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TÍTULO: Una evaluación de la efectividad de los currículos en inglés: alineando los currículos con las necesidades industriales.

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RESUMEN: Este estudio investiga la efectividad de los currículos actuales de cursos de inglés aprobados por HEC para diferentes programas de posgrado que se ofrecen en universidades públicas y privadas, y explica su potencia con algunos remedios. El estudio involucra un método mixto para finalizar los resultados mediante un cuestionario diseñado a través de la adaptación de las diez preguntas de Harden para el enfoque de desarrollo curricular. Los datos de los 200 estudiantes de posgrado de universidades gubernamentales y universidades privadas de Pakistán han estado involucrados. SPSS 2.3 se ha utilizado para realizar el análisis cuantitativo. Los resultados aceptan la hipótesis de que el plan de estudios actual de los cursos de inglés no ayuda efectivamente a los estudiantes a mejorar su idioma inglés.

PALABRAS CLAVES: cursos de inglés, currículum, universidades gubernamentales y privadas, necesidades industriales, remedios.

TITLE: An evaluation of the effectiveness of English Curricula: aligning curriculums with industrial needs.

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ABSTRACT: This study investigates the effectiveness of current curriculums of English language courses approved by HEC for different graduate-level programs which are offered in various public and private universities and tells their potency with some remedies. The study involves a mixed method to finalize the results by a questionnaire which has been designed through adapting Harden's ten questions for curriculum development approach. The data from the 200 graduate-level students of government universities and private universities of Pakistan have been involved. SPSS 2.3 has been used to perform the quantitative analysis. The results accept the hypothesis that the current curriculums of English language courses do not effectively help the students to enhance their English Language.

KEY WORDS: English language courses, curriculum, government and private universities, industrial needs, remedies.

INTRODUCTION.

The study aims to explore the efficiencies of 2017 curriculums of English language courses approved by HEC for graduate programs in different government and private universities of Pakistan. Further, it proposed some remedies on the bases of the results of the study to bridge the gap between university curriculums and industrial needs. In order to check the effectiveness of the curriculums of the English language courses, the researcher adapted the Harden's 10 questions of curriculum development framework approach.

In the age of globalization, acquisition of a second and even a third and fourth language is comparatively more important than it was before. Among the different sorts of languages, English is

the language which is mostly preferred, not only because of its existence as a global language but also its diverse use across the world. Crystal Stated that (as cited in McKay, 1992) almost 570 million people use the English language as a native or second language in the world.

Throughout the history, the given importance to the diverse nature of learning and teaching of English language has led so many ways to have a continual investigation of its curriculum to reach the required effectiveness of its syllabus, method and approach. Curriculum refers to the total academic content and lesson taught in any institution or a particular course or program. The core definition of the curriculum is grasped by looking into the categories like "experience curriculum," observed curriculum" and planned curriculum (Goodlad as cited in Saylor, Alexander and Lewis, 1961, p. 5). The definition of curriculum exposes the fact that there can be differences among the intentions of educational authorities, demands of the industries and experiences in the classrooms. Moreover, Nunan (1993) states that there can be differences between what teachers think would happen and what happens actually. So, such investigation should consider the perception of both teachers and students even they are now the part of the market.

DEVELOPMENT.

Literature Review.

In modern era teaching and learning process has become very complex and old methods for educating the child do not match the learners because the old ones go against brain structure of the learner in process of gathering or collecting the new information and ideas (Ronis, 2008). A quality teaching demands several steps e.g. curriculum, teaching techniques, and assessment techniques. The above-stated steps are necessary for quality teaching and should be aligned. To measure the effectiveness of curriculum, evaluation of this document plays a vital role in systematic curriculum design as Brown (1995) pointed out in his idea on elements curriculum design which includes needs analysis, objectives, testing, materials, teaching and course evaluation. Brown added the last element, course

or curriculum evaluation, connected to the first five elements to provide cohesion and meaning in the whole process.

UNESCO (1993) has underscored that the effectiveness of a training system, dependent on a well-developed curriculum, must be measured by the different extents. Curriculum should consider student employability seriously and include key skills (team working, communication skills, presentation skills, information technology, critical thinking etc) to promote student employability. World Bank (2013) argues that Successful industry-university collaboration needs to support the missions and motivations of each partner. For universities, typical motivations to collaborate with industry include the improvement of teaching, access to funding, reputation enhancement, and access to empirical data from industry. Tremendous empirical pieces of evidence have shown the benefits of university-industry collaboration in the curriculum development process; for instance, a study by Predrag et al. (2014: 4113) found out that among benefits of cooperation for the university are: improved quality of educational programs, research collaboration, and attraction of funding and better employment opportunities for graduates. Shewakena and Belay (2017) examined the role of university-industry collaboration in producing banking and finance graduates with employability skills from instructors and industries viewpoint.

English for specific purposes (ESP) is considered as a new trend in English Language Teaching. It is believed that ESP courses help students become more proficient in their field of study. Present study mainly has focus on English language skills (listening, Speaking, Reading and Writing) though many past researchers have been consulted to have a look of similarities between present and past researches. Vandergrift (2012), Racio (2012), and Darweesh (2014) worked on listening skills in different extents. Speaking is generally thought to be the most important of the four skills.

Nation (1991), O'brein (1996), and Shehadeh (2001) conducted researches on speaking skills. Although it will be an impossible job to produce an error-free, good and natural text without the knowledge of how to form words or how to put the words to form clauses, it seems that teachers need to bring every single activity in their language classes within the discourse domain. Grabe (1991), Levine, Ferenz&Reves (2000) and Willingham (2006) opines on reading skills and its effective role in language teaching. Writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. Hyland (2003), Tan and Miller (2008), and Tahaine (2010) conducted studies on the students' perspective toward academic writing and the researchers find out that effective writing skills are important in all stages of life from early education to future effectiveness and difficulties of creative writing in language learning employment.

Professor Ronald Harden presents his approach for curriculum evaluation which is called "*ten questions to be asked when planning a course or curriculum*". This practical approach was created for the development of the curriculum which was proposed in 1986 by Harden in Dundee University in Scotland. These questions have been used in present study to develop the questionnaire.

Research Methodology.

The study is based on mixed method approach which involves descriptive and inferential analysis. In the study, the researcher administers a questionnaire which is based on likert scale. 24 questions have been given in the questionnaire which has been developed by adapting the Harden's 10 questions for curriculum development approach from the study of Ahmed and Alneel (2017). Random sampling technique has been used to collect data from the 200 graduate-level students (50 Male and 50 Female students of Government universities and 50 Male and 50 Female students of Private universities). The data have been analyzed through the statistical Packages for Social Sciences (SPSS 23) and it has been presented through the histograms and tables and interpreted qualitatively through discussion and interpretation.

Data Analysis and Discussion.

Each question of the questionnaire is separately qualitatively and quantitatively analyzed.

The Course makes you confident in all four skills of English Language.

Table 1: Course makes confident in English skills.

Count	The Course makes you confident in all four skills of English Language.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
University	82	10	2	1	5	100
	63	21	6	6	4	100
Total.	145	31	8	7	9	200

Figure 1 is further given in detail for convenience as below:

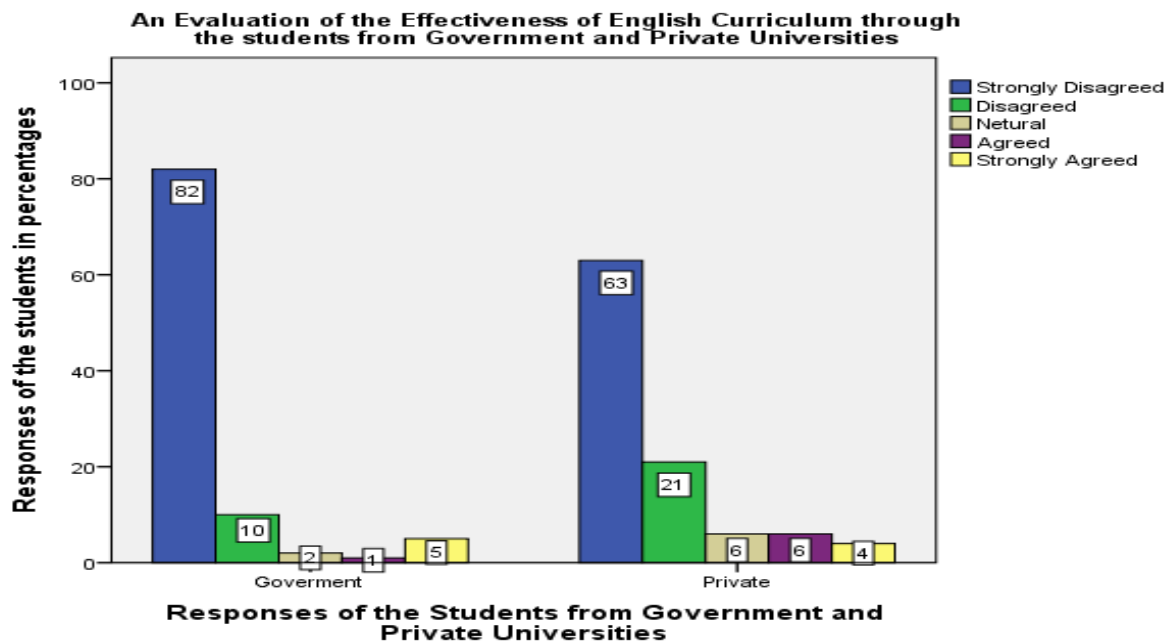


Figure 1: Course makes confident in English skills.

Table 1 indicates that 82 students from Government and 63 from private universities are strongly disagreed with the statement and 10 from government and 21 from private universities are just disagreed whereas 2 from government and 6 from private universities are neutral on the statement, only student 1 from government and 6 from private universities are agreed and 5 from government and 4 from private universities are strongly agreed on the statement.

The overall majority of students from government and private universities are not feeling confident in the English language course which is being used to teach them English language skills. Figure 1 compares the responses of the students from government universities to the response of the students from private universities. Majority of the students from government and private universities are strongly disagreed with the statement which indicates that the English language course makes them confident in all four skills of English language.

Count	The course equally focuses on the four skills.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government University	75	15	5	1	4	100
Private University	58	28	6	2	6	100
Total	133	43	11	3	10	200

Table 2: Course equally focuses on Skills.

Figure 2 is further given in detail for convenience as below.

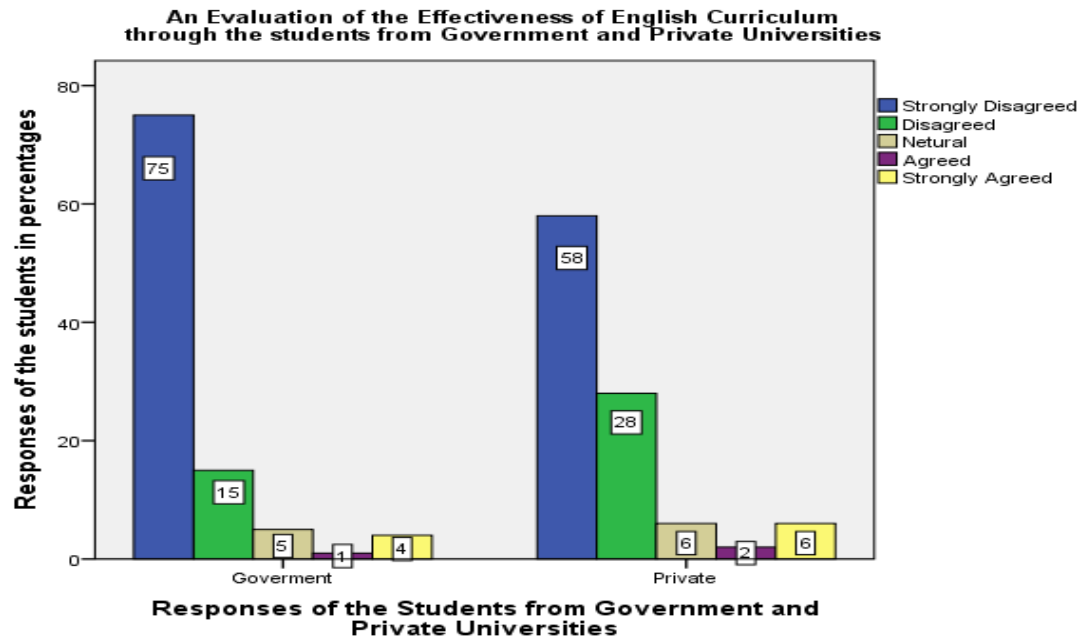


Figure 2: Course Equally Focuses on Skills.

Table 2 indicates that 75 students from Government and 58 from private universities are strongly disagreed that course equally focuses on four skills 15 from government and 28 from private universities are just disagreed whereas 5 from government and 6 from private universities are neutral on the statement, only 1 student from government and 2 from private universities are agreed and 4 from government and 6 from private universities are strongly agreed on the given question. The overall majority of students from government and private universities disagreed with the statement that the course equally focuses on the four skills of English language. Figure 2 compares the responses of the students from government universities to the response of the students from private universities. Majority of the students from government and private universities are strongly disagreed with the statement which indicates that the English language course equally focuses on the four skills.

The course provides you with sufficient material to enhance all the four skills.

Count	The course provides you with sufficient material to enhance all the four skills.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government University	74	13	6	5	2	100
Private University	63	23	10	2	2	100
Total	137	36	16	7	4	200

Table 3: Course Provides Sufficient Material.

Figure 3 is further given in detail for convenience as below.

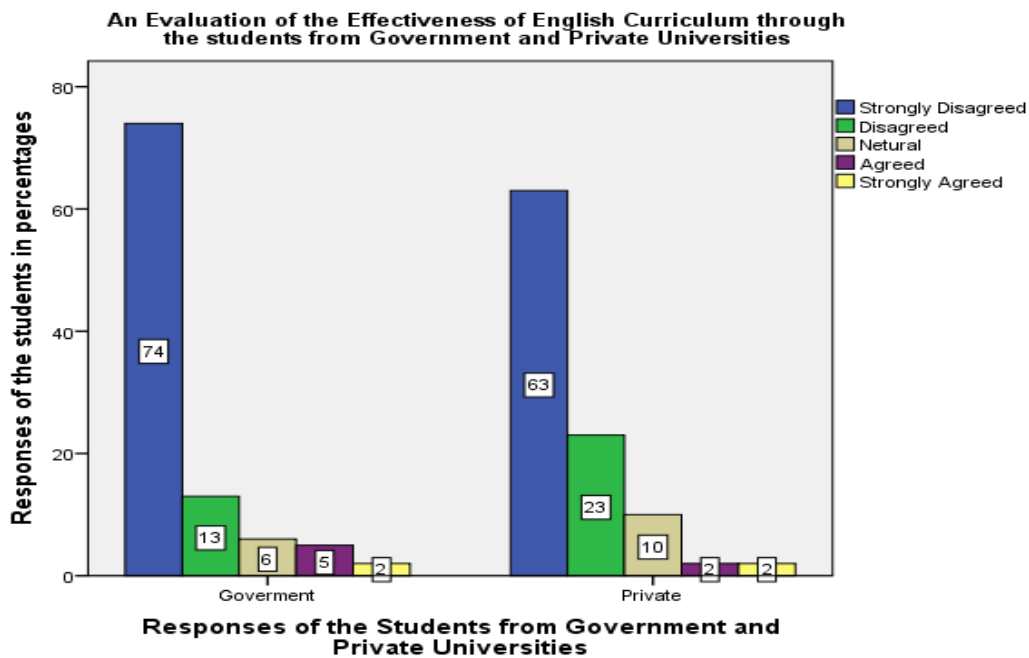


Figure 3: Course Provides Sufficient Material.

Table 3 specifies that 74 students from Government and 63 from private universities are strongly disagreed that course provides them sufficient material to enhance all the four skills and 13 from government and 23 from private universities are just disagreed whereas 6 from government and 10 from private universities are neutral on the statement, only 5 students from government and 2 from private universities are agreed and 2 from government and 2 from private universities are strongly agreed on the given question. The overall majority of students from government and private universities disagreed with the statement that the course provides them with sufficient material to enhance all the four skills. Figure 3 shows the responses of the students from government universities and response of the students from private universities which comparatively indicates that that majority of the students from government and private universities are strongly disagreed with it that the courses provide them sufficient material to enhance all the four skills.

The course provides you with sufficient practice to enhance all the four skills.

Count	The course provides you with sufficient practice to enhance all the four skills.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government University	72	19	4	4	1	100
Private	66	25	8	1	0	100
Total	138	44	12	5	1	200

Table 4: Course Provides Sufficient Practice.

Figure 4 is further given in detail for convenience as below.

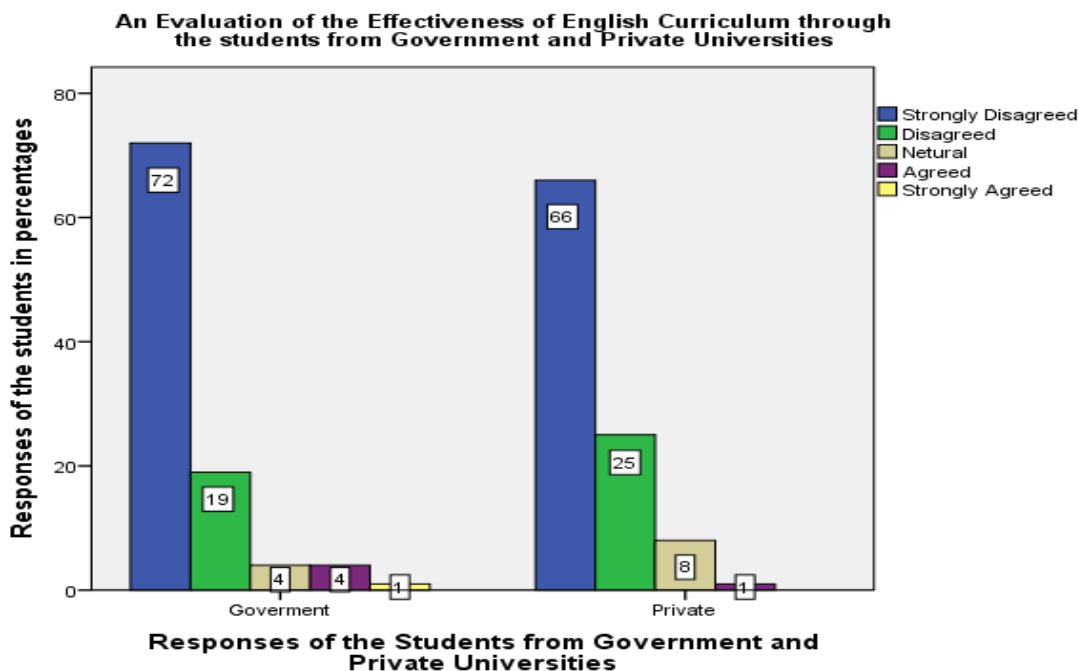


Figure 4: Course Provides Sufficient Practice.

Table 4 shows that 72 students from Government and 66 from private universities are strongly disagreed that course provides them sufficient practice to enhance all the four skills and 19 from government and 25 from private universities are just disagreed whereas 4 from government and 8 from private universities are neutral on the statement, only 4 students from government and 1 from private universities are agreed and 1 from government and no from private universities are strongly agreed on the given question. The overall majority of students from government and private universities disagreed with the statement that the course provides them with sufficient practice to enhance all the four skills. Figure 4 exposes the responses of the students from government universities and response of the students from private universities which comparatively highlight that the majority of the students from government and private universities are strongly disagreed with it that the courses provide them sufficient practice to enhance all the four skills.

The course enhances your fluency in speaking.

Count	The course enhances your fluency in speaking.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government	80	15	2	2	1	100
Private	75	17	6	1	1	100
Total	155	32	8	3	2	200

Table 5: The Course Enhance Fluency.

Figure 5 is further given in detail for convenience as below.

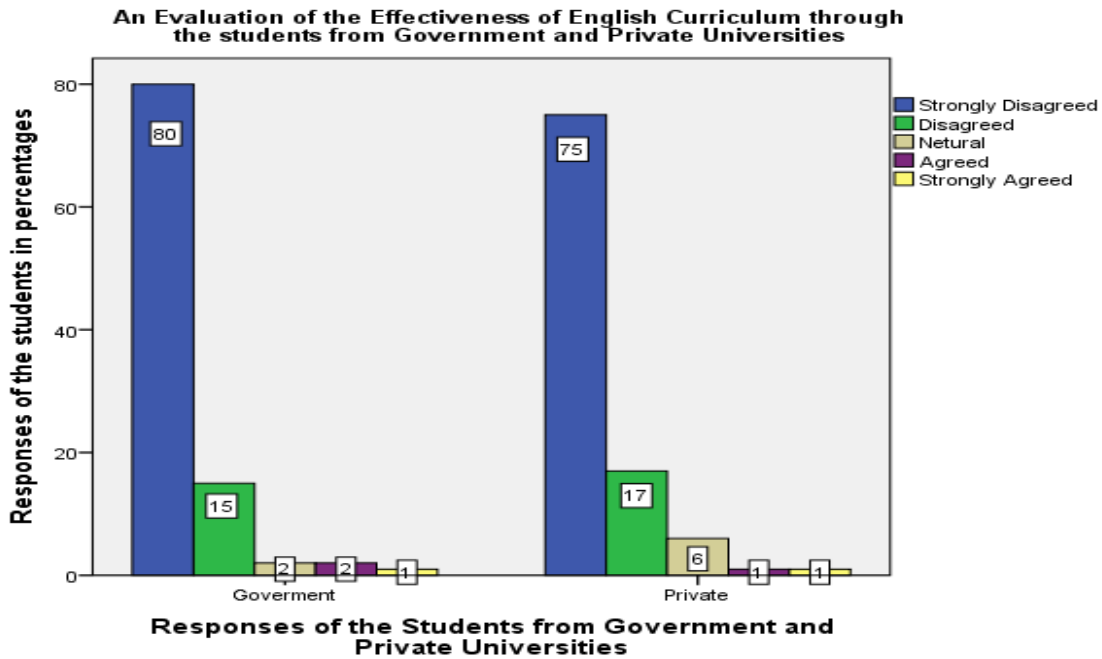


Figure 5: The Course Enhance Fluency.

Table 5 illustrates that 80 students from Government and 75 from private universities are strongly disagreed with statement that the course enhances their fluency in the speaking and 15 from government and 17 from private universities are just disagreed whereas 2 from government and 6 from private universities are neutral on the statement, only 2 students from government and 1 from private universities are agreed and 1 from government and 1 from private universities are strongly agreed on the given question. The overall majority of students from government and private universities disagreed with the statement that the course enhances their fluency in the speaking.

Figure 5 indicates the responses of the students from government universities and response of the students from private universities expose which comparatively points out that majority of the students from government and private universities are strongly disagreed with it that the course enhances their fluency in the speaking.

Speaking skill is taught by keeping in view the professional need.

Count	Speaking skill is taught by keeping in view the professional needs.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government University	75	20	1	2	2	100
Private University	72	20	7	0	1	100
Total	147	40	8	2	3	200

Table 6: Speaking skill for Professional Needs.

Figure 6 is further given in detail for convenience as below.

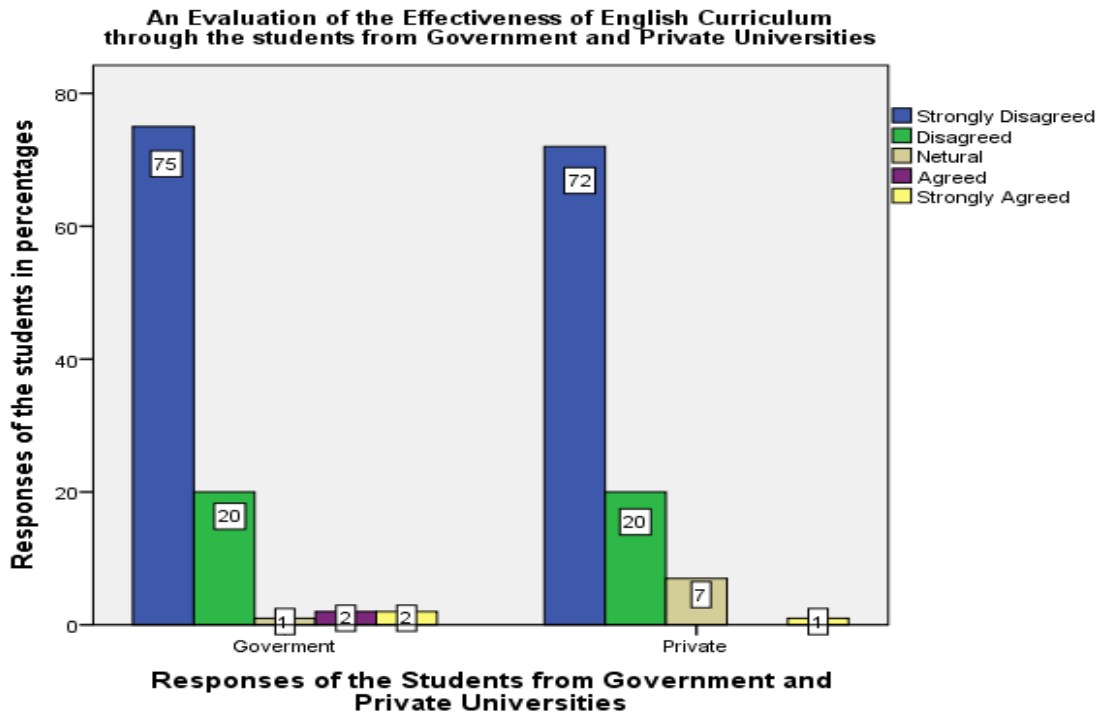


Figure 6: Speaking Skill for Professional Needs.

Table 6 points out that 75 students from Government and 72 from private universities are strongly disagreed with it that the speaking skill is being taught them by keeping in view the professional needs of the students and 20 from government and 20 from private universities are just disagreed whereas 1 from government and 7 from private universities are neutral on the statement, only 2 students from government and no one from private universities are agreed and 2 from government and 1 from private universities are strongly agreed on the given question. The overall majority of students from government and private universities are not in favour of the given statement that the speaking skill is being taught them by keeping in view the professional need. Figure 6, indicates the responses of the students from government universities and response of the students from private universities which comparatively shows that the majority of the students from government and private universities are agreed on the point of view that the speaking skill is not being taught them by keeping in view the professional needs of the students.

The course provides you with the correct pronunciation.

Count	The course provides you with the correct pronunciation.				Total
	Strongly Disagreed	Disagreed	Neutral	Strongly Agreed	
Government University	68	25	6	1	100
Private University	77	17	6	0	100
Total	145	42	12	1	200

Table 7 Courses Provide Correct Pronunciation as below.

Figure 7 is further given in detail for convenience as below.

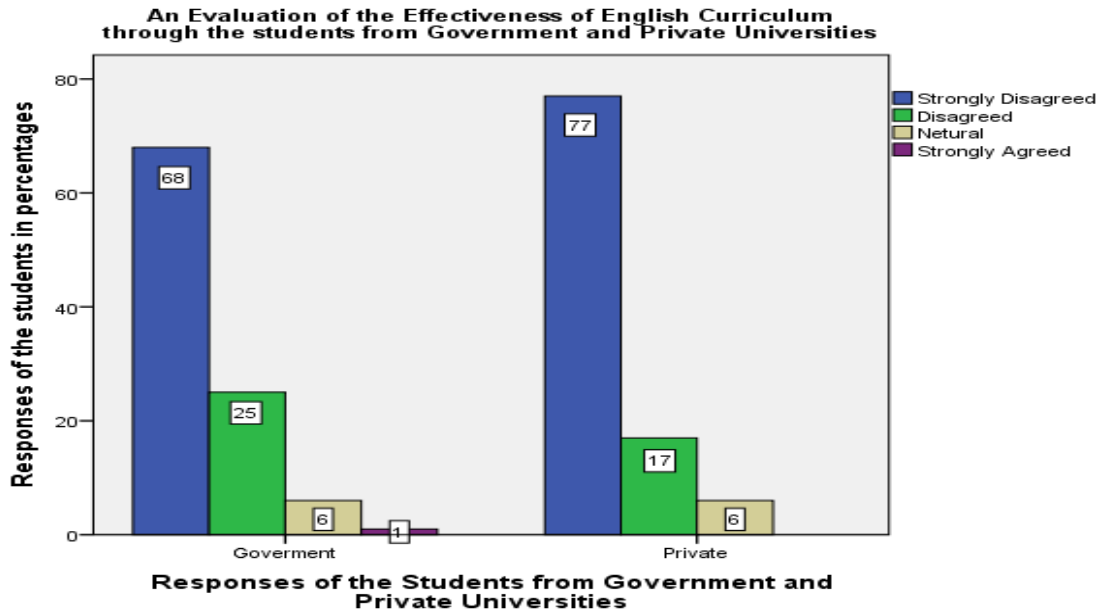


Figure 7: Course Provides Correct Pronunciation.

Table 7 shows that 68 students from Government and 77 from private universities are strongly disagreed with it that the course provide them the correct pronunciation and 25 from government and 17 from private universities are just disagreed whereas 6 from government and 6 from private universities stands neutral on the statement, only 1 student from government and no one from private universities are agreed and 1 from government and no one from private universities are strongly agreed on the given question. The overall majority of the students from government and private universities are not agreed with the given statement which indicates that the course provides students correct pronunciation. Figure 7 highlights the responses of the students from government universities and response of the students from private universities which comparatively expose that the majority of the students from government and private universities are not agreed on the point of view that the course is providing the correct pronunciation skill.

Speaking skill provides you with maximum practice to make you a fluent speaker.

Count	Speaking skill provides you with maximum practice to make you a fluent speaker.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government University.	77	19	4	0	0	100
Private	71	23	3	1	2	100
Total	148	42	7	1	2	200

Table 8: Maximum Practice of Speaking Skill.

Figure 8 is further given in detail for convenience as below.

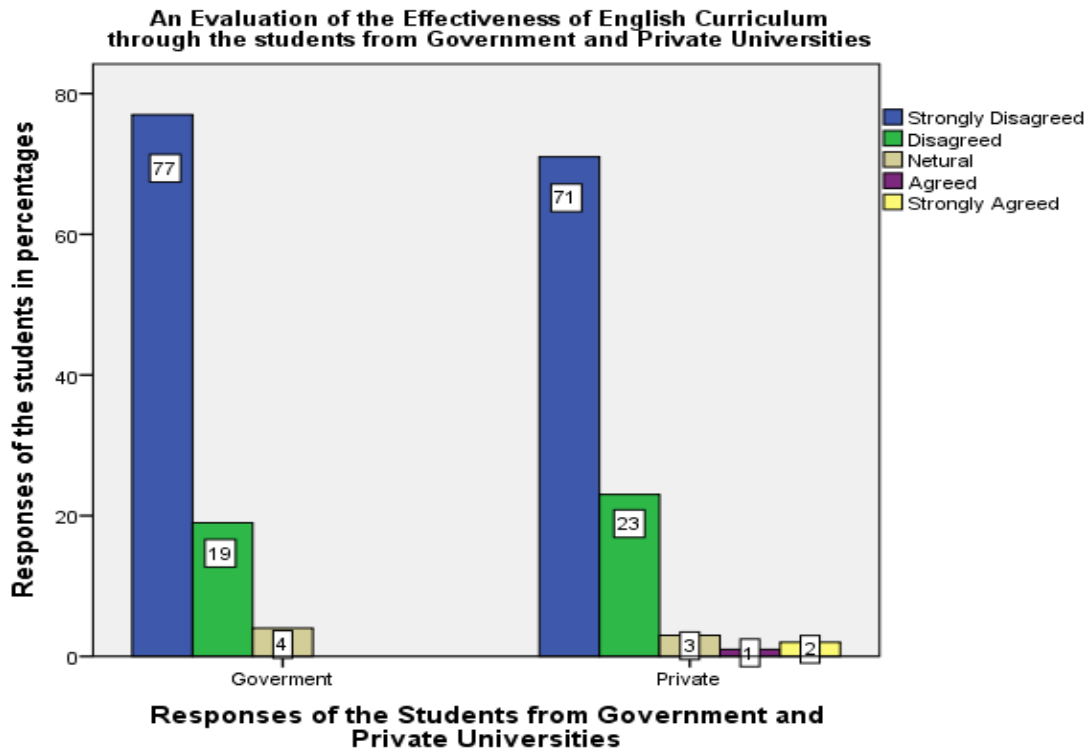


Figure 8: Maximum Practice of Speaking Skill.

Table 8 illustrates that 77 students from Government and 71 from private universities are strongly disagreed with it that the course provides maximum practice of the speaking skill to make them a fluent speaker and 19 from government and 23 from private universities are just disagreed whereas 4 from government and 3 from private universities stands neutral on the statement, no one from government and 1 student from private universities are agreed and no one from government and 2 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities are not agreed with the given statement which indicates that the course provides students maximum practice of speaking skill to make them fluent speaker. Figure 8 describes the responses of the students from government universities and the

response of the students from private universities which comparatively highlight that the majority of the students of both institutions are not agreed on the point of view that the course is providing them with the maximum practice of speaking skill to make them fluent speaker.

The course is sufficient to enhance your writing skill.

Count	The course is sufficient to enhance your writing skill.						Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	11	
Government university.	77	19	2	0	1	1	100
Private	78	20	1	1	0	0	100
Total	155	39	3	1	1	1	200

Table 9: Course is Sufficient for Writing Skill.

Figure 9 is further given in detail for convenience as below.

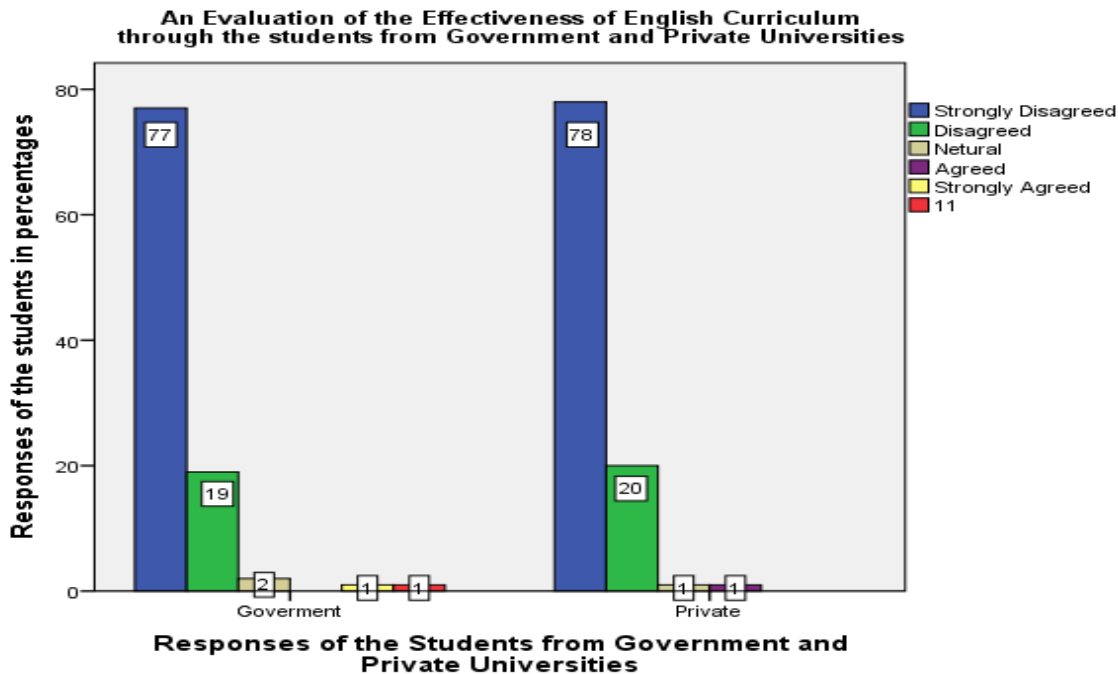


Figure 9: Course is Sufficient for Writing Skill.

Table 9 explains that 77 students from Government and 78 from private universities are strongly disagreed with it that the course is sufficient to enhance their writing skill and 19 from government and 20 from private universities are just disagreed whereas no one from government and 1 from private universities stands neutral on the statement, no one from government and 1 student from private universities are agreed and 1 from government and no one from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities are not agreed with the given statement which indicates that the course is sufficient to enhance their writing skill. Figure 9 describes the responses of the students from government universities and response of the students from private universities which comparatively illustrate that the majority of the students of both institutions are not agreed on the point of view that the course is enough to enhance their writing skill.

Writing skill is taught by keeping in view the professional needs.

Count	Writing skill is taught by keeping in view the professional needs.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	74	22	1	2	1	100
Private	81	13	4	2	0	100
Total	155	35	5	4	1	200

Table 10: Writing Skills for Professional Needs.

Figure 10 is further given in detail for convenience as below.

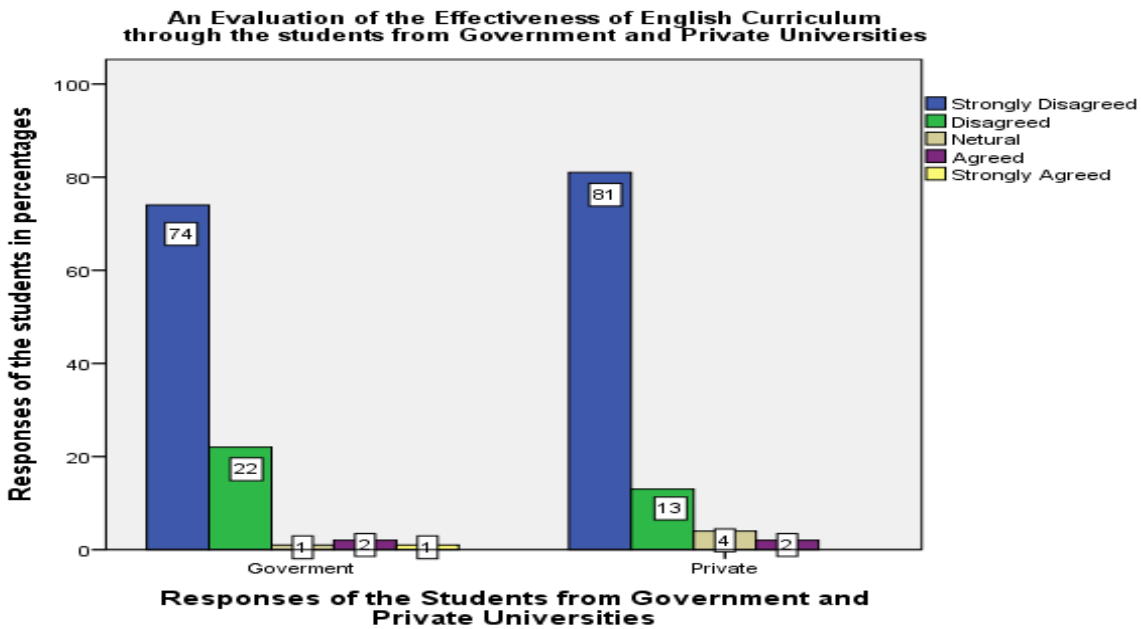


Figure 10: Writing Skill for professional Needs.

Table 10 labels that 74 students from Government and 81 from private universities are strongly disagreed with it that writing skill is not being taught by keeping in view the professional needs of the students and 22 from government and 13 from private universities are just disagreed whereas 1 from government and 4 from private universities stands neutral on the statement, 2 from government and 2 students from private universities are agreed and 1 from government and no one from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities are not agreed with the given statement which indicates that writing skill is taught by keeping in view the professional need of the students. Figure 10 comparatively defines the responses of the students from government universities and response of the students from private universities highlight that majority of the students of both institutions are not agreed on the point of view that the writing skill in the course is being taught by keeping in view the professional needs of the students.

The course provides you only the general detail of the writing skill.

Count	The course provides you with only the general detail of the writing skill.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	4	1	3	13	79	100
Private	4	4	5	19	68	100
Total	8	5	8	32	147	200

Table 11: General Detail of Writing Skill.

Figure 11 is further given in detail for convenience as below.

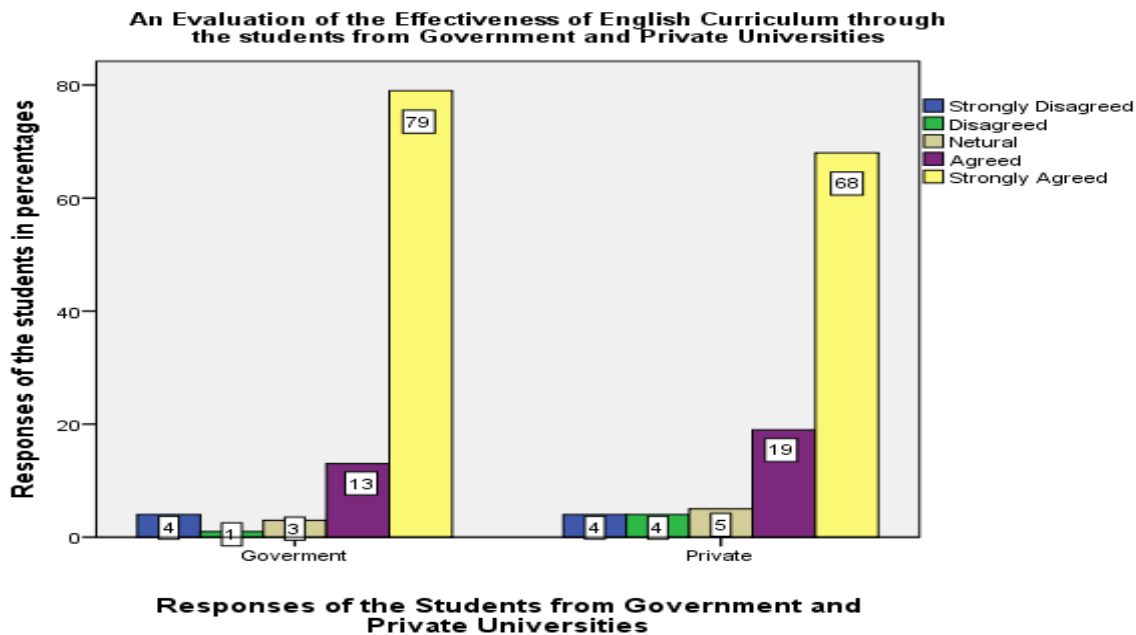


Figure 11: General Detail of Writing Skill.

Table 11 states that 4 students from Government and 4 from private universities are strongly disagreed with it that the course provides the students only the general detail of the writing skill and 1 from government and 4 from private universities are just disagreed whereas 3 from government and 5 from private universities stands neutral on the statement, 13 from government and 19 students from private universities are agreed and 79 from government and 86 from private universities are strongly agreed on the given statement that the course only the general detail of the writing skill. The overall majority of the students from government and private universities are agreed with the given statement which indicates that the course is providing the students only the general detail of the writing skill. Figure 11 displays the responses of the students from government universities and the response of the students from private universities which comparatively highlight that the course is only providing the general detail of the writing skill to the students.

Writing skill provides you with maximum practice to make you good at it.

Count	Writing skill provides you with maximum practice to make you good at it.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university	76	22	1	0	1	100
Private	65	27	6	1	1	100
Total	141	49	7	1	2	200

Table 12: Maximum Practice of Writing Skill.

Figure 12 is further given in detail for convenience as below.

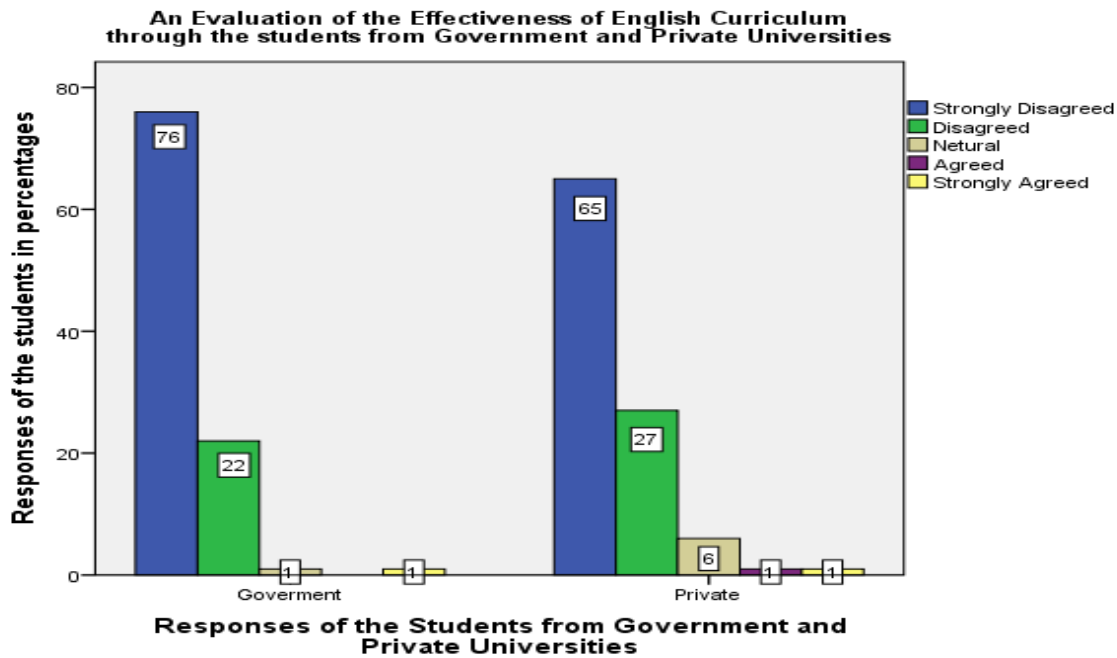


Figure 12: Maximum Practice of Writing Skill.

Table 12 marks that 76 students from Government and 65 from private universities are strongly disagreed with it that the writing skill in course provides the students maximum practice to make them good at it and 22 from government and 27 from private universities are just disagreed whereas 1 from government and 6 from private universities stands neutral on the statement, no one from government and 1 student from private universities are agreed and 1 from government and 1 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities are agreed with the given statement which indicates that the writing skill provides them with maximum practice to make them good at it. Figure 12 describes the responses of the students from government universities and responses of the students from private universities which comparatively displays that the writing skill in the course does not provide students maximum practice to make them good at it.

The course enhances your listening skill.

Count	The course enhances your listening skill.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	77	21	1	1	1	100
Private	75	24	1	0	1	100
Total	152	45	2	1	2	200

Table 13: Course Enhance Listening Skill.

Figure 13 is further given in detail for convenience as below.

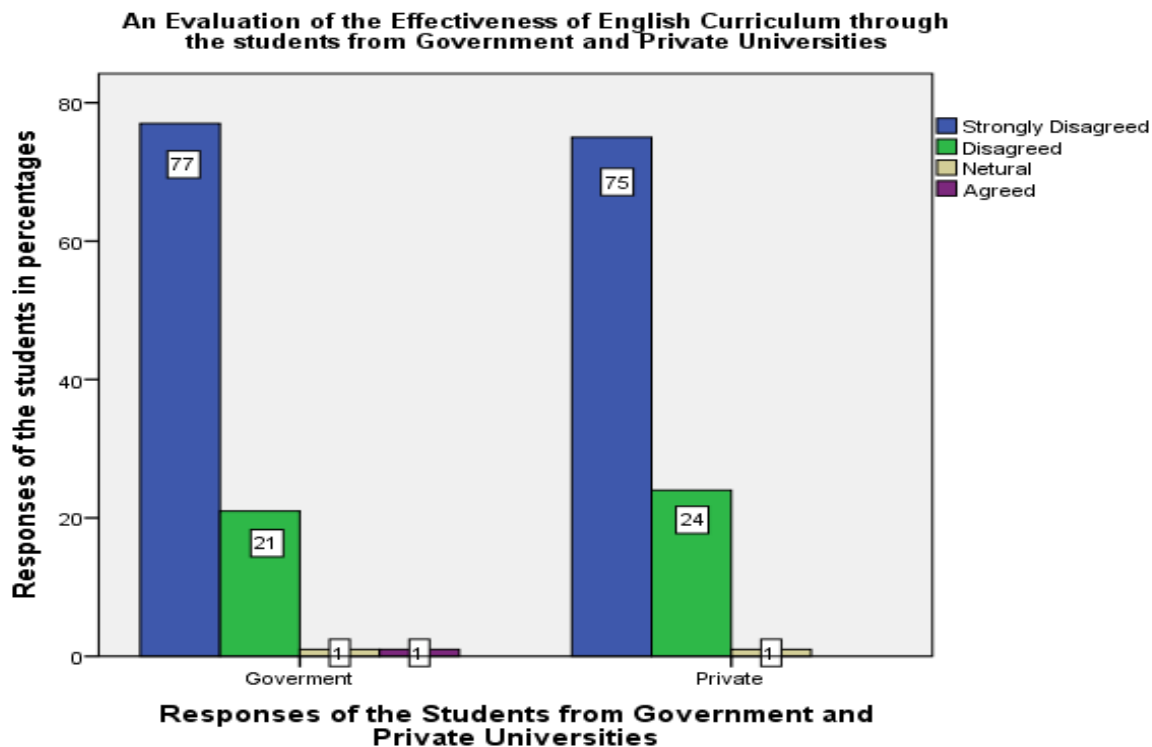


Figure 13: Course Enhance Listening Skill.

Table 13 describes that 77 students from Government and 75 from private universities are strongly disagreed with it that the course enhances the listening skill of the students and 21 from government and 24 from private universities are just disagreed whereas 1 from government and 1 from private universities stands neutral on the statement, 1 student from government and students no one from private universities are agreed and 1 from government and 1 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities are disagreed with the given statement which indicates that the course enhances the listening skill of the students. Figure 13 shows the responses of the students from government universities and responses of the students from private universities which comparatively highlight that the course does not enhance the listening skill of the students.

Listening skill is taught by keeping in view the professional needs.

Count	Listening skill is taught by keeping in view the professional needs.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	80	16	2	1	1	100
Private.	72	24	3	1	0	100
Total.	152	40	5	2	1	200

Table 14: Listening Skill for Professional Needs

Figure 14 is further given in detail for convenience as below.

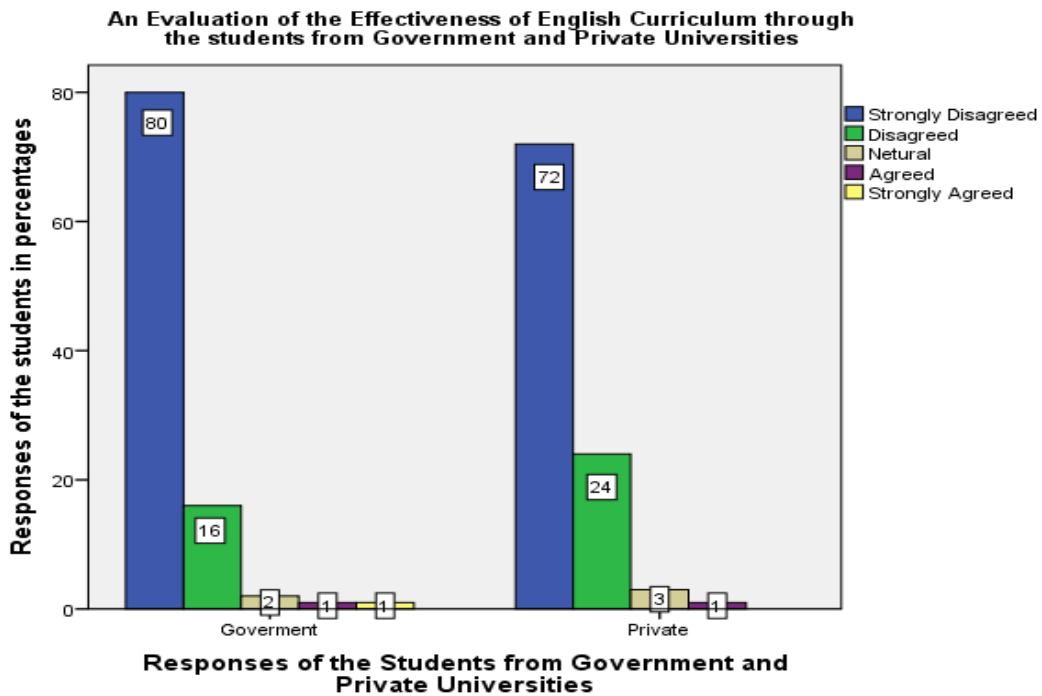


Figure 14: Listening Skill for Professional Needs.

Table 14 says that 80 students from Government and 72 from private universities are strongly disagreed with it that listening skill is taught by keeping in view the professional needs of the students and 16 from government and 24 from private universities are just disagreed whereas 2 from government and 3 from private universities stands neutral on the statement, 1 student from government and students 1 from private universities are agreed and 1 from government and no one from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities are disagreed with the given statement which indicates that listening skill is taught by keeping in view the professional need so the student. Figure 14 gives the responses of the students from government universities and responses of the students from private universities which comparatively mention highlight that the listening skill in the course is not being taught by keeping in view the general needs of the students.

The course provides you with how to pick-up the specific information.

Count	The course provides you with how to pick-up the specific information.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	82	14	0	4	0	100
Private	69	20	1	8	2	100
Total	151	34	1	12	2	200

Table 15: listening Skill to Pick-up Specific Information.

Figure 15 is further given in detail for convenience as below.

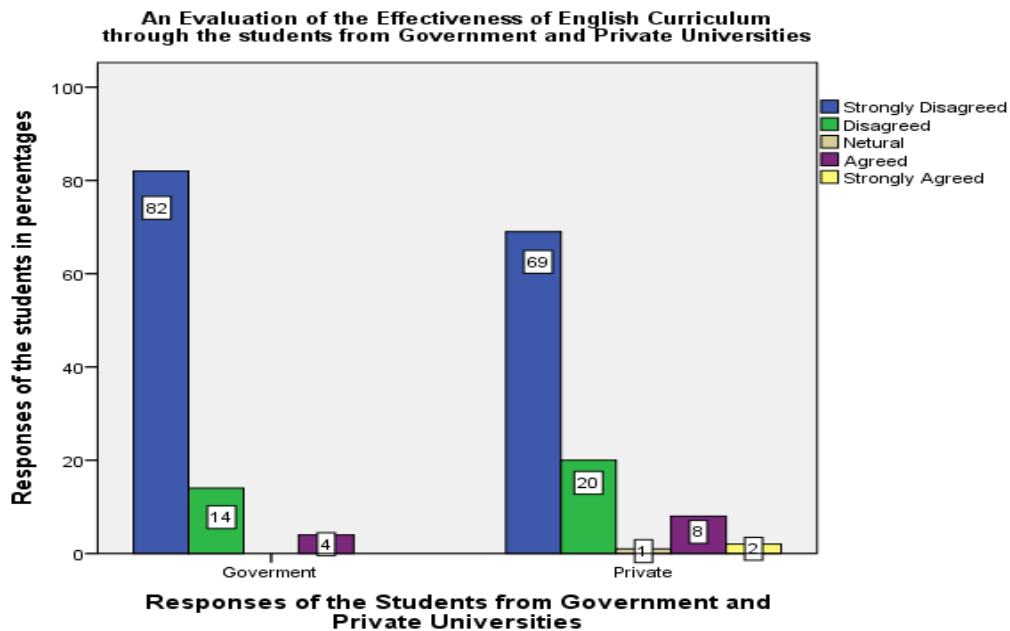


Figure 15: listening Skill to Pick-up Specific Information.

Table 15 explains that 82 students from Government and 69 from private universities are strongly disagreed with it that the course provides the students how to pick-up the specific information and 14 from government and 20 from private universities are just disagreed whereas no one from government and 1 from private universities stands neutral on the statement, 4 student from government and students 8 from private universities are agreed and no one from government and 2 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities are disagreed with the given statement which indicates that the course provides the students how to pick up specific information. Figure 15 tells the responses of the students from government universities and responses of the students from private universities which comparatively highlight that the course does not provide the students how to grasp the particular information from the speech of the speaker.

Listening skill provides you with maximum practice to make you a good listener.

Count	Listening skill provides you with maximum practice to make you a good listener.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	76	17	4	3	0	100
Private	69	26	3	1	1	100
Total	145	43	7	4	1	200

Table 16: Practice to be a Good Listener.

Figure 16 is further given in detail for convenience as below.

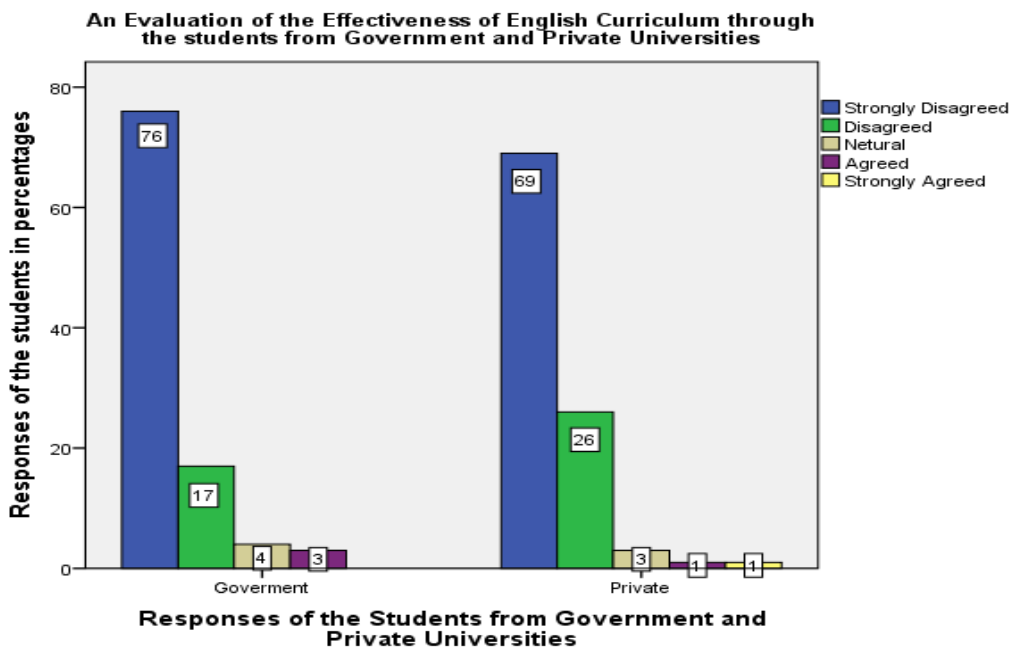


Figure 16: Practice to be a Good Listener.

Table 16 illustrates that 76 students from Government and 69 from private universities are strongly disagreed with it that listening skill provides the students maximum practice to make them a good listener and 17 from government and 26 students from private universities are just disagreed whereas 4 from government and 3 from private universities stands neutral on the statement, 3 students from government and students 1 from private universities are agreed and no one from government and 1 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate that the listening skill in the course does not provide them with maximum practice to make them good listener. Figure 16 responds to the students from government universities and responses of the students from private universities which comparatively expose that the listening skill in the course does not provide the students maximum practice to make them a good listener.

The course enhances your reading skill.

Count	The course enhances your reading skill.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	75	18	7	0	0	100
Private	67	25	2	3	3	100
Total	142	43	9	3	3	200

Table 17: Course Enhances Reading Skill

Figure 17 is further given in detail for convenience as below.

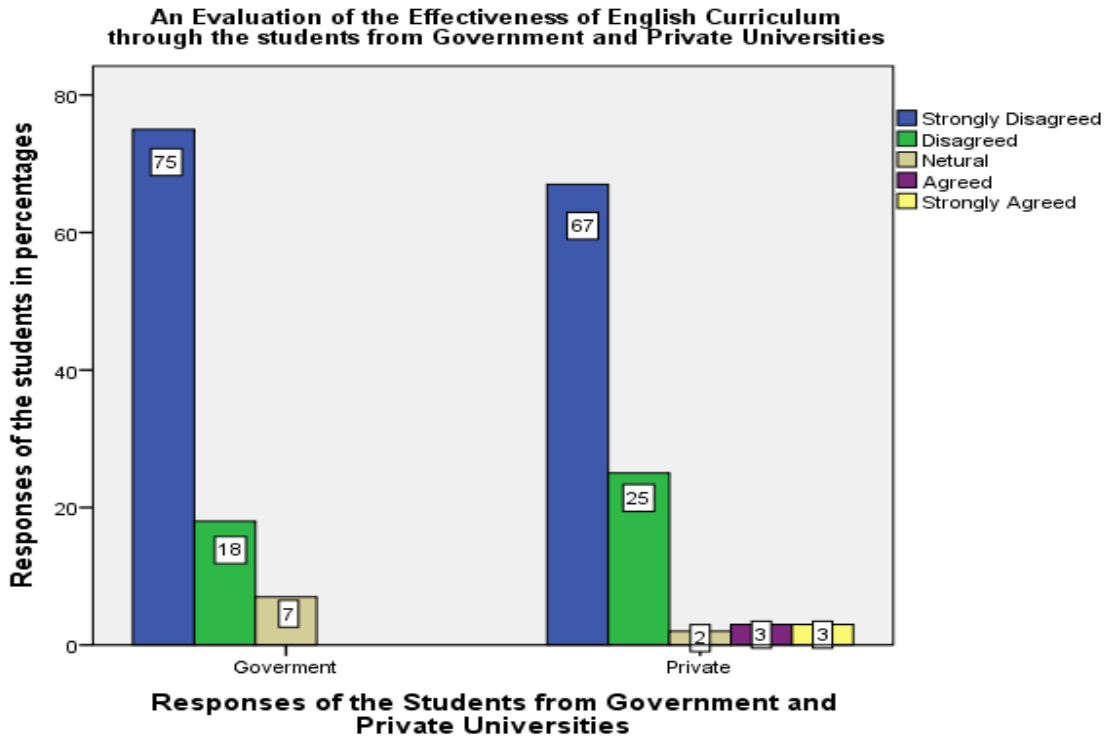


Figure 17: Course enhances Reading Skill.

Table 17 defines that 75 students from Government and 67 from private universities are strongly disagreed with it that the course enhance the reading skill of the students and 18 students from government and 25 from private universities are just disagreed whereas 7 from government and 2 from private universities stands neutral on the statement, no one student from government and students 3 from private universities are agreed and no one from government and 3 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate that the course does not enhance their reading skill. Figure 16 offers the responses of the students from government universities and responses of the students from private universities which comparatively display that the course does not enhance the reading skill of the students.

Table 18: Reading Material for Professional needs

Reading material is taught by keeping in view the professional needs.

Count	Reading material is taught by keeping in view the professional needs.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	72	15	12	1	0	100
Private	73	14	10	2	1	100
Total	145	29	22	3	1	200

Figure 18 is further given in detail for convenience as below.

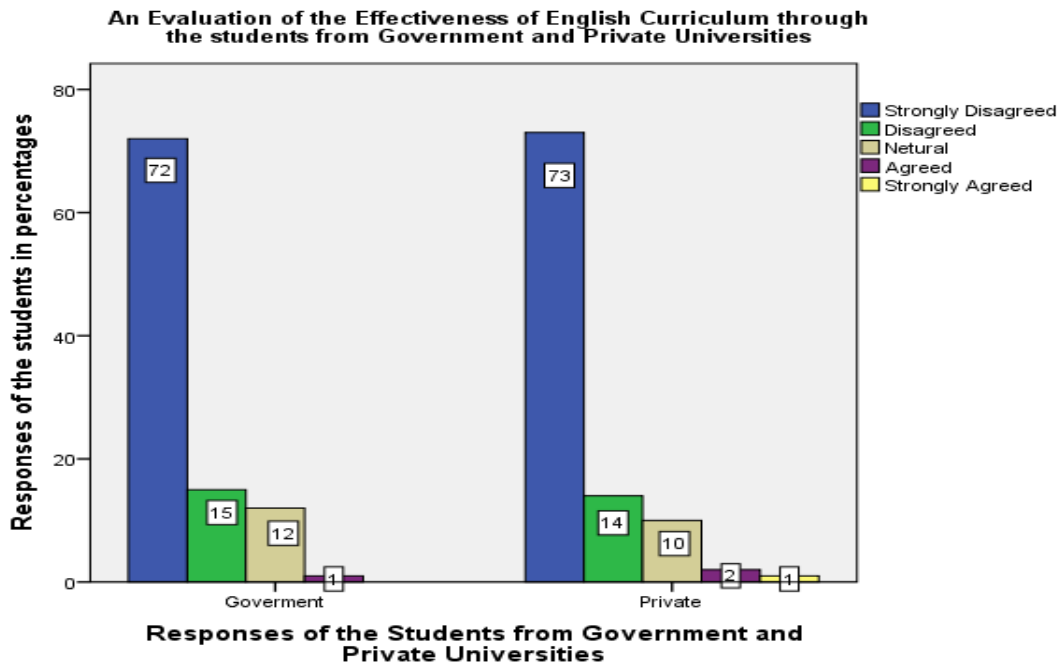


Figure 18: Reading Material for Professional needs

Table 18 explains that 72 students from Government and 73 from private universities are strongly disagreed with it that the reading material is taught by keeping in view the professional needs of the students and 15 students from government and 14 students from private universities are just disagreed whereas students 12 from government and 10 from private universities stand neutral on the statement, 1 student from government and students 2 students from private universities are agreed and no one from government and 1 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate through their responses that reading material is not taught by keeping in view the professional needs. Figure 18 shows the responses of the students from government universities and responses of the students from private universities highlight which comparatively says that the course is not teaching reading material by keeping in view the professional needs of the students.

Reading skill provides you with enough comprehension practice in the classroom.

Count	Reading skill provides you with enough comprehension practice in the classroom.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	75	18	6	0	0	100
Private	74	18	5	2	1	100
Total	149	36	11	2	1	200

Table 19: Reading skill provides Enough Comprehension Practice.

Figure 19 is further given in detail for convenience as below.

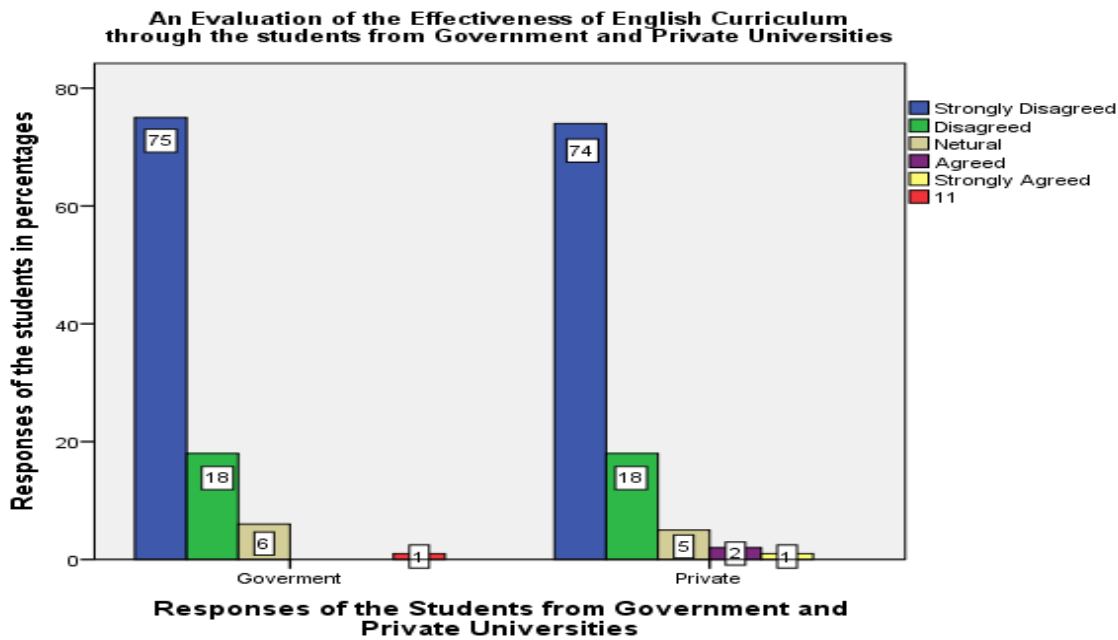


Figure 19: Reading skill provides Enough Comprehension Practice.

Table 19 points out that 75 students from Government and 74 from private universities are strongly disagreed with it that reading skill provides the students with enough comprehension practice in the class and 18 students from government and 18 students from private universities are just disagreed whereas students no one from government and 2 from private universities stands neutral on the statement, no one student from government and students 2 students from private universities are agreed and no one from government and 1 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate through their responses that reading skill does not provide them with enough comprehension practice in the classroom. Figure 19 displays the responses of the students from government universities and responses of the students from private universities which contrastively highlight that the reading skill does not provide the students with enough comprehension practice in the classroom.

The reading techniques motivate you to read English books.

Count	The reading techniques motivate you to read English books.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	72	20	4	2	2	100
Private	73	19	4	4	0	100
Total	145	39	8	6	2	200

Table 20: Reading Techniques for Reading Motivation

Figure 20 is further given in detail for convenience as below.

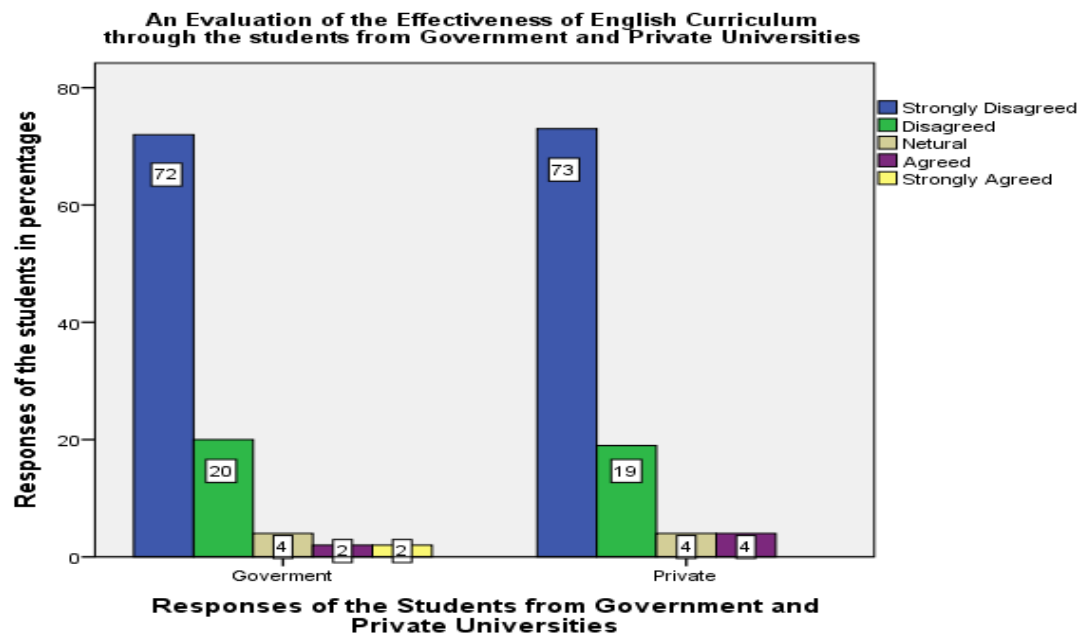


Figure 20: Reading Techniques for Reading Motivation.

Table 20 indicates that 72 students from Government and 73 from private universities are strongly disagreed with it that The reading techniques motivate you to read English Books and 20 students from government and 19 students from private universities are just disagreed whereas students 4 from government and 4 from private universities stand neutral on the statement, 2 student from government and students 2 students from private universities are agreed and 2 from government and no one from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate through their responses that the reading techniques do not motivate them to read English books. Figure 20 comparatively the responses of the students from government universities and responses of the students from private universities highlight that the reading techniques does not motivate them to read English books.

The course also includes technical English.

Count	The course also includes technical English.					Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	
Government university.	1	2	2	21	74	100
Private	3	1	3	10	83	100
Total	4	3	5	31	157	200

Table 21: Technical English in the Course.

Figure 21 is further given in detail for convenience as below.

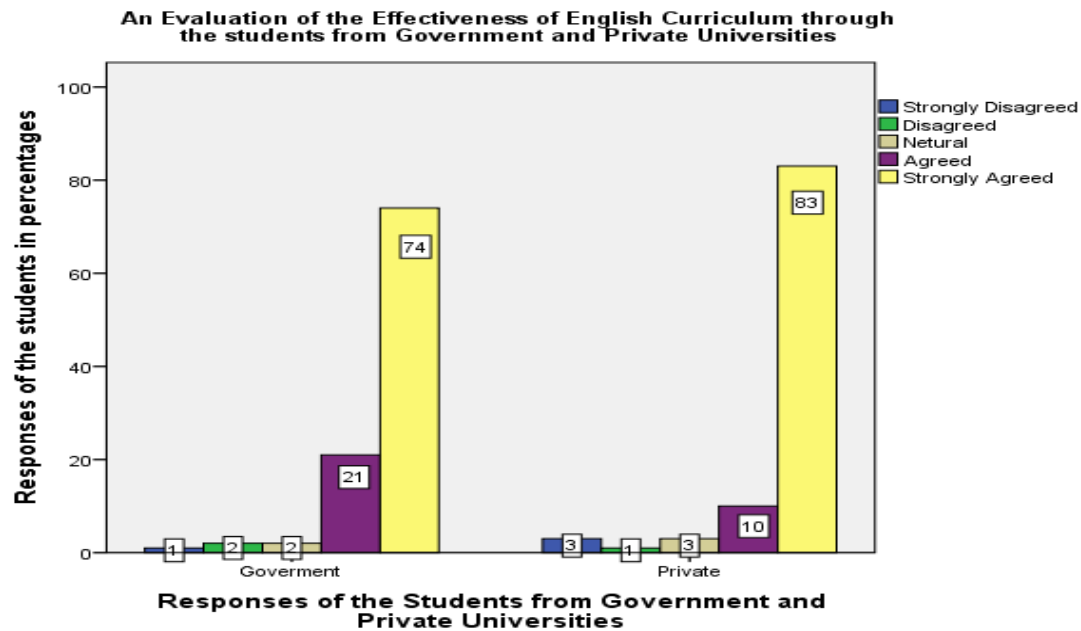


Figure 21: Technical English in the Course.

Table 21 indicates that 1 student from Government and 3 from private universities are strongly disagreed with it that The course also includes the technical English and 2 students from government and 1 student from private universities are just disagreed whereas students 2 from government and 3 from private universities stand neutral on the statement, 21 student from government and students 10 students from private universities are agreed and 74 from government and 83 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate through their responses that the course includes technical English. Figure 21 exposes the responses of the students from government universities and responses of the students from private universities which comparatively display that the course includes technical English.

Technical English is taught according to a degree program in which you are studying.

Count	Technical English is taught according to a degree program in which you are studying.				Total
	Strongly Disagreed	Disagreed	Neutral	Strongly Agreed	
Government university.	81	16	3	0	100
Private	69	23	5	3	100
Total	150	39	8	3	200

Table 22: Technical English According to Degree Program.

Figure 22 is further given in detail for convenience as below.

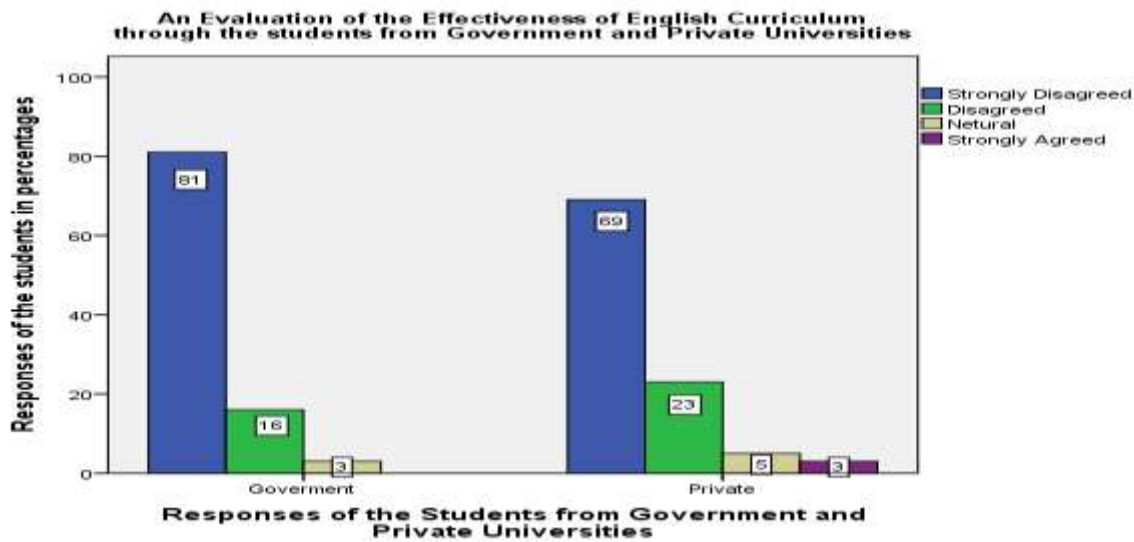


Figure 22: Technical English According to Degree Program.

Table 22 illustrates that 81 students from Government and 69 from private universities are strongly disagreed with it that The technical English is taught according to a degree program in which students are studying and 16 students from government and 23 students from private universities are just disagreed whereas students 3 from government and 5 from private universities stand neutral on the

statement, 2 students from government and students 1 student from private universities are agreed and no one from government and 3 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate through their responses that the technical English is not being taught according to the degree program in which they are studying. Figure 22 the responses of the students from government universities and responses of the students from private universities which comparatively highlight that the technical English is not being taught according to a degree program in which they are studying.

Technical English is taught by keeping in view your professional needs.

Count	Technical English is taught by keeping in view your professional needs.						Total
	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	11	
Government university.	62	31	5	1	0	1	100
Private	77	17	3	2	1	0	100
Total	139	48	8	3	1	1	200

Table 23: Technical English for Professional Needs

Figure 23 is further given in detail for convenience as below.

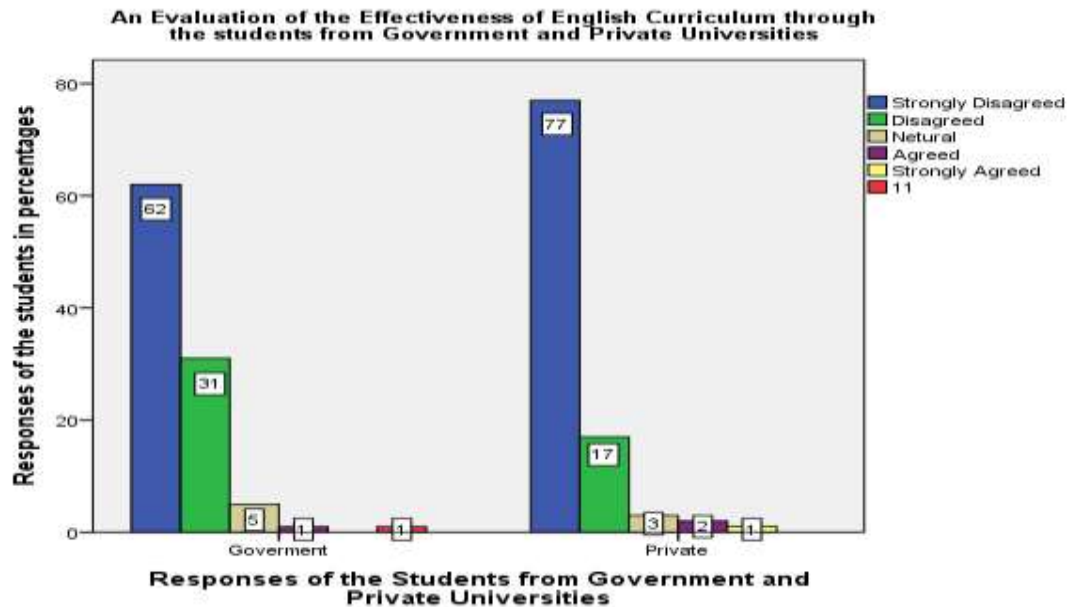


Figure 23: Technical English for Professional Needs.

Table 23 tells that 62 students from Government and 77 from private universities are strongly disagreed with it that technical English is taught by keeping in view the professional needs of the students and 31 students from government and 17 students from private universities are just disagreed whereas students 5 from government and 3 from private universities stand neutral on the statement, 1 student from government and students 2 students from private universities are agreed and no one from government and 1 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate through their responses that technical English is not being taught by keeping in view the general needs of the students. Figure 22 defines the responses of the students from government universities and responses of the students from private universities which contrastively mention that the technical English is not being taught by keeping in view the general needs of the students.

Technical English is sufficient to fulfill your professional needs.

Count		Technical English is sufficient to fulfill your professional needs.				Total
		Strongly Disagreed	Disagreed	Neutral	Agreed	
Government university.	73	19	8	0	1	100
Private	74	18	6	2	1	100
Total	147	37	14	2	2	200

Table 24: Technical English is sufficient for Professional Needs

Figure 24 is further given in detail for convenience as below.

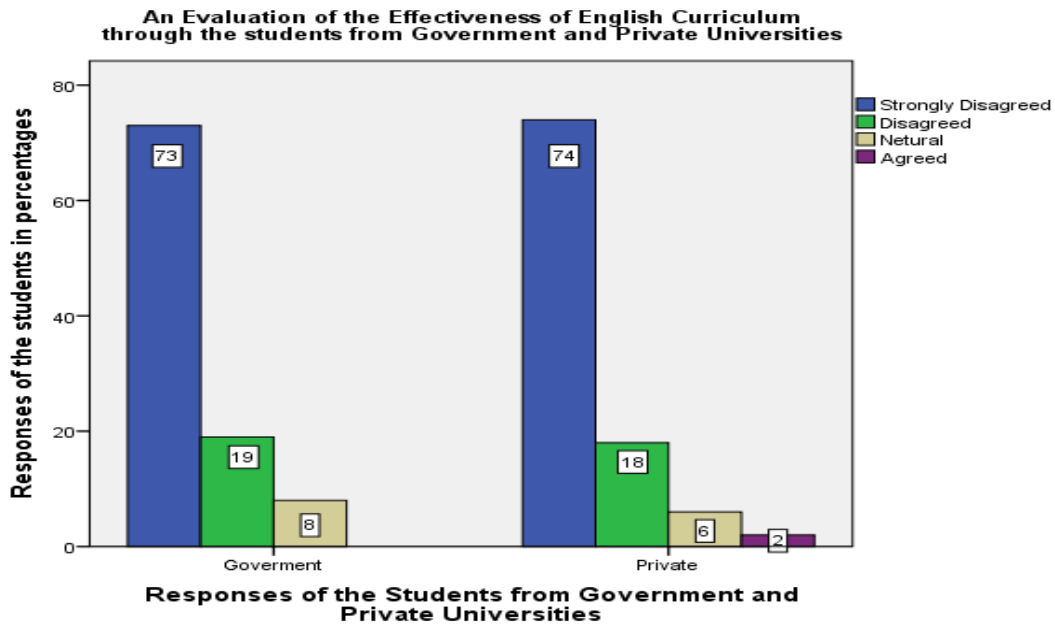


Figure 24: Technical English is sufficient for Professional Needs.

Table 24 points out that 73 students from Government and 74 from private universities are strongly disagreed with it that technical English is sufficient to fulfill the professional needs of the students and 19 students from government and 18 students from private universities are just disagreed whereas students 8 from government and 6 from private universities stand neutral on the statement, no one student from government and students 2 students from private universities are agreed and 1 from government and 1 from private universities are strongly agreed on the given statement. The overall majority of the students from government and private universities indicate through their responses that the technical English is not a sufficient source to fulfill the professional needs of the Students. Figure 24 shows the responses of the students from government universities and responses of the students from private universities which comparatively highlight that the technical English is not sufficient to fulfill the professional needs of the students.

CONCLUSIONS.

The study has successfully obtained the objectives and shown that the hypotheses which were formed are empirically true. The study has finalized the results with the following conclusion.

The content of current English language courses which are based on HEC approved curriculums is not up to the mark. Because the courses which involve all English language skills, listening, reading, speaking and writing, even technical English which is taught as service course does not fulfill the need of the time. This highlights that the curriculums need to be reviewed. The study has pointed out that although, each skill faces ignorance at various levels but particularly "listening and reading" require more attention to make them better. To be weak in these receptive skills does not give a margin to the learners of having good productive skills.

The results have shown that both sector either government or private equally are facing problems to make their students efficient with the existing curricula of English. Moreover, responses of the students show that the current courses do not facilitate the learners for the upcoming challenges of

the industry. The results have enlightened that both sectors are showing the negligence in selecting, offering and implementing the curriculums. Moreover, the study concludes that the current curriculums stands nowhere.

The study has revealed that the English language courses are not according to the needs of the students. The responses of students are contributing in this way that current curriculums of the courses are not assisting to have such content which could help align the curriculums with industrial needs to bridge the emerging gaps between industrial needs and university curriculums.

Recommendations.

On the basis of the study, the following recommendations are made:

- ✚ On immediate bases, the curriculums should be revised.
- ✚ Students, teachers and professionals should be consulted for attaining need, wants and lacks of the time to compile the content of English courses.
- ✚ Professionals' needs of the students should be considered while developing the content of technical English courses.
- ✚ Limited interpretations of the curriculums should be provided to the teachers and training should be conducted so that they may decide the dimensions of the courses.
- ✚ More specifically the curriculums must have such activities for improving receptive skills.
- ✚ The alumni of institutions should be invited off and on to make the curriculums more relevant to the time.
- ✚ Teaching techniques should be beyond the general details of the skills and should be taught to the students in a more practical form.
- ✚ HEC or Universities should organize orientation programme pertaining to learning styles, teaching methodologies and Educational Psychology regarding the teaching of English Language courses.

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