulsory English to the undergraduates. But the use of diverse resources alone is no guarantee of their utility for student learning (Harmer, 2015). Any material does not work with genre pedagogy. The selected resources need to have authenticity and genre-text relevance. The discussions in Bhatia (1993), Swales, & Feak (2012), and Bowen, & Whithaus (2013) are supportive to this reasoning.

The authenticity of materials can be ensured if learning resources are selected after consultation with the subject specialists. But findings of this study indicate that learning resources are often selected without any collaboration between the English teachers and the subject-discipline teachers. One possible reason for lack of liaison and coordination between the teachers is non-recognition of the respective expertise (Dudley-Evans & St. John, 1998). This explanation is supported by a multidisciplinary study (Raza, & Akhter, 2015) conducted at a state university in Pakistan to explore teachers' and undergraduate students' opinion about using Pakistani English Literature as reading materials. The sample of teachers for the study

did not include subject teachers from the participating disciplines except the ones from BS English.

The findings of the present study also suggest that teachers rarely used CALL, mobiles, and academic research genres (e.g., introductions of research paper articles). A possible explanation for this limited use is that learning resources are selected mainly according to the objectives and procedures of teaching English. As teachers in the sampled universities frequently delivered lectures in traditional expository style with ready-made power point slides, CALL and analysis of academic research genres were a rare choice unless they are an exclusive focus of the lectures.

More surprising is the finding regarding neglect of mobiles for language teaching purposes. This happens when every other student in the class keeps a sophisticated mobile and regularly uses it for social communication. Possibly, some teachers in the sample were reluctant of encouraging use of mobiles for teaching purposes. They might be thinking that mobile was good only for social networking outside the language classroom (Bloch, 2013).

The researcher, however, argues that reliance on mobiles and online resources for teaching during the world shaking incidence of COVID-19 is a glaring proof of the pedagogical affordances of digital resources. It is difficult to imagine that such networked technology is ignored in English language classrooms. In the perspective of the social pedagogy which is part of the theoretical framework of this study, the networked technologies can be exploited to connect learners with the “authentic discourse communities” they will encounter outside the language class (Slaouti, 2013) and studies on MALL (Mobile Assisted Language Learning) (e.g., Rao, 2019).

However, questionnaire based findings in this study also suggested that teachers, in general, did not totally aver use of digital resources, such as YouTube, academic corpora, documentaries, and SIGs. The participants reported common use of international academic tests for independent practice and assessment in BS compulsory English classes. However, in presence of lack of such resources in many Pakistani universities (as observed in this sample) and intensive teacher training in their use for teaching English (HEC Annual Report, 2015-16), these findings may be explained just in terms of a yearning for technology aided/based teaching.

The results from the teachers' questionnaires also suggest that teachers of BS compulsory English visited websites of international associations for EAP and attended the HEC sponsored workshops to update their knowledge of the latest advancements in EAP and learning materials. The finding appears plausible when seen in the perspective of a surge in research publications and teachers' increased engagement with national and international associations of English language professionals. This can be gauged by the special issue of an international journal on the ELT teacher associations where the Non-native English Speaking (NNES) professional networks appear to occupy a mentionable space (Kamhi-Stein, 2016).

Variation in teachers' perceptions

The findings on variation in perceptions with reference to background variables suggest that teachers at universities A, B, C, and D held the same views on the purpose, teaching strategies, reasons to prefer certain strategies, and choice of learning resources for teaching compulsory English to BS classes. When results on the background variables were examined, no evidence of difference in teachers' perceptions was found on the basis of status of university (public/private), single- and mixed discipline class, qualification, and experience.

A possible explanation of this similarity in views is that, currently, public and private universities in Pakistan have to commit to the guidelines of the HEC in all academic affairs including the syllabus, assessment, degree awarding procedures, and job specifications for the faculty. Though there are differences in infrastructure, academic culture, financial resources, research producing activities and ranking, universities of both the sectors are bound to follow the guidelines of the HEC.

Additionally, findings show that teachers of single-and mixed discipline classes had similar perceptions. A possible explanation of this similarity is that the teachers take compulsory English course as a general purpose course which is independent of variable disciplinary needs. No doubt, general English is important for leaning any specific use of English (Basturkman,2006). Viewed in this perspective, BS compulsory English is also a specific use of general English for disciplinary communication. Consequently, a discipline specific pedagogy is inevitable to move beyond the threshold level. How can it be rational to teach English to the future Economists like a prospective school teacher or a school teacher like a media person

or sociologist? The ideas of Poole (2009), Kreber (2009), Trowler (2009), Hyland (2006), Kuteeva and Negretti (2016), Krause (2014), and Woodrow (2018) are supportive to this explanation.

The similarity in teachers' views with reference to experience is notable. With a qualification that is largely subject oriented, these findings are very convincing. This is an issue that has not been given serious attention in higher education in Pakistan. Majority of the academics tend to think that it is not pedagogical competence but the command in subject knowledge and teaching experience that matter in English language teaching (HEC Annual Report, 2015-16). Experience, no doubt, is productive if it contributes to professional enhancement that results in better teaching over the years and is not just a counting of years spent in the academic profession (Harmer, 2015).

Another possible explanation of no difference in perceptions on the basis of experience may be diminishing effect caused by various diversions. Rice (2010) notes that effect of experience "diminishes" after a few initial years. This diminishing can be result of a loss of excitement for knowing latest research and updating knowledge, burnouts, administrative assignments, and the like. In the present study, a considerable number of teachers (38.2% [p.58]) have just 5 year teaching experience. Seen in the light of Rice's observations, teachers' similar views on the purpose, teaching strategies, and preference for various strategies were result of their initial phase of service.

The similarity of perceptions despite varying qualifications of teachers also merits explanation. Majority of the teachers in the sample are MPhil (65.5% [p.58]) in English. It is widely recognized that EAP teachers need some professional training along with academic degrees (Dudley-Evans, & St. John, 1998; BALEAP, 2008). The myth that content knowledge is sufficient for teaching English should be dispelled now (HEC Annual Report, 2015-16). In Sweden, higher education is being "professionalized" and to this end, teachers' pedagogical training has been made mandatory for recruitment and promotion in Swedish universities (Odalen, Brommesson, Erlingsson, Schaffer, & Frogelgren (2019).

Zaki and Dar (2012) extended this reasoning to the context of Pakistan and concluded that "the major barriers obstructing the effective teaching-learning of

English are the prevailing mindsets and a dearth of qualified and skillful language teachers” (p. 28). The background information of the teachers participated in the present study shows that only a few teachers possessed professional degrees like TESOL, TEFL, etc. It was for this reason that HEC launched training modules for university teachers whose majority got degrees only in English Literature (HEC Annual Report, 2015-16).

Surprisingly, the findings show that qualification in English had no relevance to the teaching of BS compulsory English. At university A, department of Economics hired a teacher who had MBA degree from Malaysia and department of Sociology engaged a teacher with a degree in Business Communication Skills from Oxford University, UK. The teacher of English for Sociology told the researcher that she was a permanent employee at a Chinese mobile company. It shows that these departments gave more importance to the teachers’ communicative competence than the relevant experience and qualification for teaching EAP/ESAP.

Finally, the finding that male and female teachers have different views on teaching strategies is consistent with the findings in Duff (2010). Based on some case studies, she suggested that male and female perspectives of both the teachers and the students affected teaching for socialization in an academic community. Even socio-cultural constructions of gender showed their effect in the mutual expectations of teachers and students during academic activities in the classroom.

Variation in perceptions of undergraduate students

The findings with reference to the demographics reveal that the undergraduates of university D had different perspectives on the purposes, response of learners to teaching strategies, and learning resources from students of universities A, B, and C. They, however, had different views only from students of university C on teaching strategies. The possible explanation of these remarkably different views of students in university D may be lower ranking of the university. According to the 5th general category university ranking (2015), university D stands almost at the middle position in Pakistan. ¹

This lower ranking indicates a moderate quality of teaching including in the area of BS compulsory English. The classes observed by the researcher were overlarge and traditional lecturing was the only viable strategy in such classes. The

English department provides teachers to all BS classes for teaching English but had hired a few permanent teachers. Besides this, the overlarge classes were result of the liberal admission policy which allowed admission even to the students with low merit scores (Faculty member, personal communication, 2 May, 2019).

The findings with reference to the institute of last qualification shows difference in perceptions of students. The students who obtained their last qualification (pre-university) from Urdu and English medium Pakistani institutes, and those who obtained it from English medium institutes abroad or based in Pakistan differed on the purpose, teaching strategies, and learners' response to these strategies.

This difference is most probably the result of studying in an English speaking and a non-English speaking country with bilingual education. The findings seem to suggest that the students with their last qualification from an English speaking country had a better level of preparedness for studying at an English medium university. The views of Dudley-Evans and St. John (1998) and Hyland (2006) on importance of entry level proficiency are supportive to this reasoning. These authors think that academic English is not an extension of previously learnt English, rather it focuses on the use of already acquired knowledge of English for academic communication.

The findings on the variable of home language suggest that Urdu speakers had different perspective on the purpose of learning compulsory BS English from those who speak only English at home. English is now counted as one of the first languages in Pakistan (Eberhard, Simons & Fenning, 2020). The findings also suggested difference in opinions on response to the teaching strategies and learning resources between those who used only English and those who used English mostly or some other language at home.

These results indicate that any ESAP study is incomplete without taking into account the sociolinguistic background of the learners. This explanation is consistent with the ideas of Chalmers (2019), Carpentier and Unterhalter (2011), and Piller (2016). The difference in views on the purpose of learning English on the basis of home language is suggestive of different purposes of higher education for different social classes in Pakistan. Existence of elite and non-elite colleges and universities amply supports this reasoning (see Rahman, 2014, p.43).

The findings on the variable of semester indicate that students of different semesters held different perspectives on the purposes, teaching strategies, and learners' response to these strategies but had same views on the choice of learning resources used for teaching BS compulsory English. However, further analysis revealed that students of second semester differed from those of the first and fourth semesters on the purposes, whereas students of first and second semesters differed on the teaching strategies. There was no difference across semesters on learning resources. The difference noted in purpose of learning compulsory English indicates that the course moved from one stage of learning to the next, possibly, in the way envisaged in the original plan of the HEC's Curriculum Committee (Curriculum of English, 2012, p.21). But the finding that the English teachers used different strategies of teaching only in the first two semesters and the same resources in all the four semesters suggests that there was no concord between the purposes, teaching strategies, and learning resources beyond the first two semesters.

When students' perspective with reference to gender was analyzed, it indicated difference on the purpose of learning and response to the teachers' techniques. A possible explanation of this difference is variable motivation levels and leaning styles and strategies of male and female students (Williams & Burden, 1997, p.152). The authors concluded on the basis of different studies that male learners happened to excel the female learners in co-ed classes because of better learning strategies. But Nyikos (2008) believes otherwise and holds that gender alone is not cause of variations in motivation and learning strategies.

Convergence in results about teaching strategies for BS compulsory English

One of the objectives of this study was to find out convergence or divergence in perceptions of the participants and the classroom praxis. The findings about teachers' and undergraduate students' perceptions revealed similarity of views regarding the purpose of teaching BS compulsory English and reasons to prefer various strategies of teaching. But both the participants showed slight difference in perceptions about teaching strategies and learning resources used for teaching BS compulsory English.

When variations in teachers' perceptions on demographics were examined, there was similarity in perceptions about teaching strategies on the basis of university,

status of the university, single or mixed discipline class, experience, and qualification. But male and female teachers showed somewhat different views on the teaching strategies. The undergraduate students of the four sampled universities had the same perceptions about teaching strategies on the basis of university, status of the university, single- and mixed discipline classes, home language, semester of study, and gender. But the difference in the institute of last qualification indicated variation in perceptions on the teaching strategies.

Overall, teachers' and undergraduate students perceived that BS compulsory English was taught following genre based strategies similar to the Sydney School strategies. Now, these perceptions based results are being compared with the results obtained from the observed praxis. The results are triangulated and discussed at university level.

University A. The integration of results indicate gap in perceptions and praxis at department of Economics. The teacher was lecturing on structure of a business letter and mechanics. She shared the course content with the researcher that was modified by the department. This department offers a hybrid degree in Business Economics and weightage is given more to business communication. No doubt, both disciplines share common borders but experts think that students of pure Economics need to learn graph analysis, negotiation, hypothesis testing about economic models, and quantitative reasoning (Velasco et al, 2012). The subject curriculum developers also stressed abilities to develop well organized arguments and reasoning through oral, graphic, and written modes of communication (Curriculum of Economics, 2018, p.8). But the teacher's praxis was inappropriate for developing these communication skills. In the post observation talk, the teacher justified lecturing on letter writing:

"...well, I am bound to complete the course in time, and I think, ...from my experience of teaching English at college, ...lecturing is the most efficient of all the techniques".

The possible reason for this divergent praxis is lack of collaboration between the subject teachers and the English language teachers. Margic & Vodopija-Krstanovic's (2018) findings are supportive to this explanation.

In the BS Mass Communication class at university A, the English teacher was teaching discourse and language features of business email letter and documentary.

The documentary was on multicultural life of Istanbul. The strategies and the learning resources for teaching English at this department were a mixture of the Sydney School pedagogy and RGS approaches for developing generic competence. Results about this department show convergence in perceptions and praxis.

The English teacher in the Sociology department of university A, tested CV and report writing using a paper-pencil based test. This was contrary to the perceived use of independent text construction for assessment. She discussed theme of “Something to Talk About” from the course book for BA English. Though she admitted that Literature prepared the sociologists for the genres they needed such as research genres, case analysis, report writing etc. (Personal communication, 8 March, 2019), she herself was not utilizing Literature to engage students in critical analysis, rhetorical strategies, contextual reading etc. (as suggested by Land, 2012). The observation data suggests that the teacher followed strategies incongruent with the genre syllabus and methodology.

In the English department at university A, the teacher was teaching cohesive devices without text modelling, deconstruction, and joint construction. Lecture was being delivered without complementing it with genre approach (textual or contextual) as is practiced in genre informed classes of English Literature (see Wilder, 2012). In the Education department, the teacher started with developing background of “Woman Work” by asking questions about the chores rural women have to do in Pakistan. Then he translated the poem verse by verse in Urdu, explained vocabulary, the theme, rhyming scheme, and imagery. He did not relate structure, imagery, and prosody with theme of the poem (as suggested by Marsh, 1995; Lazar, 1993). The teaching and the practice assigned to the students were non-generic. However, context building was an appropriate beginning.

It was also observed in the same class that the teacher asked the students to do exercises on phrasal verbs and use of prepositions from a helping book for BA level English. For contextualized vocabulary teaching, contrary to his perception, the teacher in this class did not use concordances, directly or indirectly.

In sum, the discussion of integrated findings about teaching BS compulsory English at university A suggests no match between perceptions about teaching strategies and praxis in departments of Economics, Sociology, English, and Education

but a relatively closer match was observed in Mass communication department. A possible reason of this difference may be availability of ICT resources and even the TV and Radio for the prospective journalists at the department of Mass Communication. It should be kept in view, however, that genre pedagogy does not rely on these resources alone. More essentially, it depends on teachers' knowledge of disciplinary genres and genre pedagogy (as suggested by Margic and Vodopija-Krstanovic (2018) and BALEAP (2008). In his informal talk to the researcher after the observation session, the teacher told:

"I thought about various options and, in manner of action research, received good response from the students...I worked with tasks involving multiple model texts, group work... with and without my support on genres used in communication studies".

This talk indicated that the teacher experimented strategies similar to the Sydney School modelling, joint and independent text production, and was encouraged by the students' response to continue with them. But it was not result of just experimentation, the teacher also had an MPhil degree in TESL. When the researcher asked the teacher what courses he had studied in MPhil, the answer was: "I studied ESP and Curriculum Development. These subjects were directly linked with my career as an ESP teacher and professional course developer". It means existing qualifications in teaching of English can work well if coupled with at least reflective language pedagogy (see Farrell & Jacob, 2010).

University B. This university offers compulsory English in mixed discipline classes. The results of class observations bring to light some significant findings about a context where students from different discourse communities are expected to learn both common and different academic literacies. At university B, English Literature is taught as compulsory course to all BS classes. In the first phase of observation, the teacher of this university was seen teaching grammar and "supervising" practice work. The grammar teaching was not integrated with discourse functions of some disciplinary or cross-disciplinary genre.

This strategy of teaching was not compatible with the materials prepared by the university for its mixed discipline undergraduate classes. The course book was, no doubt, a comprehensive resource on the introduction of literary genres, literary

analysis, non-literary text analysis, vocabulary building, English grammar, academic writing skills, and research assignments. But no model was provided in the course book for practice in integrating language resources for various discourse functions. Analysis and the exercises were detached from the literary selection. This detached approach of teaching language and Literature is characteristic of all the sampled universities.

More importantly, English Literature was being taught in a mixed discipline class including BS students from Economics, Mass Communication, Sociology, English, Education, and hard sciences. Nothing was wrong with the literary content for this class if it were exploited as carrier content for cross-disciplinary purposes in manner of CLIL (Content and Language Integrated Learning). The difference in the content and methodology shows the teachers' lack of understanding of the students' needs and skills to exploit Literature for interdisciplinary purposes. This explanation is similar to the findings of many studies (e.g., Llinares and Pena, 2015; Manzoor & Talaat, 2012; Fenton-Smith, Humphreys & Walikinshaw, 2018; Land, 2012).

A remark by Eaglestone (2000) is highly relevant here to support the interdisciplinary teaching of English Literature: "In talking about the close relationship between English and other disciplines, many people assume that this just means the arts or humanities subjects, because science is somehow "different" (p.124). But he says "Doing English can teach scientists as well—not about how to do science, of course, but about the role of science in the world...people have a different response, and happily admit the interdisciplinary nature of English; they see this as a chance to change the subject and help it evolve". (p. 126, 127).

In the second session of the observation, the teacher was teaching Orwell's "Animal Farm" bilingually. The focus of the lecture was on those questions which were expected in the examination on this novel's characters, plot, etc. The teacher was not following any strategy of genre pedagogy. There was no extension work or project assignment on the novel's subject, such as comparison tasks on the allegories "Gulliver's Travels" and "Animal Farm". This finding tallies with the finding of the first session and shows a wide gap in the reported perceptions and praxis of the teachers at university B.

University C. BS compulsory English is taught in multidiscipline class at this university. In the first observation, the teacher at university C was observed teaching grammar using her own notes. The photocopied material was distributed and the teacher read out her notes and explained clause types orally. The teaching of grammar was not integrated with genre-texts through text deconstruction at clause level. Corpus linguists who produced valuable research on academic English believe that language features are selected to perform different discourse functions in a register/genre (Biber, 2006; Biber & Gray, 2016). But the disjointed approach followed by the observed teacher was devoid of any such understanding. The possible explanation of this finding about fragmented methodology comes from the wider context of English teaching in Pakistan.

Research shows that teachers in Pakistan take grammar and communication apart (Mashori, 2009, 2010). The right approach of grammar teaching integrates form, meaning, and use. This is what Larsen-Freeman has called “grammaring” (2001) and this is what the clause level text deconstruction aims at in the Teaching-Learning Cycle/the Sydney School pedagogy (see Hyland, 2006, 2008).

In the second observation, the same teacher assigned a task on revising some previously written first draft but the task involved no use of joint or independent text production strategy. In the post observation exchange, the teacher told: “...my approach is to move from general writing to disciplinary writing...”. She believed that she was teaching core genres, such as essays that would support schematically in learning of disciplinary genres. No doubt, this approach matched with the central position of RGS with its emphasis on developing “metacognitive awareness” through teaching of core genres (Hyland, 2004, 2006; Duff, 2010). But the way the common core genre of essay was being taught was not in consonance with the procedures of RGS approach (see Motta-Roth, 2005). It is the stage where teachers have to provide resources for joint text production followed by independent or extended practice.

Developing meta-cognitive awareness is a staged and highly active process as was demonstrated in the study conducted by Masroor (2016). The stages of this process include (1) genre awareness, (2) genre participation, (3) genre transition, and (4) genre generation. The teacher in question was using a traditional passive approach. It could never result in stimulating the schema formation necessary for learning new

genres with the help of previously learnt genres. Even this passive strategy could be made active process of learning if the task were given as group work. The task given as seatwork was against the social interactionist framework of the present study.

The bottom line of the discussion of integrated results is that the praxis of BS compulsory English teacher at university C is divergent from the perceptions about the teaching strategies.

University D. This university also offers BS compulsory English in a mixed discipline class. The teacher observed in the mixed discipline class at university D, was lecturing on communication theories interspersed with two way questioning which was a good scaffolding strategy. But the lecture was delivered with power point slides and no genre teaching strategy was added to use scaffolding to the independent work.

In the brief talk after the observation, the researcher asked about the relevance of this topic to the needs of mixed discipline students. She told: "Frankly, I am bound to follow topics in the HEC's standard course outlines". Obviously, it was not communicative theory rather communicative competence that students needed for academic and professional activities. Even with such a syllabus, it was quite possible to teach theory of communication more fruitfully following consciousness-raising tasks with carrier content as suggested in the Sydney School strategies.

In the second observation, the teacher was observed lecturing with power point slides on factors affecting communication. After the lecture, mini-presentations on the different factors were assigned in groups. But no task was assigned to relate these factors with different academic activities encountered by students of various disciplines in this class. The teacher's teaching of only theoretical aspects was indicative of her distracted focus in teaching English for academic purposes.

Possibly, the teacher of university D was working in isolation to the subject-discipline teachers and this has been characteristic of all the universities sampled in this study. The study by Raza and Akhter (2015) provides sufficient support to this explanation. In this study, the researchers were seeking opinion about materials for teaching undergraduate English. The sample included no subject area teacher.

Another explanation of the teacher's focus of teaching compulsory English may be the mindset observed in teachers and students of this sample. They tend to think that when subject teachers teach in English, there is no need of a separate course on English to acquire disciplinary genres. This misconception seems result of a thinking among academics and students that a compulsory course has no purpose beyond a requirement for attaining a BS degree (Shamim, 2011).

Conclusively, the discussion of the integrated findings from the questionnaires and the semi-structured observation suggests a high level of divergence in praxis and perspectives of the teachers and undergraduate students of English, Economics, Education, and Sociology in university A. The integrated results indicate a similar high level of divergence in praxis and perceptions in mixed discipline BS classes at universities B, C, and D.

As a corollary of this overall divergence in praxis and perceptions, a gap is indicated between the classroom teaching and the perceived purposes, reasons to prefer certain teaching strategies, and choice of learning resources for BS compulsory English. This chain effect is result of an inseparable link in all of these aspects of language teaching (see Richards & Rodgers, 2014, pp. 29-36). However, in this sample, there was an overall larger degree of convergence in perceptions of the teachers and the undergraduate students at the Mass Communication department of university A.

Findings Emerged from the Observation Notes

The conclusions will be incomplete if the findings appeared during the class observations are not mentioned. These aspects are considerable as they were not covered either in the questionnaires or the rating scales. Reflections on the observation notes brought out the use of outdated teacher notes, exam-oriented approach to academic English, predominant use of whiteboards, use of sub-standard bilingual helping books/keys, overuse of Urdu (national and home language), teaching of English Literature for academic purposes in multidisciplinary classes, teachers with no qualification in EAP or English Literature, a mindset that EAP is just a degree requirement, and excessive use of non-standard English accent. All these issues need serious attention as they point to the factors operating inside the EAP classrooms. It is important for the readers to keep in mind the likely effects of these factors while

interpreting the perceptions and praxis of EAP in the sampled universities. In addition, these issues may have practical implications for the improvement of tertiary level academic English in Pakistan.

This whole discussion leads to the main conclusion that the teaching strategies used in the sampled universities for teaching BS compulsory English partially compared with the Sydney School strategies. A plausible explanation of this finding lies in the inevitable gap between the ideal and the actual. The perceptions of teachers and the students indicate just their disposition toward genre based teaching as a better alternative to the existing teaching strategies. The distance between the thinking and doing identified in this study is substantiated by findings of Zaki & Dar (2012). The researchers noted that English teaching in Pakistan from preschool to university has been beset with many problems of which “the misconstrued objectives, flawed mindsets, and misaligned pedagogy” (p.15) have been the most formidable.

Limitations of the Study

The findings discussed in the preceding sections, however, should be considered in conjunction with limitations of this study.

It is concluded on the basis of the integrated results that perceptions of the participants are not reflective of actual strategies followed in teaching compulsory English to BS students. The data of questionnaires creates a dominant impression or “illusion” (see studies reviewed in Piller, 2016). This is something characteristic of survey research that explores perceptions. It is, therefore, suggested that the perceptions must be triangulated by the real time observations of praxis or “doings”. The choice of convergent mixed method design was made to compensate this weakness of questionnaire findings.

Purposeful (criterion) sampling was adopted to select the samples for feasibility constraints and research purpose considerations. This option, however, restricted the generalizability beyond the sample population. But even then the conclusions of this study have considerable ecological validity. The findings are generalizable at two levels. At an immediate level, the results are generalizable from the sub-samples to the sample population of the four universities. At a general level, the results of this study are applicable only indirectly to other Pakistani universities through replications (see Christensen, Johnson & Turner, 2014, pp.207-209).

This limitation is, however, characteristic of research in educational contexts. A single study even when it is based on a randomly selected large sample with a strong statistical representativeness, cannot cover all variations within the context being investigated. It is statistical not real representativeness (Gomm, 2008). In such studies, differences of an old and new university, infrastructure, cultural identity, socio-economic background of the students and the teachers are considered constant. Unless a number of studies are conducted on a research problem including different variables and contexts, generalizability cannot be claimed except in degrees.

Another limitation was non-inclusion of any all-female general university from Lahore. The main reason in this case was accessibility constraints. The administration was reluctant to allow class observations even in non-participant way and with assurance of confidentiality and anonymity. But the inclusion of a considerable number of female teachers (43.6%) and undergraduate students (62%) in the sample selected from the four universities might have amply compensated this problem.

In this research, a disproportion was introduced in the sample of teachers by including adjunct faculty. This is characteristic of the global phenomena in the public and private universities to recruit adjunct faculty to meet the shortage of teachers. The demand for teachers of English increased exponentially as a result of the launch of 4 year programmes in almost all the major disciplines. Even retired and less qualified teachers are hired to face shortage of the faculty.

In the sample of students, greater number of students were available from the second and the fourth semesters. It was due to the coincidence of the time of data collection and the semester breaks (variable across departments and universities), and sports galas at the sampled universities. Another factor was delay in approval by the administrators and IRBs. The IRB of one private university refused access to classes for data collection just because the researcher was an outsider. All this led to an unanticipated delay and massive changes in the schedules of data collection. It also caused availability of less students from the first and the third semesters. However, this limitation was sufficiently compensated by taking a large sample of students ($N = 1000$).

Another problem was faced during class observations where access to some useful data was restricted by the disinterestedness of some teachers. One teacher of English at a public university delayed access to her class twice till the day of observation fell on the test day. Another teacher assigned task of memorizing phrasal verbs which consumed the whole observation session. Even then the researcher utilized these sessions to observe assessment and vocabulary teaching strategies in the compulsory English classes.

The interpreters and users of the results of this study should keep in view the judgmental inferences crept in the results of observation rating scales. But this choice was better than the low inference categories based on sheer counting of occurrences. To reduce bias in the observations, purposive sampling was used. Besides this, categories focused in the observations were clearly defined. Descriptions and reflections were kept separate from each other during the observations. In addition, the rating scales were presented to the experts for validation and consistency in recordings was checked. Above all, the mixed methods observation was made to trade-off the limitations of structured observation. In this study, only two observations (each of one hour) were conducted in each of the eight classes. The results of this research could have been different with more observations of longer durations.

Finally, the present study was confined only to five disciplines of humanities, and social sciences. The teachers of compulsory English from hard sciences and professional disciplines were not included in the sample for practicality constraints.

Contributions of the Study

Despite these limitations, the study is important in terms of its contributions to the practice and research in the domain of teaching academic English at tertiary level in Pakistan. The findings of the study provide insights into the ways teachers and undergraduate students think about the need of studying compulsory English for generic competence and the extent to which its teaching is supportive in acquisition of this competence.

The findings contribute to an understanding that English for generic competence requires both implicit and explicit teaching strategies in a social interactionist and functional framework. These strategies, however, should not be either totally rigid or totally unsystematic. The only thing that must be fixed is the

focus on the target academic needs. The Sydney School strategies used as reference to examine the existing praxis in the sampled universities, largely meet the criterion of a balanced and integrated genre pedagogy. This pedagogy can provide essential features and guiding principles for the choice of appropriate strategies and resources for teaching compulsory English at the undergraduate level.

The study recognizes relevance of English Literature both in separate and multidisciplinary classes for developing meta-awareness to learn new genres for disciplinary and cross-disciplinary studies. But the study points out the need of change in exclusionary thought of teachers of English Literature. The class observations and informal talks with the observed teachers reflected a misconception that English Literature was meant exclusively for studying fiction and poetry. The discussion on the results takes it lack of awareness about the interdisciplinary expansions in the domain of English Literature.

The findings of the study can be used as guidelines to review curriculum of compulsory Academic English for BS classes. The most important contribution can be seen in highlighting the hurdles in attainment of the expected generic competence in the BS students. These obstacles include preference of teachers for mechanical use of lecturing for pedagogical ease, lack of reflections on students' response to teaching strategies, and dearth of authentic resources for genre teaching.

Another impediment surfaced in the class observations is teaching of general grammar and vocabulary in BS classes of compulsory academic English. Teachers and students tend to take this course as redundant. They think that subject courses are taught in English and this constant exposure to disciplinary English leads to an implicit acquisition of genres. But the questionnaire findings of this research with reference to the context of learning English and home languages contradict this assumption. Even native English speakers need intensive coaching in academic genres.

Above all, the study contributes to the understanding that BS compulsory English is not extension of pre-university learning of grammar and vocabulary. It is taught to develop competence of using English grammar and vocabulary for academic purposes at an English medium university. These contributions to the understanding

and identifications of the issues surrounding teaching of Academic English at the undergraduate level will lead to workable solutions.

Suggestions for further studies. No single study can explore all aspects of a complex phenomenon such as teaching of academic English at tertiary level in Pakistani universities. Therefore, the researcher emphasizes the need for more research on this problem. Some suggestions for future studies have been put forward below.

A mixed methods study with stratified random sample should be conducted to further explore views of teachers and students about genre based teaching of English for academic purposes. The sample should include professional, general, and all-female universities.

A meta-analysis of research conducted on academic genres be conducted to know the current status and future directions in the field of EAP/ESAP research in Pakistan. The findings of such analysis will provide a baseline for models of Pakistan relevant language pedagogy.

An experimental study (and even action research cycles) be conducted on the effect of the Sydney School strategies on the generic competence of undergraduates in Pakistani universities. For initiation, the findings of the present study can be used as hypotheses. One hypothesis may be: "There is no need of explicit genre teaching for acquiring academic discourse". A mixed methods study should be conducted to test the findings of this study as hypotheses about reasons which impede development of generic competence of the undergraduate students.

Another question suggested for research is: How far can monolingual EAP be effective in the multilingual and multi-discipline undergraduate classes in Pakistani universities? This research also suggests studies in the area of professional development of university English teachers, especially on the survey of training needs, impact of training on classroom praxis, and possibility and challenges in launching a BALEAP-like EAP qualification in Pakistan.

Summary of the Chapter

This chapter discussed results based on the analyses of data obtained through the questionnaires and the semi-structured observation. The discussion was made on the perceptions of the teachers and the undergraduate students on various aspects of the

strategies used for teaching BS compulsory English. After that the convergence in perceptions and classroom praxis was discussed.

The main findings of the discussion suggest that teachers and students perceive that the choice of strategies and learning resources for teaching BS compulsory English match with the purpose of the course. The teachers focus on developing generic competence of the undergraduates so that they meet communicative needs of their areas of study at the university. But the comparison of these perceptions with the classroom observations show a high level of divergence. For the interpreters of these results, limitations of the study were also discussed. Finally, main contributions of the study to the theory and practice of EAP/ESAP in Pakistan were also mentioned.

CHAPTER VII. CONCLUSION

The purpose of the present study was to evaluate the strategies used for teaching compulsory English to BS students in Pakistani universities in Lahore. The Sydney School genre teaching strategies were used as criteria for this evaluation. The reason to use these strategies as a frame of reference was their roots in Halliday's (1978, 2003) social theory of human language and Vygotsky's (1978) social interactionist language pedagogy. In addition, the strategies have had a strong empirical grounding in studies on genre analysis and academic literacy skills conducted over the years in UK, Australia, USA, and Asia including Pakistan.

Summary

For a focused investigation of the research problem, research questions were set according to the objectives of the study. Convergent mixed methods design was selected to collect data to address the research questions. The target population of the study consisted of all the general public and private universities in Lahore (15 private and 6 public). Out of this target population, two public (A, B), and two private (C, D) universities were selected purposively as the sample population. The availability of undergraduate departments in the disciplines of English, Economics, Mass Communication, Sociology, and Education was the main criterion for selection of the universities. Fifty-five teachers and 1000 undergraduate students provided data for this study. These participants were selected purposively from the five disciplines of the sampled universities. For the survey, data was collected through two separate questionnaires constructed by the researcher.

For the semi-structured observations, eight BS compulsory English classes (five from university A, and three from universities B, C, & D) were selected using purposeful sampling. For recording observations about the predefined categories, semi-structured observation schedules were developed. After that, data was collected organized, coded, cleaned, and analyzed using SPSS (version 22). The data from the structured rating scales was analyzed using summary statistics and observation notes were interpreted deductively with respect to the predefined themes. Finally, the findings derived from the separate analyses of both types of data were presented, interpreted, triangulated, and discussed.

Conclusions

The findings about teachers' and undergraduate students' perceptions revealed similarity of views on the purpose of teaching BS compulsory English and reasons to prefer various strategies of teaching. When variations in teachers' perceptions on demographics were examined, there was similarity in perceptions about teaching strategies on the basis of university, status of university, single or mixed discipline class, experience, and qualification. But male and female teachers had somewhat different views on teaching strategies.

. With reference to the background variables, undergraduate students in universities A, B, and C had different perceptions from those of university D on the purpose of teaching compulsory English in BS, response to teaching strategies, and choice of learning resources. There was no difference in views on the basis of status (public/private) of university and on single discipline or multidisciplinary class.

Further, students who received last qualification from Urdu medium and English medium institutes (Pakistan or abroad) had the same views only on use of multiple learning materials. Students with Urdu as home language differed in perceptions on the purpose of learning and response to teaching strategies from those who used English (only or mostly) or any other language at home. Undergraduate students in the first and the second semesters had difference in perceptions on the purpose of learning compulsory English and teaching strategies but those in the first, and the fourth semesters had no difference on the purpose. Male and female students had the same views on teaching strategies and choice of learning materials by the teachers.

Overall, teachers and undergraduate students of the sampled universities had the same perceptions. They believed that BS compulsory English was taught following genre based strategies and learning resources comparable to the Sydney School strategies.

The triangulation of the questionnaire and semi-structured observation results suggested a high level of divergence in praxis and perspectives of the teachers and undergraduate students of English, Economics, Education, and Sociology in university A. The integrated results also indicated a high level of divergence in praxis and perceptions of the mixed discipline BS classes at universities B, C, and D. The

cumulative effect of this divergence in perceptions and praxis at these three universities suggested a discordance in the actual teaching and the perceived purposes, reasons to prefer certain teaching strategies, and choice of learning resources for BS compulsory English. But an overall consistency in perceptions and praxis has been noted at the Mass Communication department in university A.

Implications

The conclusions of this study derived from analyses of empirical data point to the following implications for the sampled universities, in particular, and for Pakistani universities, in general.

Social constructivist EAP and globalization

The theoretical framework of this research is based on the functional theory of human language. In this theory, social interaction takes place in the context of a specific culture and the situational factors. Following this view of language, EAP/ESAP is also considered a contextualized use of language in an academic community or discipline. According to HEC, Pakistan, the purpose of teaching compulsory English to BS classes is to develop generic competence of the undergraduates to study and research according to the communicative norms of their respective disciplines. This is essential because disciplinary knowledge is socially constructed and communicated in specific academic discourses. The undergraduates must learn these discourses or genres for success in their areas of study.

The contemporary thinking is that knowledge production procedures are mutually inclusive and go beyond disciplines. The research produced by disciplinary communities follows national preferences and guidelines and national research, in turn, follows agendas and conventions largely determined by the international paradigms. In this way research produced at all levels, in all regions, disciplines, and languages constitutes global knowledge (Scott, 2011, pp.69-70). Obviously, this diversity seems to encourage genuine interdisciplinary fields, such as “biostatistics, medical nanotechnology, and museum studies” (Swales, 2019, p.81; also see Krause, 2014).

This recognition of diversity rejects the view of globalism as negation or suppression of alternative knowledge modes. Globalization is mistaken as uniform, whereas it is heterogeneous and constantly evolving (Piller, 2016). The idea of

homogeneity has resulted from the assumption that local and global can be demarcated and that university “is becoming (or should become) more international in its focus in some (naively?) deterministic and teleological manner” (Scott, 2011, p.74). To become international, the university should coordinate the local and the global through interpreting one in terms of the other.

In the light of this interpretation of globality, it can be concluded that social constructionist approach to disciplinary knowledge and the strategies of teaching based on the social pedagogy have no conflict with globalization, global values, and functions of the university. This is in accordance with the recognition of knowledge as “a collective resource” that is desirable to resist knowledge imperialism for “private profit” (Naidoo, 2011, pp.51-53). This imperialism has been promoting “self-marginalization” in scholars of peripheral languages, “self-depreciation” of knowledge and human products in other languages, and “linguistic shaming” in peripheral speakers and learners of English (Piller, 2016).

Bhatia’s socio-cognitive approach to genre analysis, his view of interdiscursivity, and hybridity across disciplinary and professional genres (Bhatia, 2004, 2014, 2017), Hyland’s (2004) views on disciplinary discourses, and Kreber’s (2009) and Trowler’s (2009) ideas on disciplines in university seem to support disciplinarity in the same vein. It means globalization is not a challenge to social constructivist approach to discipline based English and Pakistani universities should promote it to perform their international roles.

EAP in multilingual context of Pakistan

In all the sampled universities in this study, teachers and the undergraduate students of compulsory English were mostly bilingual and Urdu (national lingua franca/L1 in Pakistan) was being used in lectures and academic tasks in both single and mixed discipline classes. Majority of the students in the sample used Urdu as home language. It shows that EAP in Pakistani universities cannot be monolingual. If English is academic lingua franca and academic contexts are multilingual, EAP will have to be flexible to accommodate linguistic diversity in the undergraduate classes.

But, at the same time, it may raise questions about relevance of EAP in a bilingual (immersion type) tertiary education in English medium universities. EAP does not oppose exploiting other languages for supporting English learners at least at

transitional or intermediate levels because “... there is nothing normative in EAP. Teaching for academic purposes will not be compartmentalized according to different languages or communities. The pedagogy can address the competencies required for diverse communities when students shuttle between them, while drawing from the hybrid values and resources they bring with them” (Canagarajah, 2014, p. 101). Additionally, multilingualism develops “multicompetence” in the learners which supports them in communication (see Deckert & Vickers, 2011, pp.79-82).

Dissanayake (2009) thinks that bilinguals are doubly better than monolinguals as they are gifted with the ability to use repertoire of genres in two languages and can use English creatively in both local and global contexts. The same competence is held by those who can speak both standard and non-native varieties of English. Such users of English have greater generic competence to cope with complex communication. (Bhatia, 1993).

On the basis of these sources, it may be argued that there is no reason to block multilingual EAP in the diverse undergraduate classes in Pakistan. One practical version of multilingualism as a scaffolding for learning English is translanguaging. The learners and teachers in any context of English medium instruction (EMI) can use all L₁s in various activities (Chalmers, 2019) and for “sandwiching” (Gutierrez, 2018, p.7).

These strategies open doors to “translation in language teaching”. Translation is not just a tool for practicing grammar and vocabulary of English using L₁ and vice versa. Rather, it has been re-conceptualized as “linguistic mediation” (Gutierrez, 2018), exactly in the sense of “Cummin’s Linguistic Interdependence Hypothesis” (see Chalmers, 2019). This neglected pedagogical resource should be brought back in English teaching (at least at the transitional level from school to university) (see Council of Europe, 2001). A beginning has been made in Pakistan in the newly announced competency based undergraduate programmes. The policy document has included translation as functional skills to be taught to students of all disciplines (Undergraduate Education Policy, 2020, p.11).

In Europe, recognition of multiple linguistic competence led to the development of two versions of CLIL (Content and Language Integrated Learning): English CLIL and non-English CLIL. These versions are in consonance with the SFL

theory of genre and its teaching (the theoretical framework of the present study). It is based on integration of academic purposes of text-types (genres) with situation (subject matter, interactional modes, and teacher/student roles) and related forms (lexico-grammar) (see Morton, 2010; Lorenzo, 2016; Lyster, 2007). These programmes have been successfully introduced in classrooms across Europe to respect linguistic diversity and learner identity. The learners learn and use English along with their L1s (Lorenzo, 2016; Lyster, 2007). In such classes, students pass through a transitional phase with bilingual scaffolding till they enhance the entry level limited proficiency in English.

Like European countries, Pakistan is also a multilingual society with 74 living languages (Eberhard, Simons & Fenning, 2020). So, English version of CLIL can be adopted with bilingual undergraduates through their exposure to the input in which they notice variations across every day and academic, local and global, mono- and multimodal genre-texts (as proposed by Mahboob, 2014; Lin, 2016). Unfortunately, this transitional phase never seems to end in Pakistan. College and university teachers of English continue excessive code switching up to the advanced stages of learning (British Council, 2015, p.21, 25). If CLIL is applied in Pakistan, it will take care of perceptions of those undergraduates who come from different types of institutes with different levels of preparedness for university studies. Teaching English without looking into these background issues will definitely result in differences in perceptions and praxis observed in the present research.

Recognition of World Englishes in EAP

Another important implication of the findings of this study relates with non-commitment to RP accent. The teachers and students were using mixed accent in the BS compulsory English classes. There is nothing unique with it when viewed in the background of blurring borders between standard and non-standard varieties of English (see Bloomer, Griffiths & Merrison, 2005). The finding in this study based on the questionnaire data also supports this observed practice. The teachers of English rarely provided accent books during scaffolding possibly because they thought it irrelevant now. The Pakistani English accent was freely used in the class interactions.

The choice of accent is very important for learning EAP, therefore, while doing needs analysis for EAP/ESP, teachers and course developers should also give

serious consideration to accent. If the undergraduates will communicate in diverse discourse communities in local and international contexts, they need to focus on both RP and Pakistani accent used by the educated users of English. If they largely communicate in a single and local community, their choice will be different.

In addition, the finding on accent implies acceptability of Pakistani standard English accent in compulsory English for BS classes. The teachers should now accept linguistic and cultural diversity encoded in World Englishes and identity issues attached with the non-native sociolinguistic variables. The researcher has personally met with teachers of English who still use labels like “Penglish” pejoratively.

Professional development of the university faculty

Obviously, the teaching of English for developing generic competence in academic English demands EAP-specific trained teachers (see Margic & Vodopija-Krstanovic, 2018), but the faculty in the sampled universities perceives that there is no need of any EAP training. In a study with students of MA in TESOL, Campion (2016) noted that in UK (as in Pakistan), difference between EAP and General English is not clear and teachers with qualifications in General English and English Literature (British Council, 2015) are engaged in teaching EAP.

In 2008 and 2014, BALEAP (British Association of Lecturers in English for Academic Purposes) suggested core competencies for efficient EAP teaching and training in universities and proposed qualification schemes in TEAP (Teaching English for Academic Purposes). These competencies include, among other things, the knowledge of disciplinary differences at genre level. Currently, University of Leeds and University of Nottingham offer Masters in TEAP, whereas Leicester University and Sheffield Hallam University offer Post-Graduate Certificates in TEAP (Campion, 2016).

The HEC Pakistan has never been oblivious of this important requirement for quality English education in universities. TELS (Transforming English Language Skills) launched training modules in EAP and ESP for the university faculty who only possessed degrees in English Literature. But the findings of the present study suggest that the impact of this training was not reflected in teaching strategies used by teachers of compulsory English. It means the professional development is misdirected.

The possible reason is that it has been conducted without any training needs analysis and follow-up studies on its impact. The focus has been on quantity instead of quality (see HEC Annual Report, 2015-16, pp.58-59). The report (last till the time of writing of this report) shows that the organizers have assumed English faculty can deliver well only if trained in CALL and Learning Management System. Before using technological resources, teachers of English should know why and when to utilize these resources. The findings of the present study imply that the future training programmes should be intensive and classroom based (as is recommended in BALEAP guided qualifications).

The need to revamp EAP training mechanism becomes more essential because of a startling finding in this research. The researcher had opportunity to talk to the teachers after observation sessions. It was something unexpected to know that some teachers had no qualification or professional training in EAP and some even had no major qualification in English. The HEC will have to reassess this phenomenon to avoid wastage of tax- payers' money on ineffective and irrelevant professional development programmes.

Tertiary level English language curriculum in Pakistan

The variations in perceptions of the undergraduate students on the basis of semester have very important implications for the curriculum development of BS compulsory English. The HEC, Pakistan, constitutes committees for this purpose including vice chancellors, potential employers, and teachers of English from all the four provinces of Pakistan. These committees do everything intuitively from planning to implementation without analyzing student needs for academic English and without involving any expert from the field of language curriculum development (see the process in Appendix B, p.202).

How can a curriculum made without needs and means analyses be effective? Further, this whole exercise becomes meaningless when, ultimately, the committees give liberty to the academic bodies to modify the syllabus at university and even department levels. This, in turn, introduces very lopsided variations in course contents. Admittedly, modifications are desirable but if justified on the basis of constraints of faculty and the backgrounds of the undergraduates. The way individual changes are made has been reflected in different perceptions of the undergraduates on the basis of semesters.

Materials development for BS compulsory English

Teachers of compulsory English for BS perceive that they used a wide range of traditional and technological learning resources. But the study shows that they faced problems in how to select and use these resources appropriately. The problem is multiplied when coupled with the unavailability of the required learning resources for genre based teaching. This situation prevailed in universities of both sectors included in the sample. In university A's Sociology and English departments, "English for Undergraduates" by D.H. Howe, T.A. Kirkpatrick, and D.L. Kirkpatrick, and "Oxford Practice Grammar" by J. Eastwood, are being taught for grammar and core language skills. Another main source was universities' prescribed course books of English Literature.

These books are, no doubt, good resources on grammar and language skills but only for the threshold level undergraduates. Literature is taught right from the first semester parallel to grammar, vocabulary, and language skills. Teachers at university B used the same type of materials produced by the university' department of English for teaching compulsory English to BS classes. But, in all these books, language components and their discourse functions were not integrated with each other. Even teachers in the sampled university A used locally published helping books for teaching compulsory English. There is no harm in using local resources but every teacher of English in Pakistan knows that such books are just keys for going through the exams. In the researcher's view, teachers are forced to do so for the non-availability of the genre relevant materials for the sampled disciplines except for Mass Communication and Economics.

If teachers are not provided authentic learning resources, and technological resources are also sparse, the training in ESP/EAP and in CALL by the HEC seems meaningless and sheer wastage of the scarce national resources. ESAP/compulsory English for BS cannot be taught by technology alone or any materials picked up by the teacher just because it is easily available and manageable. Rather, it can be taught only using authentic materials developed for teaching disciplinary discourses (see description of genre based authentic materials for undergraduates in Singaporean universities in Bhatia, 1993).

Recommendations

Following measures are recommended to reduce gap between strategies of teaching BS compulsory English and the purpose of developing generic competence of the undergraduates.

Adoption of a responsive matrix of professionalism

Lecturing is a time tested strategy for efficient teaching at the university level. But lecture in a class of English language and in a class of, say, Education should be different. The foremost purpose of lecturing in the language class is developing communicative competence that demands integration of various strategies and resources. The purpose of compulsory English at BS level is developing generic competence and lecturing for this purpose should be combined with genre based strategies and learning resources. This study never suggests that a centuries old method should be discarded. Rather, it recommends to exploit the full pedagogical potential of lecturing.

The qualification (foreign or local/academic or professional) and experience do not impact unless a reflective approach to language teaching is adopted. No communicative or functional English teaching can be made responsive without constant reflection and innovation. Teachers of BS compulsory English should be encouraged to conduct action research and transform their teaching strategies instead of blindly following conventional methodology. A single method never suits all contexts and purposes of teaching and learning English.

English teachers should share and learn from experiences of local and international professional associations and SIGs. The recent discourse of a Pak- TESOL is timely that will pioneer professional networking of Pakistan's English teachers and researchers. At university level, senior faculty and the heads of departments should promote networking for mentoring junior faculty. This mentoring will prove a permanent and readily available source of professional development of teachers of English for academic purposes. The quick-fix EAP/ESP training through workshops and short courses overlooks the immediate and individual problems of the teachers.

Teachers in public and private universities should not compromise over pedagogic effectiveness for orthodoxies. This is true that in semester system, course

coverage is the foremost priority given the limited credit hours. But the reverse is required to set the things right in BS compulsory English classes. Maximizing opportunities to develop generic competence for disciplinary studies should be given top priority. Definitely, such teaching is laborious and time consuming but the cooperation among the teachers, students, and the administrators can make it happen.

A wide range of published and electronic learning materials should be made available to teachers of BS compulsory English to overcome non-availability of authentic materials for genre based teaching. These days, electronic resources are common and in reach of the teachers and the students. Genre teaching is highly contextualized and context is not static. Students do not always communicate in their familiar academic settings using the conventional genres. In the contexts where members from different communities of practice are involved, usual communicative routines and genres have to be expanded or modified. Such hybridity in communication is galore in discourses on COVID-19 all across the world.

For successful development of generic competence to perform in variable and complex communication, textbooks alone are not sufficient. It is inevitable to expose the students to all these contexts in real time. This cumbersome task can be efficiently accomplished without leaving the classrooms through online resources. Mobiles can be highly helpful in this regard.

In multi-discipline classes, English Literature is taught. Research has proved that English Literature is very effective for learning core genres in mixed discipline classes (see Chapter 2, Literature Review, p. 48-52). The teachers of BS compulsory English should utilize this interdisciplinary subject to develop meta-awareness in text construction and interpretation. This metacognitive process will facilitate in learning specific text-types frequently used in different academic disciplines. A renowned private university in Lahore (Pakistan) has already started teaching English Literature to undergraduate students of Business Management, and Social Sciences for developing negotiation and critical skills of students pursuing studies in these fields. But this utilization will remain utopic unless the awareness of interdisciplinary nature of English Literature is highlighted through research, to begin with, on the expansion of Literature to the domains of cultural studies and cultural artefacts.

In addition, the belief that literary genres can be analyzed and critiqued only by the professional critiques is illusory and has been countered by Practical Criticism and Stylistics. English Literature can be exploited by inculcating the same skills in the undergraduate students of mixed discipline classes. While teaching compulsory English, techniques of stylistic analysis and discourse analysis should be utilized. This recommendation can be readily implemented without further professional training as most of the teachers have years of experience in teaching of English Literature

English for the undergraduates lays foundation for research and publication at MPhil and PhD levels. For this purpose, teachers of compulsory English should assign extension work to the undergraduates in form of research genres. This practice gives exposure to the discourse of academic research that will help the students in doing their theses at undergraduate and graduate levels.

Teachers should continue bilingual teaching in the first semester of BS for transitional purposes but gradually they should move to English mostly or English only classes. This is essential to accommodate undergraduates who come from institutes of different mediums and those who use different languages at home. This is practicable if CLIL English version is adopted as it has been successfully employed in multilingual European countries at university level. There are several socio-political commonalities in the Asian and European contexts and multilinguality being one of them.

There is dire need of developing awareness among the teachers and the undergraduate students that BS compulsory English is not continuation of grammar based pre-university English. It is taught for developing generic competence to facilitate learning in various disciplines at predominantly English medium universities. Even in bilingual classes, competence in academic English is essential because the course books and reading materials is written in English following generic conventions of the courses and disciplines. This course should never be taken just as a requirement to qualify for an undergraduate degree.

Decisive role of universities at the implementation stage

There should be periodic review sessions at department level in all the universities to check alignment between the choice of strategies and learning materials for the purpose of teaching BS compulsory English. This task is often assigned to the Quality

Assurance Cells established at all the universities in Pakistan but there is a dire need to streamline this assignment. The Cells arrange evaluation of teachers and the course every semester but rarely convey it to the teachers of English. At the same time, teachers, on their part, should accept the feedback for improving their teaching if it is communicated to them.

Academic corpora, designed for EAP/ESAP research and teaching, have been recognized as major authentic source of written and spoken English registers/genres. But no serious effort has so far been made in Pakistan to bring this authentic resource in classrooms for teaching and learning English for academic purposes. This is often argued that corpora cannot be used unless access to corpora is subscribed by the universities in addition to computer labs and training in use of soft wares to utilize corpus analysis.

But this argument is contestable. First, there is no shortage of experts in Corpus Linguistics and researchers in Pakistani universities. Their research is available for syllabus and materials development for teaching of discipline based English. Second, teachers' lack of training in use of corpora can be immediately overcome using prints from corpora or corpus based published resources on grammar and academic vocabulary. Third, universities are offering courses in Corpus Linguistics and this will remove shortage of expertise for corpus-based English language teaching in Pakistan.

Synthesis of top-down and bottom-up curriculum approaches

The professional development modules offered by HEC on ESP/EAP for university faculty should be reviewed in light of the teachers' and students' feedbacks and follow-up studies. The results of such evaluations should be published regularly in HEC's annual reports. The process of revamping should begin with needs analysis for training in teaching of academic English. The analysis should be conducted before, during, and after the training courses.

The syllabus of compulsory English should be standardized so that a uniform system of evaluation and accountability may be introduced. In absence of such standardization, focus on the purpose of enhancing generic competence is being compromised by petty administrative and logistic expediencies. Alternatively, the

universities should be given total freedom to design, pilot, implement, and evaluate the courses of BS compulsory English at their own level.

If, however, curriculum development is inevitable at federal level to develop a broader national framework, both top-down and bottom-up approaches should be adopted. The state appointed committees alone cannot cover all WHAT and WHY aspects of compulsory English taught for professional and academic purposes. More importantly, the representation of undergraduate students and their subject teachers should be ensured by conducting needs and means analyses at discipline level. The lack of collaboration in the English language teachers and subject area teachers should be overcome at department/discipline and university levels. If practicable, work on team teaching or parallel teaching of compulsory English and content courses should also be considered seriously.

These recommendations should be used as guidelines while working on any new English language course in future at the undergraduate level. Recently, the HEC has announced competency based undergraduate degrees in all the fields of study.¹ In all these programmes three courses on expository writing skills will be taught. It is a timely and long awaited decision. The courses on writing skills will focus on professional and technical genres of writing used in different fields which supports the stance taken in the theoretical framework of this study. With the introduction of these new courses, a shift from traditional slide supported lecturing to genre based interactionist pedagogy becomes indispensable for all undergraduate programmes. It is only through this transformation that the flaws pointed out in this study in teaching of compulsory English would be subsided.

The Final Words

English is undeniably a global and local academic lingua franca and nobody can conceive of any academic or professional success without learning and using English in academic communities. This perspective foregrounds EAP in higher education across the globe. It means that any endeavour to improve higher education cannot succeed without improving English teaching strategies according to the current and future needs of the university students.

Undoubtedly, the persons at the helm and the universities are fully cognizant of this paramount importance of English for economic and academic gains. But, practically, no concerted and consistent efforts are visible right from planning to execution of English curriculum.

An important understanding that I developed during this research was lack of criticality in teachers and students towards global trends in higher education. There is an irresistible conformity to the academic conventions of the rich and technologically advanced countries. This conformity strengthens knowledge imperialism. We should compete not surrender at the cost of our own socio-political and cultural realities. The higher education policies of Dubai, Qatar, and Cuba can serve as models in this regard. A balanced approach should prevail that guides us where to converge (globally) and where to diverge (locally).

Personally, the study provided me an opportunity to use research skills for understanding problems regarding English at tertiary level and offering research and practice based solutions to them. I feel more confident to undertake more studies on various unattended areas of academic English in the context of Pakistan.

I must mention in the end that PhD research taught me many things but the most prominent among them is the virtue of "patience ad-infinitum".

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Footnotes

Chapter 1

Note 1. <http://hec.gov.pk>.

Note 2. <http://hec.gov.pk> (accessed on 2020, August 20).

Chapter 3

Note 1. <http://hec.gov.pk>. (accessed on 2017, March 20).

Chapter 6

Note 1. <http://hec.gov.pk>. (accessed on 2020, August 6).

Chapter 7

Note 1. <http://hec.gov.pk>. (accessed on 2020, August 20).

APPENDIX A1

Course Outlines of Compulsory English for BS

Course Title: English I: Reading & Writing Skills

Level: BS 1st

Course Code: ELL101

Course Description

The course is designed to help students take a deep approach in reading and writing academic texts which involve effective learning strategies and techniques aimed at improving the desired skills. The course consists of two major parts: the reading section' focuses on recognizing a topic sentence, skimming, scanning, use of cohesive devices, identifying facts and opinions, guess meanings of unfamiliar words. The writing section' deals with the knowledge and use of various grammatical components such as, parts of speech, tenses, voice, narration, modals etc. in practical contexts.

Course Objectives

- To enable students to identify main/topic sentences.
- To teach them to use effective strategies while reading texts.
- To acquaint them with cohesive devices and their function in the text.

Course Contents

1. Reading Skills

- Identify Main Idea / Topic sentences
- Skimming, Scanning, and Inference / Find Specific and General Information Quickly
- Distinguish Between Relevant and Irrelevant Information According to Purpose for Reading
- Recognize and Interpret Cohesive Devices
- Distinguish Between Fact and Opinion
- Guess the Meanings of Unfamiliar Words Using Context Clues
- Use the Dictionary for Finding out Meanings and Use of Unfamiliar Words
- Practice Exercises with Every Above Mentioned Aspect of Reading

2. Writing Skills

- Parts of speech
- Phrase, clause and sentence structure
- Combining sentences
- Tenses: meaning and use
- Modals
- Use of active and passive voice
- Reported speech
- Writing good sentences
- Error free writing
- Paragraph writing with topic sentence
- Summary writing

Note: Teachers need to include practice activities, exercises and worksheets on the provided topics.

Recommended Readings

- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for undergraduates*. Karachi: Oxford University Press.
 - Eastwood, J. (2004). *English practice grammar* (New edition with tests and answers). Karachi: Oxford University Press.
 - Murphy, R. (2003). *Grammar in use*. Cambridge: Cambridge University Press.
-

Course Title: English II: Composition Writing

Level: BS 2nd

Course Code: ELL 104

Course Description:

The course focuses on the basic strategies of composition and writing skills. Good writing skills not only help students obtain good grades but also optimize their chances to excel in professional life. The course includes modes of collecting information and arranging it in appropriate manner such as chronological order, cause and effect, compare and contrast, general to specific etc. It enables the students to write, edit, rewrite, redraft and proofread their own document for writing effective compositions. Because of the use of a significant amount of written communication on daily basis, sharp writing skills have always been valued highly in academic as well as professional spheres.

Course Objectives:

This course aims to:

- assist students identify the audience, message, and the purpose of writing
- develop rhetorical knowledge and critical thinking
- enable them express themselves in a variety of writing styles
- help students write well organized academic texts including examination answers with topic/thesis statement and supporting details.
- make students write argumentative essays and course assignments

Course outcome:

By the end of the course, students are expected to:

- use different mechanics of writing to produce various types of compositions effectively keeping in view the purpose and the audience
- demonstrate rhetorical knowledge
- demonstrate critical thinking in well-organized forms of academic texts

Course Contents:

1. Writing Process

- Invention
- √ Generating Ideas (collecting information in various forms such as mind maps, tables, lists, charts etc.)
- √ Identifying Audience, Purpose, and Message
- Ordering Information
- √ Chronology for a narrative
- √ Stages of a process
- √ From general to specific and vice versa
- √ From most important to least important

- ✓ Advantages and disadvantages
- ✓ Comparison and contrast
- ✓ Problem solution pattern

- Drafting
- ✓ Free Writing
- ✓ Revising
- ✓ Editing
- 2. Paraphrasing
- 3. Cohesion and Coherence
 - Cohesive Devices
 - Paragraph Unity
- 4. Summary and Precis Writing
- 5. Creative Writing
- 6. Essay Writing
 - Developing a Thesis
 - Organizing an Essay
 - Writing Effective Introduction and Conclusion
 - Different Types of Essays
 - Use of Various Rhetorical Modes Including Exposition, Argumentation and Analysis

Recommended Books:

- Goatly, A. (2000). *Critical reading and writing: An introductory course*. London: Taylor & Francis
 - Hacker, D. (1992). *A Writer's reference*. 2nd ed. Boston: St. Martin's
 - Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.
 - Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for undergraduates*. Karachi: Oxford University Press.
 - Kirsznner, L.G & Mandell, S.R. (1989). *Patterns for college writing: Fourth Edition*. USA: St. Martin's Press, Inc.
 - Smazler, W. R. (1996). *Write to be read: Reading, reflection and writing*. Cambridge: Cambridge University Press.
-

Course Title: English III: Communication and Presentation Skills

Level: BS 3rd

Course Code: ELL202

Course Description

For professional growth and future development, effective presentation skills and interactive and interpersonal communicative skills are very important. This course offers methods, techniques, and drills significant and useful in optimizing communication and presentation skills of the learners, enabling them to face divergent groups of audience with poise and confidence. The course has been divided into modules relating to the essentials, contents, gestures, technology, and variety associated with communication and presentations skills. The presentation skills part focuses on preparing students for long-life skill of preparing and giving presentations. Communication is a vital part of our daily routine. The communication skills part focuses on developing good communication skills among students.

Course Objectives

The course aims to:

- help students identify essential components of a presentation
- develop the awareness, knowledge, skills and attitudes required to deliver effective academic presentations and communicate clearly
- help students learn various presentation and communication styles and techniques
- provide techniques to facilitate effective interpersonal and interactive communication
- guide how to build stronger relationships through powerful communication

Course Contents

1. Introduction

- Understanding the purpose of communication
- Analyze the audience
- Communicating with words as well as with body language
- Writing with a purpose

2. Presentation Skills

3. Delivering your Presentation

4. Speaking with Confidence

5. Communicating Effectively

6. Job Interviews and Communicating Skills

7. Communicating with Customers

8. Communication in a Team

Recommended Readings:

- Carnegie, Dale. (n. d.). *How to win friends & influence people?*
- Giblin, Les. *Skill with people.*
- Newton, Paul. *How to communicate effectively?*
- Tracy, Brian. *Speak to win.*

Course: English IV: Academic Reading & Writing

Level: BS 4th

Course Code: ELL205

Course Description

This course aims at inculcating proficiency in academic writing through research. It guides students to develop a well-argued and well-documented academic paper with a clear thesis statement, critical thinking, argumentation and synthesis of information. This course also teaches students how to use different systems of citations and bibliography. It allows students to become independent and efficient readers armed with appropriate skills and strategies for reading and comprehending texts at undergraduate level.

Course Objectives

To enable the students to:

- Improve literal understanding, interpretation & general assimilation, and integration of knowledge
- Write well organized academic texts including examination answers with topic/thesis statement and supporting details.

- Write argumentative essays and course assignments

Course Contents

Reading and Critical Thinking

1. Read academic texts effectively by:

- Using appropriate strategies for extracting information and salient points according to a given purpose
- Identifying the main points supporting details, conclusions in a text of intermediate level
- Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, and exemplification.
- Interpreting charts and diagrams
- Making appropriate notes using strategies such as mind maps, tables, lists, graphs.
- Reading and carrying out instructions for tasks, assignments and examination questions

2. Enhance academic vocabulary using skills learnt in Compulsory English I course

3. Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns

4. Writing academic texts:

1. Plan their writing: identify audience, purpose and message (content)

2. Collect information in various forms such as mind maps, tables, charts, lists

3. Order information such as:

- Chronology for a narrative
- Stages of a process
- From general to specific and vice versa
- From most important to least important
- Advantages and disadvantages
- Comparison and contrast
- Problem solution pattern

5. Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against

- Write good topic and supporting sentences and effective conclusions
- Use appropriate cohesive devices such as reference words and signal markers

6. Redraft checking content, structure and language.

7. Edit and proof read

8. Grammar in Context

- Phrase, clause and sentence structure
- Combining sentences
- Reported speech

Recommended Readings

- Eastwood, J. (2004). *English practice grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- Fisher, A. (2001). *Critical thinking*. CUP
- Goatly, A. (2000). *Critical reading and writing: An introductory course*. London: Taylor & Francis
- Hacker, D. (1992). *A writer's reference*. 2nd Ed. Boston: St. Martin's
- Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for undergraduates*. Karachi: Oxford University Press.
- Murphy, R. (2003?). *Grammar in use*. Cambridge: Cambridge University Press.
- Smazler, W. R. (1996). *Write to be read: Reading, reflection and writing*. Cambridge: Cambridge University Press.
- Wallace, M. (1992). *Study skills*. Cambridge: Cambridge University Press.
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Source. Adopted from <http://www.hec.gov.pk> (Accessed on 28 August, 2019).

APPENDIX A2

Consolidated Course Outlines/Genre Based Content

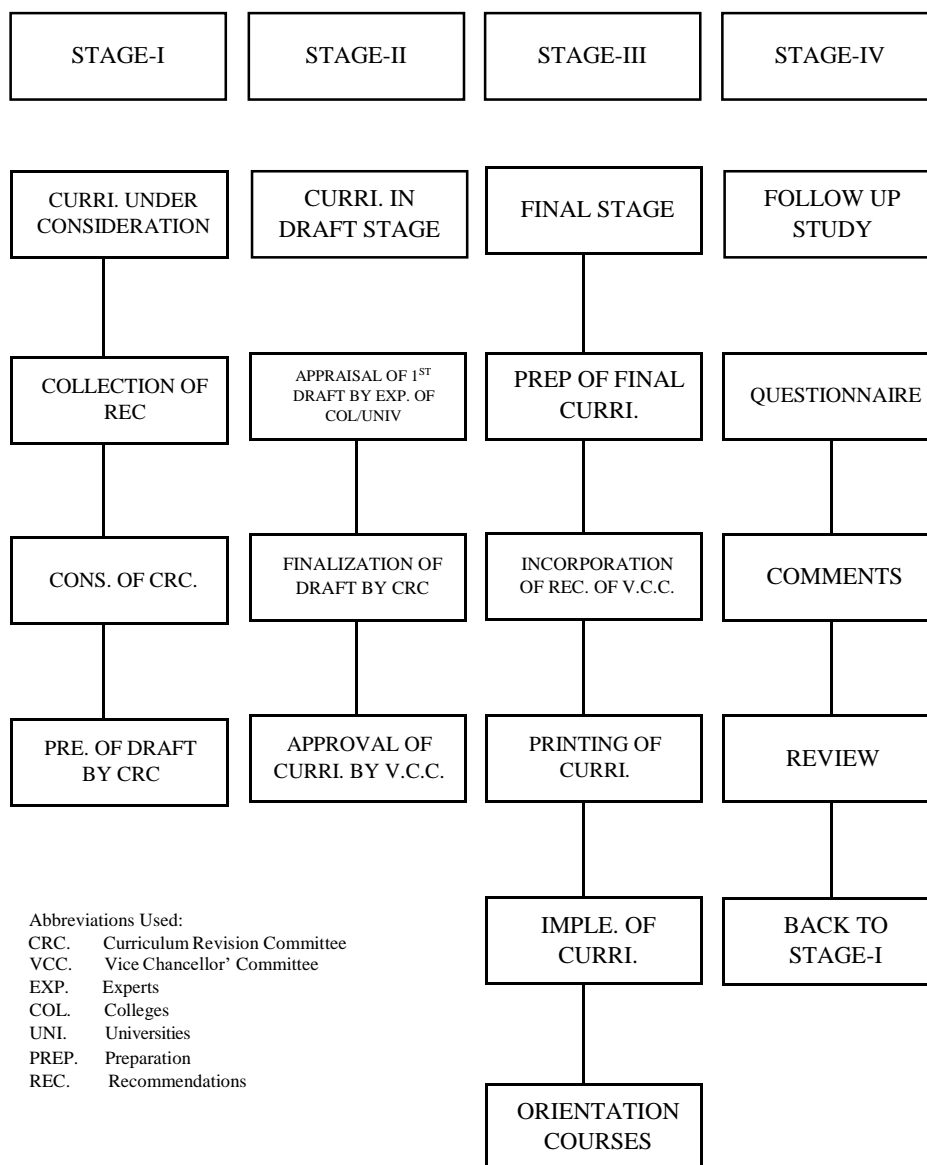
Discipline	Course
BS English	<ul style="list-style-type: none"> ▪ In first semester, listening, speaking, reading comprehension skills, and vocabulary skills are taught. The topics include arguing, understanding discourse signals, understanding gist of talk, asking for clarifications, word formation rules and word meaning, writing descriptive, narrative and argumentative texts with and without support. Besides this, tenses, their meaning and use, modals, and voice will be taught. ▪ Second semester focuses on academic reading and writing. The main topics are understanding structure of a text and rhetorical patterns, writing assignments, and exam essays, enhancing academic vocabulary, dictionary skills and pronunciation. Besides this, stages of writing, sequencing, argumentative and descriptive essays, and in grammar phrases, clauses, and narration will be taught. ▪ In third semester, presentation skills, interviews, formal letters, applications, and report writing will be taught. ▪ In fourth semester, description, argumentation, comparison and contrast, summaries of research papers, report writing, analysis and synthesis, term papers, and assignment genres are taught.
BS Economics	<ul style="list-style-type: none"> ▪ The course document does not give semester wise content of compulsory English. ▪ It is offered as compulsory course in the first three semesters and as optional in the fourth in which a non-English language course is offered. ▪ The programme objectives emphasize competence in written, spoken, and graphical/multimodal texts for critical evaluation and argumentation. ▪ The overview of the learning outcomes of the individual subject courses reveals that the macro-genres in this discipline include: graphical analysis (texts with numbers /tables/models), explanation (e.g., of market structures), evaluation (e.g., of fiscal policy), Examples (e.g., of economic concepts), exposition (e.g., of economic paradigms, capitalism etc.). process (e.g., of economic growth), critical evaluation, classification.
Mass Communication	<ul style="list-style-type: none"> ▪ In this discipline, English is compulsory in the first three semesters, whereas in the fourth is optional and journalistic language (Urdu/English) is taught. ▪ Disciplinary genres such as headlines, reports, short articles, summary, and a cross-disciplinary genre "discussion" are taught in the first semester course. ▪ The content of the second semester includes descriptive, narrative, and argumentative essays, academic writing, research proposal, term paper, and presentations. ▪ Third semester course focuses on print and electronic texts, essays, CV, job application, letters, memos, minutes besides translation, and training in the use of library and internet. Translation is included for the non-English language course offered in the fourth semester.
BS Sociology	<ul style="list-style-type: none"> ▪ The course document does not give semester wise content of compulsory English. ▪ English Literature will be taught as main readings. ▪ It is offered as compulsory course in the first three semesters and as optional in the fourth in which a non-English language course is offered. ▪ The programme objectives emphasize competence in written, spoken, and graphical/multimodal texts for critical evaluation and argumentation. ▪ However, scanning of learning outcomes of the subject courses clearly points out the macro-genres in the discipline overlap with other disciplines (focused in this study) and include reports, projects, evaluation, classification, definition, exposition, and verbal/visual analysis.
BS Education	<ul style="list-style-type: none"> ▪ The HEC proposed course content is the same as that of Communication

Discipline	Course
	<p>Studies. It seems justified because both the disciplines share cross-disciplinary research genres.</p> <ul style="list-style-type: none"> ▪ However, in the public university (labeled as A) included in the sample, the course is taught as English I, II, and III with English Literature as content/syllabus. The purpose of teaching literature stated in the department's own outlines is to teach literary genres to develop skills of critical text analysis and essay writing which are macro-genres used in the courses in BS Education.
English Literature (for mixed Discipline classes)	<ul style="list-style-type: none"> ▪ Another public sector university (labeled B) in the sample of this study teaches English Literature as compulsory English in mixed discipline classes for humanities, social and physical sciences. The university's own prepared materials for short stories, one-act plays, essays and poetry indicates that the focus of the compulsory English is developing genre competence for cross-disciplinary academic communication.

Source. <http://hec.gov.pk> and coordinators of BS programmes in the sampled universities.

APPENDIX B

Curriculum Development Process

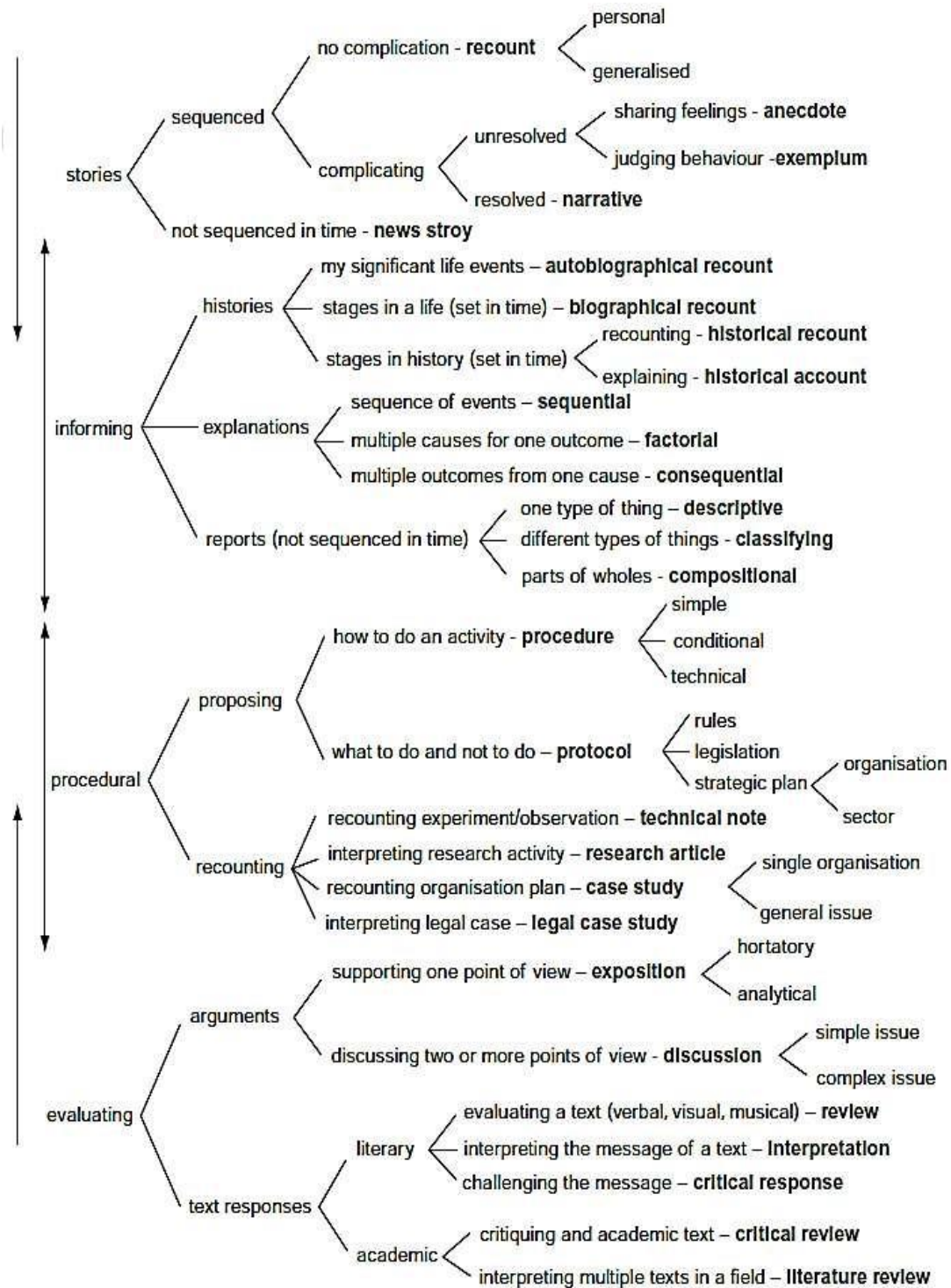


Adopted from Curriculum of English (Revised), 2017. P.5 Retrieved from

<http://hec.gov.pk>

APPENDIX C

Classification of Educational Genres



Note. Common educational genres. Adopted from “*Genre in the Sydney School*” by D. Rose, 2012, p.212

APPENDIX D

Checklist for Academic Writing

-
- a. How are the sentences connected in the text? What is the basic text structure?
 - b. Which element is in initial and final position in each sentence?
 - c. Can you identify text stages that correlate with steps in the research r. process?
 - d. Are there expressions that signal text organization (theme/rheme, conjuncts, subordinators, lexical signaling)
 - e. Do the connectors express addition, opposition, cause, consequence, etc.? What kind of connector can be found in each text stage?
 - f. Do concepts get defined? How?
 - g. Are research steps described? How? Is the vocabulary more emotional or objective, more descriptive or more argumentative?
 - h. (f) Which actions are represented in the text? Which processes are reported by which verbs/verbal phrases?
 - i. Are there "action" verbs that suggest material processes (e.g., "catch," "emerge," "develop: "dissolve: "increase)? Or that suggest mental processes (e.g., "think," "predict," "plan") or verbal (e.g., "declare," "suggest, "indicate")? Are there processes that establish relations, classify or 'identify entities (relational processes, expressed by verbs such as "be," "become," "have," "seem")? Or processes that express existence or behavior (associated with the senses or body functions)? How are they used in the review of the literature or in the methodological sections, for example?
 - j. Who are the participants in the actions represented in the text (expressed by noun phrases)? Can you identify the relationship among them (author-reader, researcher-object-phenomenon)? What tone is used by the author, e.g., symmetry/asymmetry (expert/expert, expert/lay person), friendship, impersonality, informality, formality, etc.?
 - k. Which nouns and adjectivals can be associated with the circumstances described in the methodology, for example?
 - l. Which inter-discursive elements are in the text, i.e., that simulate conversation, self-promotion, recommendation, etc.?
 - m. Does the author make self-reference, reference to the reader or other groups? Which words or pronouns are used for that?
 - n. Which verb tenses are used? Is there verbal, nominal or adverbial modalization? What kind of modalization is used, epistemic or deontic?
 - o. When is passive or active voice used? Are the agents of the actions explicitly mentioned in the text?
 - p. Which among these linguistic features do you think fit to adopt in your own paper?
-

Note. Adopted from "The role of context in academic text production and writing pedagogy" by D. Motta-Roth, 2005, pp. 330-331

APPENDIX E

Questionnaire for Teachers of BS Compulsory English

Dear Colleague,

This questionnaire is designed to know your views on teaching compulsory English to BS students for communicative needs of their academic disciplines (Economics, English, etc.). The aim of this questionnaire is to understand your views and beliefs as an active participant in the context this study is grounded in. The information you will provide is very important for the success of this research. Therefore, I request you to answer the following questions frankly and honestly. Your identity will remain anonymous and the information you give will be kept confidential and used only for the research purpose. Thank you very much for your time.

Muhammad Aslam
PhD English (Scholar)
International Islamic University, Islamabad

I. Purpose of Teaching BS Compulsory English.

This section is about your purpose of teaching BS compulsory English. Please encircle the number from 1 to 6 that best expresses how much you agree or disagree with the following statements. Please do not leave out any items.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree				
	1	2	3	4	5	6				
1	I focus on knowledge and skills relating to text types used in the subject area of my students.				1	2	3	4	5	6
2	I focus on communicative uses of everyday texts(e.g., CV, applications, social letters)				1	2	3	4	5	6
3	I give attention to text types common to all university disciplines (essays, assignments, research papers, etc.)				1	2	3	4	5	6
4	I teach English for developing ability to study and research in specific subjects through the medium of English				1	2	3	4	5	6
5	I am aware that English for the undergraduates is taught to develop current proficiency for disciplinary needs.				1	2	3	4	5	6
6	I know undergraduate English aims at developing competence for communicating knowledge across				1	2	3	4	5	6

	disciplines.	
7	The course outline prescribed by the HEC, Pakistan, specifies purpose(s) of learning compulsory English.	1 2 3 4 5 6
8	I teach English for (please check [✓] all that apply): <input type="checkbox"/> The social survival of the undergraduates in the university <input type="checkbox"/> The social survival of the undergraduates outside the university. <input type="checkbox"/> Other (please specify)	
9	I assess needs of the students for academic English before the start of the course through (please check [✓] all that apply): <input type="checkbox"/> Tests <input type="checkbox"/> Informal interviews with students <input type="checkbox"/> Informal interviews with students and subject teachers. <input type="checkbox"/> Other (please specify)	
10	Please specify any other purpose of teaching compulsory English. a. _____ b. _____	

II. Strategies for Teaching BS Compulsory English

This section has items on your strategies of teaching. Please answer these items the same way as you did before.

	Never	Seldom	Sometimes	Often	Frequently	Always
	1	2	3	4	5	6
1	I start teaching with texts used in familiar social situations (e.g. email, invitations, etc.).				1 2 3 4 5 6	
2	I lecture on the text types frequently used in the subject area of my students (e.g. in Sociology, Economics, etc.)				1 2 3 4 5 6	
3	I highlight form and features of a text type with oral and spoken models.				1 2 3 4 5 6	
4	I involve students in tasks based on comparison and contrast of text types (e.g., job interview vs. informal interview).				1 2 3 4 5 6	
5	I engage students in tasks based on blending of text types (e.g., reference to religion, history etc. in an essay).				1 2 3 4 5 6	
6	I engage students in tasks focused on comparison of text types across subject areas (e.g., narratives in Literature and in ads).				1 2 3 4 5 6	

7	I give group tasks on comparison and contrast of grammar and vocabulary features of text types (e.g., clauses in “how-to-do” essays and in arguments).	1 2 3 4 5 6
8	I follow the techniques of teaching suggested in standard course outline of HEC, Pakistan.	1 2 3 4 5 6
9	<p>I support students in developing outlines of texts through (please check [✓] all that apply):</p> <p><input type="checkbox"/> Questioning</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Vocabulary lists</p> <p><input type="checkbox"/> Essay activators</p> <p><input type="checkbox"/> Other (please specify)</p>	
10	<p>For giving practice in writing text types, I use (please check [✓] all that apply):</p> <p><input type="checkbox"/> Internet</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Mobile based activities</p> <p><input type="checkbox"/> Other (please specify)</p>	
11	<p>For assessment of my students, I use (please check [✓] all that apply):</p> <p><input type="checkbox"/> Field work</p> <p><input type="checkbox"/> Seminars</p> <p><input type="checkbox"/> Case studies</p> <p><input type="checkbox"/> Dramatization</p> <p><input type="checkbox"/> Work with university TV/ Radio</p> <p><input type="checkbox"/> Paper pencil based tests</p> <p><input type="checkbox"/> Other (please specify)</p>	
12	<p>I deliver lectures (please check [✓] all that apply):</p> <p><input type="checkbox"/> With PowerPoint slides</p> <p><input type="checkbox"/> Without PowerPoint slides</p> <p><input type="checkbox"/> Text based technique</p> <p><input type="checkbox"/> Other (please specify)</p>	
13	<p>If you adopt any other strategies, please specify.</p> <p>a. _____</p> <p>b. _____</p>	

III. Reasons for Choosing Various Teaching Strategies.

This section has items on reasons for your choice of teaching strategies. Please answer the items the same way as you did before.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree
1	2	3	4	5	6
1	I prefer text based teaching because it prepares my students for academic communication.				1 2 3 4 5 6
2	I choose text based technique because it empowers students through access to valuable genres (research paper, dissertation, etc.).				1 2 3 4 5 6
3	I prefer text based teaching because it combines knowledge of English with its use in real contexts.				1 2 3 4 5 6
4	I prefer lecturing because it develops thinking skills through open discussion.				1 2 3 4 5 6
5	I rarely choose text based teaching because it blocks creative thinking.				1 2 3 4 5 6
6	I prefer lecturing because it works well even with less proficient students.				1 2 3 4 5 6
7	I like text based teaching because students have opportunities to interlink knowledge of different subject areas.				1 2 3 4 5 6
8	I like text based teaching because it trains students in planning, conducting, and reporting research in their subject areas.				1 2 3 4 5 6
9	If you have other reasons, please specify.				
	a. _____				
	b. _____				

IV. Choice of Resources for Teaching BS Compulsory English.

Items in this section ask you about the resources you use for teaching compulsory English. Please answer the items the same way as you did before.

Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6
1	I use commercially available EAP (English for Academic Purposes) textbooks.				1 2 3 4 5 6
2	I seek guidelines of the subject teachers in selecting or developing content based materials.				1 2 3 4 5 6
3	I adapt resources for teaching general academic English for discipline based teaching.				1 2 3 4 5 6
4	I use only the resources / books recommended in the				1 2 3 4 5 6

	HEC, Pakistan's course outline.	
5	I use electronic text collections as resources when and where relevant and technically viable.	1 2 3 4 5 6
6	I use materials that accompanies tasks about different text types (please check [✓] all that apply): <input type="checkbox"/> Workbooks <input type="checkbox"/> Online activities <input type="checkbox"/> Other (please specify)	
7	For learning recent developments in methods and materials, I (please check [✓] all that apply): <input type="checkbox"/> Visit websites of international EAP associations <input type="checkbox"/> Join SIGs (Special Interest Groups) <input type="checkbox"/> Attend HEC organized workshops <input type="checkbox"/> Other (please specify)	
8	For vocabulary work, I use (please check [✓] all that apply): <input type="checkbox"/> Academic word lists <input type="checkbox"/> Subject dictionaries <input type="checkbox"/> Electronic text collections <input type="checkbox"/> Other (please specify)	
9	I adapt tasks from (please check [✓] all that apply): <input type="checkbox"/> Academic IELTS <input type="checkbox"/> TOEFL iBT <input type="checkbox"/> Pearson's Test of Academic English <input type="checkbox"/> Other (please specify)	
10	I support my teaching with (please check [✓] all that apply): <input type="checkbox"/> YouTube <input type="checkbox"/> Documentaries <input type="checkbox"/> Live TV broadcasts <input type="checkbox"/> Video-conferencing <input type="checkbox"/> Digital tools <input type="checkbox"/> Other (please specify)	
11	Please specify if you use any other resources for teaching compulsory English. a. _____ b. _____	

Last are some questions that will be used for classification and comparison purposes only.

Background Information

Please check (✓) the relevant.

- **Name of university you teach in:**
 - University of the Punjab, Lahore

- GC University, Lahore
- Lahore Leads University, Lahore
- The Minhaj University, Lahore
- **Status of the university:**
 - Public Private
- **Discipline**
 - English Economics Education
 - Mass Communication Sociology
- **Class composition:**
 - Single Discipline Class
 - Mixed Discipline Class
- **Your qualification:**
 - M.A. English Literature MA English Linguistics
 - MA TESOL/ TEFL/ ELT M Phil
 - PhD
- **Experience of teaching BS Compulsory English:**
 - 2-4 years 5 years
 - 6- 10 years 11 years and more
- **Gender:**
 - Male Female

*Please check if you have missed out answer to any question.
Thank you for your time and effort!*

APPENDIX F
Questionnaire for Undergraduate Students

Dear Student,

This questionnaire seeks your views on the ways your teachers teach BS compulsory English for developing your oral and written communication in your field of study (Economics, English, etc.). I would like to request you to help me by answering the following questions. This is not a test, so there are no right or wrong answers to these questions and you do not even have to write your name on it. I am interested in your personal opinion. Please give your answers honestly as only this will guarantee the success of this research. Thank you very much for your help!

Muhammad Aslam
PhD English (Scholar)
International Islamic University, Islamabad

I. Purpose of Learning BS Compulsory English

This section is about your purpose of learning BS compulsory English. Please encircle the number from 1 to 6 that best expresses how much you agree or disagree with the following statements. Please encircle one (and only one) number for each item and do not leave out any item.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree
1	2	3	4	5	6

1	I learn English to get knowledge and skills to deal with the text types in my BS programme.	1	2	3	4	5	6
2	I learn how to use everyday text types for communication (CV, social letters, applications etc.).	1	2	3	4	5	6
3	I study English to learn text types common to all BS programmes (essays, assignments, research papers etc.)	1	2	3	4	5	6
4	I learn English for study and research in my subject area through the medium of English.	1	2	3	4	5	6
5	I learn compulsory English to enhance my proficiency for the new academic demands of my subject area.	1	2	3	4	5	6
6	I learn compulsory English to have access to knowledge in my own and other related fields of study.	1	2	3	4	5	6
7	I learn English for purposes given in the course outlines.	1	2	3	4	5	6
8	I learn English for day to day communication (please check [✓] all that apply): <input type="checkbox"/> In the university <input type="checkbox"/> Outside the university <input type="checkbox"/> Other (please specify)						

9	<p>If you have any other purpose for learning compulsory English, please mention it.</p> <p>a. _____</p> <p>b. _____</p>
---	--

II. Strategies of Your Teachers for Teaching BS Compulsory English

This section is about the techniques your teachers use for teaching BS compulsory English. Please answer the following items the same way as you did before.

Never	Seldom	Sometimes	Often	Frequently	Always
1	2	3	4	5	6
1	The teacher lectures with tasks based on oral and written texts used in my subject area.				1 2 3 4 5 6
2	My teacher gives tasks based on comparison and contrast of text types used in my subject area.				1 2 3 4 5 6
3	The teacher gives tasks based on comparison of text-types of different subject areas (e.g. case study in Sociology vs. case study in Linguistics).				1 2 3 4 5 6
4	My teacher assigns tasks on use of familiar text types in social interaction (e-mails, invitations etc.)				1 2 3 4 5 6
5	The teacher engages the class in tasks on grammar and vocabulary used in different text types.				1 2 3 4 5 6
6	My teacher introduces new text types through model texts.				1 2 3 4 5 6
7	The teacher involves me in tasks to show how texts are made up of other texts (e.g. speech of a leader refers to Literature, History etc.).				1 2 3 4 5 6
8	The teacher closely follows techniques given in the course outlines.				1 2 3 4 5 6
9	<p>My teacher gives lecture (please check [✓] all that apply):</p> <p><input type="checkbox"/> With PowerPoint Slides</p> <p><input type="checkbox"/> Without PowerPoint Slides</p> <p><input type="checkbox"/> Other (please specify)</p>				
10	<p>The teacher combines lecture with (please check [✓] all that apply):</p> <p><input type="checkbox"/> Internet</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Mobile based tasks on texts.</p> <p><input type="checkbox"/> Other (please specify)</p>				
11	<p>My teacher supports me in developing outlines of texts (please check [✓] all that apply):</p> <p><input type="checkbox"/> Providing vocabulary lists</p> <p><input type="checkbox"/> Providing Subject dictionaries</p> <p><input type="checkbox"/> Other (please specify)</p>				

12	<p>My teacher provides opportunities of observing use of text types in (please check [✓] all that apply):</p> <input type="checkbox"/> Subject classes <input type="checkbox"/> Real life situations <input type="checkbox"/> Other (please specify)
13	<p>My teacher assesses my performance through (please check [✓] all that apply):</p> <input type="checkbox"/> Field work <input type="checkbox"/> Case studies <input type="checkbox"/> Dramatization <input type="checkbox"/> Written Assignments <input type="checkbox"/> Oral and written assignments <input type="checkbox"/> Paper pencil based tests <input type="checkbox"/> Other (please specify)
14	<p>Please do mention here if your teacher follows any other technique(s) of teaching.</p> <p>a. _____</p> <p>b. _____</p>

III. Response of Learners to the Teaching Strategies.

The items of this section ask you about your response about the teaching techniques of your teacher. Please answer the items the same way as you did before.

	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree				
	1	2	3	4	5	6				
1	I like techniques of my teacher because they develop communication skills I need in my subject area.				1	2	3	4	5	6
2	I like techniques of my teacher because I learn valuable text types (e.g. research papers, reports, etc.)				1	2	3	4	5	6
3	I like tasks given by my teacher because I learn interlinks between text types of different subject areas.				1	2	3	4	5	6
4	The techniques of my teacher support me in getting and using knowledge of English for my studies.				1	2	3	4	5	6
5	I like techniques of my teacher because I learn research skills with these techniques.				1	2	3	4	5	6
6	I prefer learning through lectures as they develop my thinking skills.				1	2	3	4	5	6
7	I like techniques of my teacher because he/she designs tasks according to my ability.				1	2	3	4	5	6
8	I feel bored in tasks on text types as the same procedure is repeated in every task.				1	2	3	4	5	6
9	The tasks on texts develop my communication skills for (please check [✓] all that apply):									

	<input type="checkbox"/> Social interaction <input type="checkbox"/> Academic purposes. <input type="checkbox"/> Other (please specify)
10	My teacher assesses my performance using (please check [✓] all that apply): <input type="checkbox"/> Field work <input type="checkbox"/> Seminars <input type="checkbox"/> Dramatization <input type="checkbox"/> Report writing <input type="checkbox"/> Other (please specify)
11	Please mention here if your response is still different. a. _____ b. _____

IV. Learning Resources Used by Your Teachers of BS Compulsory English.

This section asks you what type of resources (books, films, visits etc.) are used by your English teacher. Please answer the following items the same way as you did before.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree				
	1	2	3	4	5	6				
1	My teacher prefers commercially published textbooks of English.				1	2	3	4	5	6
2	My teacher uses text types from courses of my subject area (Sociology, Mass Communication, etc.)				1	2	3	4	5	6
3	My teacher replaces some texts in the English course book with texts from different courses of my subject area.				1	2	3	4	5	6
4	My teacher relies only on the books given in the course outline of compulsory English.				1	2	3	4	5	6
5	My teacher gives me access to internet resources like electronic collections of academic texts.				1	2	3	4	5	6
6	My teacher uses his/her own resources in place of a course book (please check [✓] all that apply): <input type="checkbox"/> Chapters from course books <input type="checkbox"/> Preparatory books for international academic tests <input type="checkbox"/> Other (please specify)									
7	Besides the course book, my teacher adds learning resources from real life (please check [✓] all that apply): <input type="checkbox"/> News reports <input type="checkbox"/> Economic surveys <input type="checkbox"/> Literary works of local authors									

	<input type="checkbox"/> Other (please specify)
8	<p>During practice activities my teacher provides (please check [✓] all that apply):</p> <input type="checkbox"/> Books on grammar <input type="checkbox"/> Books on vocabulary <input type="checkbox"/> Books on accent <input type="checkbox"/> Subject dictionaries <input type="checkbox"/> Other (please specify)
9	<p>For assessment in English, my teacher uses (please check [✓] all that apply):</p> <input type="checkbox"/> Live TV programmes <input type="checkbox"/> You Tube <input type="checkbox"/> Online resources <input type="checkbox"/> Visits <input type="checkbox"/> Other (please specify)
10	<p>Please mention if any other resources are used by your English teacher.</p> <p>c. _____</p> <p>d. _____</p>

To finish this questionnaire, we have a few questions about you.

Background Information

Please check (✓) the relevant.

- **Name of your university:**
 - University of the Punjab, Lahore
 - GC University, Lahore
 - Lahore Leads University, Lahore
 - The Minhaj University, Lahore
- **Status of the university:**
 - Public Private
- **Discipline**
 - English Economics Education
 - Mass Communication Sociology
- **Class composition:**
 - Single Discipline Class
 - Mixed Discipline Class
- **Last qualification obtained from:**
 - Urdu medium institute English medium institute
 - If English medium, please specify: Pakistan Abroad

- **Your home language is:**
 - Urdu mostly
 - English mostly
 - English only
 - Any other (please specify): _____
- **Semester:**
 - First Semester
 - Second Semester
 - Third Semester
 - Fourth Semester
- **Gender:**
 - Male
 - Female

*Please check if you have missed out answer to any question.
Thank you for your time and effort!*

APPENDIX G1
Semi-Structured Observation Schedule
(Phase I)

Teacher's code _____ Date of observation _____

Total time spent in observation _____ Number of present student _____

Discipline/Class _____ Semester _____

University _____ Topic _____

Observation Notes

Descriptive Notes

Reflective Notes

Rating Scale

Key:

1 = No Evidence 2 = Limited Evidence 3 = Moderate Evidence
 4 = Sufficient Evidence 5 = Extensive Evidence

Sr. No.	Indicators	Scale				
The Teacher:						
1	starts genre teaching with texts used in familiar social situations.	1	2	3	4	5
2	lectures on the text types frequently used in the subject area of his/her students.	1	2	3	4	5
3	highlights form and features of a text type with oral and spoken models.	1	2	3	4	5
4	designs tasks to introduce the academic activities in which a text type is typically used.	1	2	3	4	5
5	supports students in developing outlines of texts through questioning, discussion and vocabulary lists etc.	1	2	3	4	5
6	uses/recommends internet, computer and mobile based activities for practice in writing text-types.	1	2	3	4	5
7	suggests/ plans visits to social and academic contexts for teaching through active participation.	1	2	3	4	5
8	delivers lectures on academic communication skills.	1	2	3	4	5
9	mixes lectures with text based strategies.	1	2	3	4	5
10	follows the techniques of teaching suggested in the standard course outlines of the HEC, Pakistan.	1	2	3	4	5
11	uses commercially available EAP textbooks.	1	2	3	4	5
12	uses self-designed teaching resources.	1	2	3	4	5
13	uses resources from books of English for general academic purposes.	1	2	3	4	5
14	uses materials that accompanies tasks about different genre-texts.	1	2	3	4	5
15	uses only the resources/books recommended in the HEC's course outlines.	1	2	3	4	5

APPENDIX G2
Semi-Structured Observation Schedule
(Phase II)

Teacher's code _____ Date of observation _____

Total time spent in observation _____ Number of present students _____

Discipline/Class _____ Semester _____

University _____ Topic _____

Observation Notes

Descriptive Notes

Reflective Notes

Rating Scale

Key:

1 = No Evidence 2 = Limited Evidence 3 = Moderate Evidence
4 = Sufficient Evidence 5 = Extensive Evidence

Sr. No.	Indicators	Scale				
The Teacher:						
16	involves students in tasks based on comparison and contrast of text types.	1	2	3	4	5
17	engages students in tasks based on blending of text types.	1	2	3	4	5
18	engages students in tasks focused on comparison of the same text types across subject areas.	1	2	3	4	5
19	gives group tasks on comparison and contrast of the same grammar and vocabulary features across text types.	1	2	3	4	5
20	uses/plans seminars, case studies, dramatization, work with university TV/Radio (if available) for assessment of his/her students.	1	2	3	4	5
21	uses/suggests electronic text collections as resource when and where relevant and technically viable for extension work.	1	2	3	4	5
22	suggests/visits websites of international EAP associations and Sigs for using alternative resources.	1	2	3	4	5
23	suggests/uses academic task inventories when and where relevant and accessible for extension work.	1	2	3	4	5
24	recommends/uses academic word lists and subject dictionaries for vocabulary work.	1	2	3	4	5
25	recommends/uses tasks from academic IELTS, TOEFL iBT, Pearson's Test of Academic English etc. for extension work.	1	2	3	4	5
26	supports his/ her teaching with YouTube, documentaries, live TV broadcasts, video-conferencing, multimedia, etc.	1	2	3	4	5
27	uses/suggests materials like Collins series on vocabulary, grammar, collocation, etc. to activate oral and written text building.	1	2	3	4	5

APPENDIX H

Consent Form for Heads of Departments

Title of the Research Project

Evaluating strategies for developing generic competence of undergraduate students: The case of universities in Lahore

Dear Participant,

You are requested to participate in the research being conducted by Muhammad Aslam, PhD scholar, International Islamic University Islamabad. The researcher is required to receive your informed consent before you participate in this study. A brief introduction to the study is written below. Please read the purpose and procedure of the study and discuss it with the researcher if you need any explanation.

Purpose of the Study

The purpose of this study is to know which strategies teachers of your department use for teaching compulsory English to BS classes.

Explanation of Procedures

The researcher will use questionnaires and conduct class observations to collect data from the BS students studying English compulsory course at your department. You are requested to recommend a BS class of your department for this research and allow the researcher to collect data from this class.

Consent

I have read information about the study "**Evaluating strategies for developing generic competence of undergraduate students: The case of universities in Lahore**" and have been given the opportunity to ask questions. I agree to participate in this project.

Signature of the Head of Department

Date: _____

Name of the Head of Department (optional)

Name of the Department

Name of the University

Name of the Recommended Class

Signature of the Researcher

Any questions about the research study should be directed to the investigator:

Muhammad Aslam

University Address: Department of English, International Islamic University, Islamabad

Cell Phone/ E-mail.

APPENDIX I

Consent Form for Teachers of BS Compulsory English

Title of the Research Project

Evaluating strategies for developing generic competence of undergraduate students: The case of universities in Lahore

Dear Participants,

You are requested to participate in the research being conducted by Muhammad Aslam, PhD scholar, International Islamic University Islamabad. The researcher is required to receive your informed consent before you participate in this study.

Your participation in this research is voluntary. If you refuse to participate, there are no penalties or loss of benefits you are otherwise entitled. If you decide to participate and then withdraw, again there will be no penalties or loss of benefits. The purpose and procedure of the research study is explained below. Please read these explanations and feel free to ask questions if you need.

Purpose of the Study

The purpose of this study is to explore your perspectives on various aspects of strategies you use for teaching compulsory English to BS classes.

Explanation of Procedures

If you agree to participate in this study, you will allow the researcher to obtain data through questionnaires and classroom observation from the students of BS class you are teaching compulsory English course.

Guidelines about Certain Terms

- The oral and written language produced according to the conventions of a particular academic field is called **text**.
- The texts typically used for the same purpose of communication and have more or less similar forms and features are called **genres/text- types** (poems, critiques, news reports, etc.).
- The ability to use appropriate genres/text-types for academic communication is called **generic competence**.
- The language teaching approach that aims at generic competence is called **genre -based/ text- based teaching**.
- **Strategies** refer to the ways (e.g., using model texts, text analysis skills etc.) you support your students in learning oral and written genres used in their subject areas.

Confidentiality

Your names and personal identities will be kept confidential and will not be disclosed in the study. Anonymity is also ensured by presenting results in the form of groups. Only the researcher and his supervisor will have access to the information you provide. The information will be stored on password-protected computers.

Consent

I have read the information about the purpose and procedure of the study "**Evaluating strategies for developing generic competence of undergraduate students: The case of universities in Lahore**" and have been given opportunity to clarify my queries. I agree to participate in this study.

Signature of the Teacher

Date: _____

Name of the Teacher (optional)

Name of the Class

Name of the Department

Name of the University

Signature of the Researcher

Name of the Researcher

Any questions about the research study should be directed to the investigator:
Muhammad Aslam
University Address: Department of English, International Islamic University, Islamabad
Cell Phone/ E-mail.

APPENDIX J

Consent Form for Undergraduate Students

Dear Participants,

You are requested to participate in the research being conducted by Muhammad Aslam, PhD scholar, International Islamic University Islamabad. The researcher is required to receive your informed consent before you participate in this study.

Your participation in this research is voluntary. If you refuse to participate, there are no penalties or loss of benefits you are otherwise entitled. If you decide to participate and then withdraw, there are no penalties or loss of benefits.

Purpose of the Study

The purpose of this study is to explore your views on the teaching strategies often used by your teachers of compulsory English.

Explanation of Procedures

If you decide to participate in the study, you will allow the researcher to get information through questionnaires and classroom observations and use this data in his research.

Confidentiality

Your names and personal identities will be kept confidential and will not be disclosed in the study. Anonymity is also ensured by presenting results in the form of groups. Only the researcher and his supervisor will have access to the information you provide. The information will be stored on password-protected computers.

Compensation

No monetary compensation will be provided as participation in this research is voluntary. However, your participation itself will be a reward for your being part of an academic research.

Guidelines about Certain Terms

- The oral and written language used according to the conventions of a particular field of study is called **text**.
- The texts typically used for the same purpose of communication and have more or less similar forms and language features are called **genres/text-types** (poems, models, news reports, etc.).
- The ability to use appropriate oral and written genres/text-types in academic activities of your subject area is called **generic competence**.
- The language teaching that aims at developing your generic competence is called **genre-based/ text-based teaching**.
- **Strategies** refer to the tasks and activities that your teacher prefers to engage you with for practice (e.g., showing model texts, supporting you in writing different types of essay, reports, assignments, etc.).

Consent

We have read the information about the purpose and procedure of the study

“ **Evaluating strategies for developing generic competence of undergraduate students: The case of universities in Lahore**” and have been given opportunity to clarify our queries. We agree to participate in this study. Writing name is optional.

1	Name	Signature
2	Name	Signature
3	Name	Signature
4	Name	Signature
5	Name	Signature
6	Name	Signature
7	Name	Signature
8	Name	Signature
9	Name	Signature
10	Name	Signature
11	Name	Signature
12	Name	Signature
13	Name	Signature
14	Name	Signature
15	Name	Signature
16	Name	Signature
17	Name	Signature
18	Name	Signature
19	Name	Signature
20	Name	Signature
21	Name	Signature
22	Name	Signature
23	Name	Signature
24	Name	Signature
25	Name	Signature
26	Name	Signature
27	Name	Signature
28	Name	Signature

29	Name	Signature
30	Name	Signature
31	Name	Signature
32	Name	Signature
33	Name	Signature
34	Name	Signature
35	Name	Signature
36	Name	Signature
37	Name	Signature
38	Name	Signature
39	Name	Signature
40	Name	Signature
41	Name	Signature
42	Name	Signature
43	Name	Signature
44	Name	Signature
45	Name	Signature

Signature of the Researcher

Date_____

Name of the Researcher

Any questions about the research study should be directed to the investigator:

Muhammad Aslam

University Address: Department of English, International Islamic University, Islamabad

Cell Phone/ E-mail.