

Evaluation of English Language Curriculum: A Case Study of Public Sector Degree Colleges Affiliated with Karachi University

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Abstract

Introduction: The subcontinent of Indo-Pak, rule by British, has a rich history of language development. Despite linguistic diversity post-independence, English has emerged as a globally significant language. Pakistan, since its inception, has been multilingual with Urdu as the national language. English, now co-official in Pakistan, plays a crucial role in governance and communication.

Methodology: The present study used qualitative thematic research design. Thematic analysis of data collected from students and teachers at public sector colleges affiliated with the University of Karachi forms the core of the research. Themes include undergraduate assessment experiences, challenges faced by graduates in the job market, the role of teachers in English language delivery, and insights from professionals involved in curriculum design.

Results: *The study reveals critical challenges in English language education. Undergraduates face difficulties in understanding literature, leading to a gap in communication skills. The current syllabus lacks clarity on objectives, hindering skill development. Teachers often use traditional methods, impacting students' ability to comprehend and communicate effectively. Professionals emphasize the necessity of communication skills in the job market, highlighting the mismatch between education and industry requirements.*

Future Direction/Implications: *The findings underscore the urgency for reform in English language education. Recommendations include revising the syllabus to align with contemporary communication needs, implementing professional development courses for teachers, and incorporating practical, activity-based learning methods.*

Keywords: *Language Development, English Language Education, Curriculum Reform, Communication Skills, Professional Development,*

Introduction

United Kingdom of Great Britain ruled Sub-continent till mid of 1900. The Indian subcontinent has a rich history of the language development process (Avari, 2007). Even after freedom, all countries' profiles have appeared multilingual, with English as a second important language in most regions of Asia. English is globally considered the most spoken language and stands in third position (Rao, 2019b). Now it is recognized as the World language (R. W. Bailey et al., 1986). Pakistan has been multilingual since its birth. The linguistic profile in Pakistan was based on four provinces with one national language, Urdu (Shamim, 2008). It has been ruling the elite class initially as a sign of pride. And now, the English language is considered a vehicle to move countries towards economic achievement, scientific and technological development, and modernization; in short, we can say this can change one life and ultimately progress the countries. During the global pandemic (Covid-19), the English language has become a challenge for non-native speakers of all ages (Mahyooob, 2020). It has potentially increased the importance of the English language.

The English language prominently enjoys the dominant role as a government language at the verbal and documentation level. Pakistan officially

communicates in the English language at local and international levels. Now it has been used as the co-official language in Pakistan (Akram & Mahmood, 2007). As discussed previously, the importance of the language since its birth ultimately influences society. Rahman discussed how Pakistan was under the influence of the 'British generation' from the start, and now the next generation prevents the language's dominance. He also discussed the present-day facts that the youth think the English language is a growth factor in the job industry and demand never before. Kassim & Ali (2010) study has focused on the importance of the English language in the workplace. It has increased the self-motivation to learn (Islam et al., 2013).

A country like China has no colonial history like many other nations and realized English as an International Language to communicate with the people who belong to any country in 2001. This importance of English to learn is due to the upcoming national event going to be held in 2008. Visitors from all over the world are expected to join that mega sports event. In 2001, Beijing Olympics had announced to be held in 2008 (Kaplanidou, 2012; Welch & Welch, 2008). Welcome visitors to China; the Government has announced that English is not only for the students but for the whole nation to learn. People of all ages and occupations are advised to learn English as a foreign language EFL. (Fong, 2009; Zhang, 2011). For whatever reason, the English language has played a dominant and essential tool in all nations interacting globally, even in those countries where English is a national language like Australia (Ingram, 2004). They have focused on maintaining a supply of well-trained language-proficient teachers, and the assessment system must match the course's objectives. (Ingram, 2004; Kwon, 2000). Turkey has geographical importance due to its boundaries in two continents, Asia and Europe. The English language in Turkey is considered a Foreign Language EFL and is treated as a mandatory subject at all levels of the education system (Kirkgoz, 2007). Other languages like German and French are elective or optional in some educational institutes. All levels of the Turkish education system have changed the English language teaching policy due to socioeconomic factors, political influences, and globalization (Kirkgoz, 2005, 2007).

Literature Review

Different socio-economic classes focused on the English language. But this will be progressive when professional or skilled trainers overlook this field, as Shamim (2011) discussed the English language in Pakistan in light of global market demand. She further claims that most teachers' socio-economic profile has no formal English language training or qualification. She discussed that 50 % of the teachers and students think their current courses can meet the future demand. Unfortunately, this misconception reflects the formers' limited experience and assessment practices. Some issues highlighted by researchers (Choi & Lee, 2008; T. Rahman, 2017; Shamim, 2011) about challenges faced in Pakistan are the quality of the English language, the gap between local and global needs, and language discrimination in Pakistan.

It has been claimed by Rahman (2004) that English has been taught well in private institutes but poorly in other education sectors. On the other hand, Shahab (2013) has compared three educational streams in Pakistan, public- sector and religious (madrasa) and privately funded. The study has focused on self-initiating learning activities to increase English proficiency. It has been found that the private sector provided more encouragement to teachers and students than the other two streams. Farhana Yasmin & Ahmad (2018) mention the obstacles or issues English language teachers face in the Pakistani context (Ahmad et al., 2023). This case study has done on pre-university students. The problems are no clear-cut linguistic policy in the country, the need for compulsory teacher's training, and the lack of linguistic teaching material; the syllabus should be revised periodically. The improvement steps should be taken from the school level. One of the issues highlighted is the varieties of the English language (Matsuda, 2003).

In another case study, Ahmad and Rao (2013) compared two approaches to English language teaching, Grammar Translation Method, and Communicative Language CLT teaching. The first is the standard method usually followed in most education systems. The authors consider the second one the most demanding according to global requirements. Unfortunately, the implementation of the latter is complex in the recent education infrastructure due to the examination system, syllabus, no A/V equipment, and large class size. They further emphasize adding CLT in the syllabus to attain the global language goals and consider it new era demand for non-native speaking countries. The influence of technology after the

1900s., like the internet and mobile, has made the world on a single screen with all fundamental aspects of life like education, business, health, technology, etc. The rising number of internet users makes this economic importance (Gneiser et al., 2012). This language used in business, health sciences, etc., domains the criteria or eligibility in the job market. As globalization has importantly focused on the business community, multinational is spreading their business worldwide in under-developed countries. Blake (2019) surveyed employees who speak English as a secondary language at work or home after getting higher education in their country. The people who speak English very well have full-time employment compared to the former (Oad, Khan & Khoso, 2020).

Nowadays, there is much diversity witnessed in classrooms. Different students come with different backgrounds, and sometimes, a few teaching strategies with some students do not produce the desired outcome with other students. Therefore, teachers need guidance regarding what methods they should pursue to serve the students in the best possible manner. The curriculum supports the teachers in learning new instructional strategies to make the learning process more productive. It can facilitate transformations in teaching practices considering classroom diversity (Krajcik & Delen, 2017). The constant revision of the curriculum assures that it must be as per the current requirements and the changes in the education system. Improving education quality relates to improvements in the teaching and learning processes resulting from the well-designed curriculum and its efficacious implementation (Shaaruddin & Mohamad, 2017). Rehman & Khan, 2011 discussed the importance of education's role in political, economic, and social stability for the progress of the nations. In their studies, they have addressed the problem faced in Pakistan like poverty, insecurity, terrorism, and many more (Ahmad et al., 2023). The role and significance of education is a largely neglected area in Pakistan (Mahmood, Nawaz, & Bakht, 2021). The highlighted issues are a lack of professional teachers, an outdated curriculum, a lack of accountability, political interference, insufficient fund, a poor examination system, a lack of research, and poor implementation of policy are some reasons. They are even affecting the quality of higher education (Hoodbhoy, 2009). Khan & Hussain, discussed Issues in the colleges affiliated with University of Karachi, Pakistan (Zaidi, Khan, & Oad, 2020).

Objectives

1. To analyze the content of the English curriculum at the tertiary level (Graduation).
2. To find out the elements of language learning in the English curriculum at the tertiary level (Graduation).
3. To find out the assessment and evaluation at the tertiary level to cover the language learning skills.
4. To explore the perceptions of language experts on the English curriculum at the tertiary level (Graduation).
5. To find out the limitations and challenges. To find out the weaknesses and strengths.

Research Questions

1. How can we analyze the content of the English Language curriculum at the tertiary level (Graduation)?
2. How can we determine the elements of language learning in the English Curriculum at the tertiary level (Graduation)?
3. How can we assist and evaluate at the tertiary level to cover language learning skills?
4. What are the perceptions of language experts on the English curriculum at the tertiary level (Graduation)?
5. What are the limitations and challenges to improving the English Language?
6. What are the weaknesses and strengths?

Research Methodology

It alludes to the methods or techniques deployed in the specific study. It provides ample or sufficient study details (Sovacool et al., 2018). Research design encompasses significant issues regarding a research project, such as the purpose of the study, how it is executed, evaluation, degree of interference level of the researcher, time frame, etc. (Sekaran & Bougie, 2016). The complexity of research design varies with the nature of the study in examination and its associated hypothesis developed for validation. Some research designs demand the collection of primary or firsthand data, while others insist on accumulating secondary data. However, some plans require both forms of data, i.e., primary & secondary. Considering the different or distinct modes of data collection for diversified designs, the researcher must select the research design cautiously

because it prescribes the study's comprehensive plan or strategy (Leavy, 2017).

Research Approach

Inductive and deductive are the two primitive approaches related to research, but these are distinct from each other based on the evaluation. The deductive one entails the validation of theory, while the inductive one entails the development of a new or unusual theory (Glaser 2016). The deductive approach could be elucidated through the assumption extracted from the previous prevalent idea (Zalaghi & Khazaei, 2016). This approach assists in enhancing the level of knowledge by inferring hypotheses derived from general theories. Validated theories are considered rational, while ideas that become failed to be validated are eradicated (Ormerod, 2009).

Data Collection

The data collected in the qualitative study needs a systematic procedure for generating themes or codes to capture interesting data from the collected data. (Griffie, 2005) Themes provide analytical observation of the researcher's research question (Clarke et al., 2015). The thematic analysis can be used in small to large sets of the sample with even 1-2 participants. (Cedervall & Åberg, 2010). The evolution of thematic analysis is from content analysis, as suggested by Joffe (2012). The primary source of data collection is the students and teachers in public sector colleges affiliated with UoK. The participants answer the elements of the study.

Conceptual Framework

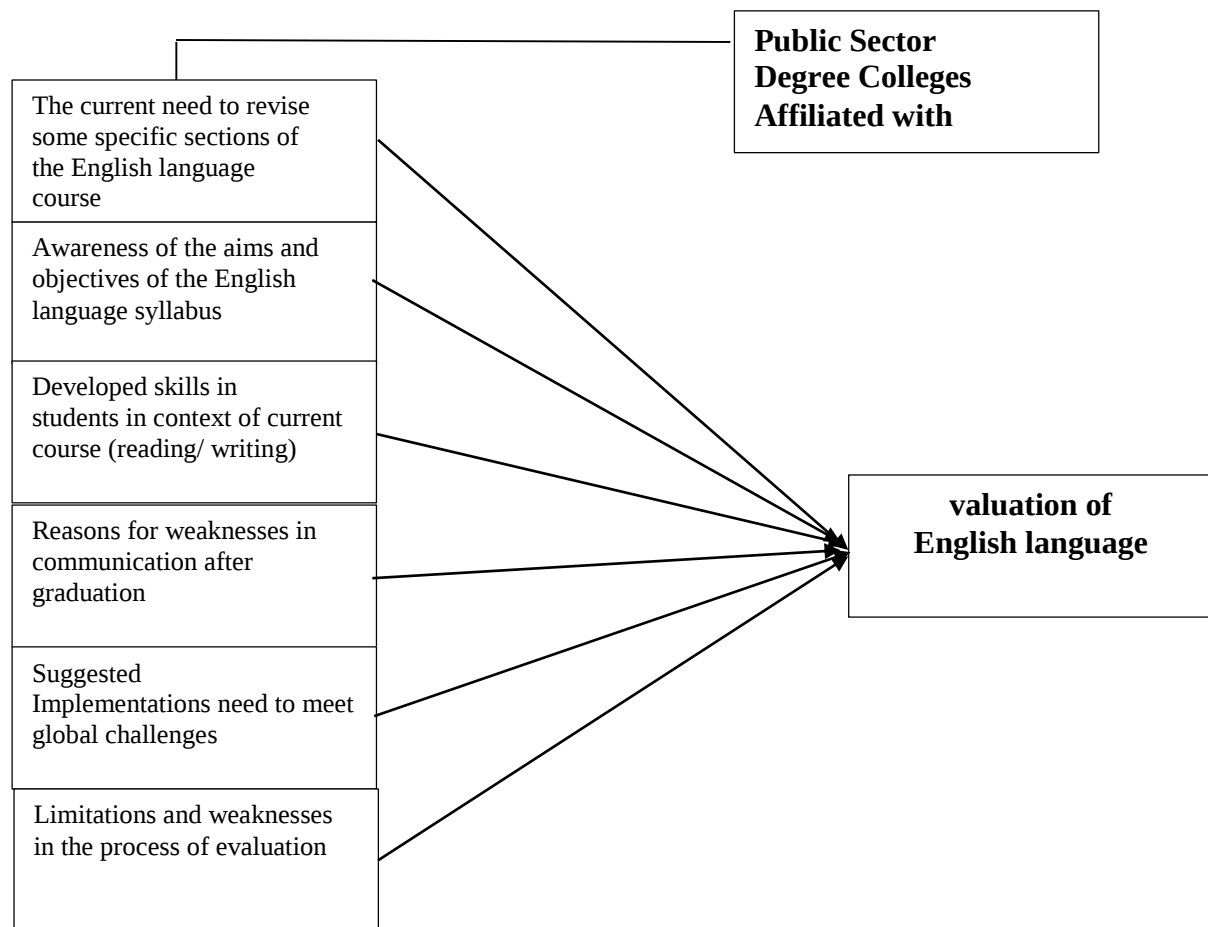


Figure 1.
Research model of Present study

Results

Designing of Themes

The four themes have been selected according to the designed methodology. All of them are intended to answer the research question. Theme one is based on the student's undergraduate and has at least given two assessments of the English language at graduation. The practice goes through evaluations or examinations to help answer questions in the designed interview. The next theme is designed for the student who has passed graduation from the public sector college affiliated with the University of Karachi and working in a multinational or cooperative company. These jobs usually demand good English language practice in reading, writing, and communication. The interview scheduled for those doing jobs in other sectors and facing the problem regarding the English language will help to focus on our studies in evaluating the current syllabus on particular skill development that has become a barrier for current students on the job. The third theme is crucial to answering the highlighted problem. The teachers are responsible for delivering the English language at public sector degree colleges. They are considered to be well-known for the objectives of the current syllabus and have accountability in case of unsuccessful in achieving the desired goals. This theme will answer the problem and the facilities that are the barriers to delivering their best to the students. Further, their suggestion regarding the need for professional courses, evaluation of the current syllabus, the importance of the mode of instruction, and implementation of a new teaching method will help to design future strategies (Suhag et al., 2018).

The fourth theme is based on Professionals and education researchers involved in curriculum evaluation and designing the English Language content at the graduation level. They will help to highlight the current English language practices and global advancements in developed countries. The skills they have focused on their student to communicate internationally for their education, business, and research expansion (Ali et al., 2023).

Role of Current Syllabus in Skill Development and its Lacking in Getting Desired Objectives

The students studying at public sector colleges are part of the current syllabus. These participants were the observer who was in the process of learning skills. The problem faced while learning English as a secondary language and its assessment evaluation process. This theme will highlight the current crisis. They are the observers who are not only involved in learning the English language as a second language but also the generation knows about the

global changes and the competition in the job market. Young learners at the tertiary level are serious about their academics. Pakistan has people with low salary issues, large families, and inflation in necessities. These reasons make most students not pursue further education and start looking for a job after graduation. They should be the students who need this skill the most. Little encouragement and motivation can help them to learn this language with confidence. This study demonstrates how the current syllabus's role in skill development and its non-practical teaching practice is the main reason for not getting desired skills from graduate students. Rizwan expressed his views as being part of this research:

“Language teacher delivered lectures in English, but most students in the class could not understand the accent and typical vocabulary in literature. Further, this problem increases when we don't find reference material for understanding that content. Most students were hesitant to speak English, leading to less understanding of the syllabus, which further became more terrible during the assessment.”

Samreen asserted that:

“Teaching English language literature usually doesn't engage the classroom. Teachers typically focus on reading and explaining the content, and we concentrate on listening. After completing the topic, no one may be able to explain the completed topic in their word. Unfortunately, students were not confident enough to communicate in English in the classroom. Some interactive strategies should be designed by the teachers to engage the student in their lectures.”

The statement from Rizwan reflected that the college teacher's mode of instruction is according to subject requirements. The teachers may be using the typical vocabulary used in typical English literature, and students' background knowledge or learning doesn't support understanding. Dole et al. (1995) have expressed in their studies that if the students have good knowledge of the vocabulary used in literature, they deliver good comprehension with good understanding. The hesitation in saying their knowledge by conversating in English is the main reason for lacking an interpretation of literature. Learning needs some practical or physical participation in students. This involvement develops more understanding, as evident in the primary-level students. Teachers or learners must be aware of the aims and objectives of the syllabus taught during the semester. It has been observed by current practices in education sectors specifically affiliated with the University of Karachi that the student has the syllabus or content list to be covered. Still, they are unaware of the skills or aims that should reflect after completing the studied content. Teachers, who are well aware of the syllabus's

purposes, have seen adopting variable physical or practical approaches to enhance learning and improve involvement in their subject. Nida has expressed her views about unawareness of the aims and objectives of the syllabus under her studying.

“I got the syllabus list at the start of my semester. The list did not reflect the syllabus's aims and objectives; only content with titles was there. During the semester, we faced many difficulties in understanding the literature. The environment of the classroom was not interactive. The lack of participation from the students in the class makes the lectures challenging to understand. The activity-based courses may improve the student's communication and knowledge.”

Another student reflects the same opinion.

“At the start of the new session, we were not entertained by the complete course description. It spread not only unawareness of the topic discussed in the current or next class. At tertiary-level education institutes, there is a lack of lesson planning, which has been observed in secondary education well maintained and followed. Not ever, but some students are habitual in reading the next lesson at their home. Institute should have proper lesson planning on a weekly or daily bases. It will also help us plan our learning for assessments.”

Another student reflected on her opinion concerning the subject's importance”. She asserted:

“I have completed one year in this public college and have been going through two assessments and many pre-assessment examinations in this college. The overall observation is to focus on the Major Science subject, and the teacher, the institutes, and even students focused more on science subjects than compulsory subjects like English.”

The education sector needs to publish its content list with a written understanding of the purpose of every content with the specific aim of developing the desired skill in the learner. It will acknowledge the teachers about the targeted goals of the syllabus. There should be correspondence in the course book and course aim (Rubab, Mustafa, & Nawaz, 2020). The students facilitate with material, range of vocabulary, and attention toward pronunciation, as stated by Shave (2010). Learning a second language gets easy if the teachers and learner both understand the culture in which it used to be spoken. To develop awareness about the language culture, the culture awareness programs like dramatic society

and text-based tasks for developing communication-based learning (Dammacco, 2010). One of the participant reflected on his opinion about communication skills importance during course work Ibrahim stated:

“I have done my secondary education in the international schooling system. We have a dramatic society for typical English and Urdu literature understanding. The students participate and visibly improve their language skills after physically representing their literature. Unfortunately, there is a lack of practical approaches to understanding the English language literature in the syllabus. There should be active participation and facilities at the institutional level to promote these activities. Communication skills developed when we could express our deep thinking in English.”

Maryam’s observations are similar to Ibrahim, and She stated that:

“Most of the elite class schooling system have linguistic experts and academics based on classroom and outdoor activities to increase student vocabulary and understanding of the subject. When students come from such backgrounds, they feel difficulty in understanding higher studies, specifically in Public sector colleges. There is crucial to introduce activity-based teaching in the linguistic subject.”

The participant has reflected on their concern about learning and understanding the English language in the present context. The students need a proper evaluation of the English language teaching method. The advanced teaching method based on the physical participation of students to express their situation and thoughts in secondary language motivate the student. The importance of teaching on memorizing the content by reading and explaining the topic is currently applicable at every level of the student, but in the advanced method, they don’t focus on a single mode of instruction to transfer the knowledge. They used multiple teaching methods to help in memorizing the content. Rija has shared her experience in this context and stated that:

“Once, I gave a presentation on Classical and Renaissance Drama during my academics. My work to prepare that presentation helped me to understand that topic and was confident enough to attempt an assessment.”

Rija's statement showed the importance of student participation in subject understanding, but it is evident that activity-based learning significantly affects student learning and subject involvement (K. M. Bailey & Nunan, 2005). K. A. Smith et al. (2005)

stated that students' participation in activity has meaningful -learning outcomes through classroom-based pedagogies of engagements. Speaking is a salient issue for teaching learners, and there is a need to design activities like picture-based or detailed explanations of the situation (K. M. Bailey & Nunan, 2005; Nunan, 2003). Most the college student and learners complain about basic facilities and crowded class environment, as Hina stated:

“The teachers and the students both are facing administrative mismanagement. They are used to taking admission more than the capacity, which results in crowded classes. It takes more than 5 to 10 mins to divert students toward the topic. There are no facilities for the audio or visual system in that big classroom; teaching in a crowded class is like spending an hour focusing on completing the targeted content; whether the learner has taken the knowledge or not is not the teacher's concern.”

Importance of Communication and Upcoming Global Challenges

The participant in our study shares their experiences when they undergo recruiting process from international cooperation. Shahzaib working in the well-known pharmaceutical industry, stated his personal opinion.

“It has been a long journey I did to get this job. Initially, I passed the written online test for this job for the next selection step. I passed the current job written test after attempting many other tests. Initially, it was tough to understand the question they asked in the online test. Gradually I have learned how to attempt these tests. The next level was an interview taken by the authorities. They were well English spoken, everything they asked in English and needed to reply in the English language. At this stage, the Language course I did for better communication skills helped, and I confidently passed their interviews. I surely recommend the upcoming youth before applying for a job; they need professional communication skills in English. During academic teachers and students never focus on this skill. We learn little about reading and listening, and even writing is also a weak domain during academics.”

Subhan being the part of the recruitment officer at multinational, stated:

“To get a job in a multinational company is a dream of every passed-out bachelor's plan. These companies have some basic requirements for eligibility. They usually focused on the graduated student from well-reputed institutes. Secondly, they required English language proficiency in writing and speaking. The main reason for this requirement is the worldwide interaction of these companies worldwide.”

Importance of the English language for the student after graduating from a Public-sector college affiliated with Karachi University faces difficulties in getting admission to higher education abroad. Hina has expressed her view and stated:

“Most of my family relatives are living abroad. They insist on applying abroad for higher

education. Most of the universities in the UK and US asked to have IELTS or TOEFL. These language certificates have a typical level of understanding based on speaking, listening, and reading. My language has been weak since primary school. This weakness has made me poor at communication, writing, and reading. I attempted these tests twice but never got the desired results. Although I graduated with good grades, I am practically weak in English. During job searching in the education sector, every institute demands lectures delivered in English only. They accepted no bilingual lectures. Finally, I searched for a well-reputed linguistic center to get a certificate and communication for better pay and a job in a well-reputed institute.”

Professional Courses and Content Evaluation Demanded from Teachers

Teachers have the role of pillars on which a nation builds its future. The teacher must have satisfaction with his work and workplace (Dewi et al., 2021). The area is neglected at the highest level in Pakistan regarding pay scale, political influences, and many other reasons. This unsatisfaction is observed at the higher level in public sector colleges. Muhammad Ussama asserted:

“In public sector colleges, we are neglected teachers and have performance pressure. The administration is not responsible for facilitating the basic need for teaching related to computer and internet facilities to reference material availability. Still, they were very active in taking under pressure on behalf of annual progress. I think they need to satisfy the teachers from their workplace than most teachers will perform better.”

The need for professional courses for in-service and new teachers is crucial to resolve. It is evident from the literature that the teachers involved in the professional skill development program serve better during classroom performance and developing skills in their students (Hayden et al., 2011; Olakulehin, 2007; Sparks & Hirsh, 2000). The University of Karachi and its higher education department are responsible for curriculum development. They must conduct seminars, conferences, and professional development courses to increase awareness for in-service and newly appointed teachers from all education sectors. These activities from experienced developers may change the environment of the education sector at a higher level of academics. Sarfaraz has worked as an English lecturer in a public sector college for two years. He stated:

“I have a different experience regarding the mode of instruction during English Language teaching. Most of the lecturers used bilinguals. The course is based on old literature. Students usually do not adopt the culture of that time, only by reading the literature unless they cannot become part of that time environment. Professionalism is

lacking in our teaching, and professional development courses will enhance teaching ideas better than current practices. We need to learn better and advance teaching methods. The content we deliver and the assessment we conduct develop reading, writing, and listening skills but not communication skills in the student. The conversation or some physical activity-based participation will help to build communication skills. We have very few credit hours; if any teacher wants to conduct such an activity, it becomes another problem to arrange that activity and support from the administration.”

The importance of communication skills in the student has been focused on by many non-native or colonial countries (Bayyurt, 2006; Chowdhury & Kabir, 2014; Mahboob, 2002). The present need to communicate with the world is to be an expert in speaking and writing in English, irrespective of the mother language. Previously countries like China, Germany, and France welcomed students into higher education if they were familiar with the primary language of their lands. It became a preferential point for taking admission in respective countries. Now they have made room for English more and ease in their policies regarding native language. (Eggenberger et al., 2013; Jin & Cortazzi, 2002; Truchot, 1997). A good teacher always understands the importance of professional development courses; such courses help to give the best and generate new ideas for better teaching planning. Assessments able the teacher and the researcher to understand the output produced by the learner and helps the responsible persons of curriculum to develop better strategies to overcome the problems. Another participant in our studies, Ms. Rahima, stated:

“The content we taught at the graduation level must be revised and needed to add advanced literature as well. I believe in teaching with a practical approach and appreciate the student participating during the lecture. This routine practice makes my class interactive; in the starting lecture, very few responses have observed, but with time almost every student started to participate. I give ideas to conduct presentations and dramas in class, which makes my overall class response in reading, writing, listening, and communication very good in the assessment. However, the institutes have no facilities and budget to entertain us in a better way. If I got facilitated by the administration, I might be able to achieve my subject goals quickly with better ideas. Professional development courses are not only a requirement of in-service teachers, but they should plan with proper strategies for the students who want to start their carrier in the field of education. The students get smarter due to advance technology, and their easy access to mobile and the internet has made them smarter, teacher must be smarter than their students. We need to upgrade the teaching system by conducting professional development courses.”

Ms. Rahima's effort is a rare case seen during academics; the general perspectives of the teachers are mainly to complete the content and conduct assessments at the end of the semester. Learning with a practical approach will help our studies focus on the importance of activity-based teaching methods. The extent of the participation is directly related to the learners' overall performance in the classroom and assessment. Rao, 2019a, has emphasized group or collaborative learning, the student or teachers involve in English Language Teaching ELT or English Language Learning. ELL give more dedication and attention when they work as a team.

Another statement from the employee of a public sector college affiliated with the university of Karachi has been observed as stated by Rida:

“Lack of awareness among teachers and students about the aims and objectives of every subject they study during the course. This lacking of teachers makes them less observant, and ultimately, this non-productive knowledge transference fails in developing the desired skills in the learner. This process has been continued for years, and in-service teachers forward the same thing to the new teachers, resulting in no progress in students' learning skills, especially at the higher education level. It should be stopped now, and the only possibility is to conduct professional development courses with mandatory participation from in-service teachers. These courses are based on personal grooming to subject grooming, and the objective is to promote knowledge transfer that able the student to fulfill the future task.”

Developing communication skills is not easy for teachers; it needs standard books and relevant practical exercises to get a command of accent, vocabulary, and pronunciation. We have searched a few international books that help in speaking ability or communication, for example, English as a Global Language, Spoken English, Keep Talking: communicative fluency activities for speech, etc., which help in developing the communication skills in the students (Crystal, 2003; Klippel et al., 1984; Wilkinson, 1966). The teachers and learners interested in developing the skills to communicate in English can take most of these books by following the instruction-based exercises in ‘Keep talking: Communicative Fluency activities for language teaching.’ Some serious initiatives currently need to be taken by the teacher's community as well; they seriously need to adopt technical methods in teaching to develop that skill, as one of the participants has asserted:

“For the learning and speaking of any language, a few critical things need to be focused on, like the knowledge about the culture of that language, basic vocabulary, accent or pronunciation, and reading habits. I have seen many students have a literature-reading

routine has more understanding of that language during education. We need to develop reading habits in every student to enable them better in that linguistic learning.”

Teachers are the essential domain in which investment consider an investment in Nation. They are responsible and influential effects on the nation generation which will run the country in future. Germany is one of the European countries which offers free education for all. The teachers are training program divided into two phases; the first phase is at the university level during academics (3-5) years, followed by in-service training (1.5-2years) strictly (Cortina & Thames, 2013; Terhart, 2019). Aamna being an English language lecturer, shared the same thought and stated:

“Being recently appointed English language lecturer, I have faced different problems as a teacher. Studying English literature is entirely different from delivering literature. There are no teachers training courses during academic studies, which should be part of the course in subject specialization studies. A good student is not always a good teacher. Teachers can deliver good lectures; only some guidelines and practices can polish them. Teachers can provide complete subject knowledge if professional development courses train teachers.”

One of our participants asserted:

“Teachers are the pillars of the education system, and unfortunately, this is the most neglected area by responsible authorities. The current need is to harmonize the education system countrywide. We are far behind our neighboring countries in education due to political instability, corruption, and injustice. The responsible authorities (University of Karachi) must make the crucial decision in designing teachers' training programs and making them mandatory for urban and rural education institutes. These professional development programs will not only spread awareness about the aims and objectives of teaching subjects but also, better education and knowledge will spread nationwide at equality.”

Evaluation in Language Syllabus to Developed Desired Skill (Communication)

The curriculum development department is responsible for assisting and evaluating the current lacking and facilitating the curriculum-delivering responsible like teachers. Different practices have been observed as one of the observations stated by Al-Jardani, 2012, initiatives have been taken in terms of the English language curriculum by new textbooks and other reforms. They used document analysis sheets for educational researchers in the department of curriculum evaluation, curriculum officers, supervisors, and teachers of the same subject. Another problem faced in rural areas is the translation method for English language learning; this method is obsolete (Warsi, 2004). National Curriculum Revision

Committee (NCRC) was run according to the education act of 1976 by the Higher Education Department HEC. This department is responsible for the revised curriculum from grade XII year to all degrees. It is recommended to revise after every three years. The selected committee is responsible for facilitating the changes advised by the committee based on nationwide. The selected members were from the universities and local colleges. We have engaged one of the professional developers of English language in our studies. Riaz-ul-Islam. Stated:

“I have been serving as a professional developer under HEC as a registered and recommended expert in the field of education. I have participated in the English Language curriculum revision committee; it can be regulated separately and more efficiently according to Global requirements. It has been observed several times that most of the Public sector colleges have lacked the budget and facilities to facilitate the learners and the teacher. It is the sole responsibility of the local government to pass the proper budget, so colleges will come out of the stress of essential facilities to provide their employees. The English language content includes applied linguistics, communicative English, poetry, etc. There is a need to follow the global teaching model GTM, which aims to develop situated or relevant practice, integrated global learning, critical and cultural consciousness-raising, and intercultural collaboration for transformative action considered as advanced teaching methods. For this approach to be active in Pakistan, there is a need for internationalizing teachers' education. The English curriculum responsible department must see the possibilities in the current situation of Pakistan to develop and implement the advanced teaching method for higher education degrees.”

The global teaching model GTM usually follows international linguistic courses like the International English Testing System IELTS and the Test Of English As A Foreign Language TOEFL (Feast, 2002). Other activities like content help explore the world and facilitate intercultural and international dialogue that enhances critical thinking, perspective, and active listening (Nahan-Suomela & Wikgren-Roelofs, 2022; Slapac, 2021). A Professor, Mr. Hammad Malik, of a public sector college, is part of our studies, stated:

“I have been teaching the English language for more than 15 years; there is a prolonged syllabus revision process; whenever the content is revised, the availability of new syllabi becomes difficult for more than half of the academic year. The authorities fail to market the revised textbook accessible to every student. Moreover, the changes in the assessment in relevance to the new textbook are delayed and usually shared near the examination. The whole process was tedious and stressful. Unawareness of the teachers

regarding new textbook makes students worried about achieving their targeted goals in the test. There should be proper interaction and knowledge about the aim and objectives of the current syllabus and the new textbook going to be launched. The revision and implementation process should be planned adequately before starting the new academic year.”

Another statement from a Newly appointed teacher in a Public sector college affiliated with the university of Karachi shared his views. Osman khan asserted:

“As a new teacher, I have faced many academic and lesson-planning difficulties. There is no reference material or guidelines for us when interacting with students. Every teacher has a different way of teaching. I think harmonization in the subject class of every section must matter for the Head of the departments. A lack of professionalism is evident if there is no proper planning for delivering lectures, teaching materials, and activities. I have done my Master's in English from a well-reputed university. They have adopted the new teaching methods, and each classroom facilitates audio-visual facilities. Such activities engage the student even if they are crowded. I am very passionate and excited about teaching. Gradually the environment and facilities force me to focus on syllabus completion rather than developing and promoting practical learning in the English language.”

The above two statements reflect some critical issues in the accessibility of primary reading material and poor facilitation from the administration. Pakistan belongs to an underdeveloped country. The basic facilities which were the government's responsibility were education, food, and shelter. It has been observed the budget passed for the education sector 2021-2023 was Rs.90 billion, which was 1.5% less as compared to the last budget (Pak et al., 2022). Another issue is the access to the funds of relevant institutes fairly and thoroughly. There is no fair budget transfer to the appropriate department; this untransparent system is the main flaw of government institutes, especially the education sector. Somehow the urban educator sectors are better than the rural education institutes. This financial instability in the public sector colleges is critical to resolving. One of the participants in our studies reflects his views. Saleem stated:

“The world has been changing progressively, as I visited many foreign and Arabic states to attend seminars and workshops on Professional development. I observe that most countries are now focused on helping the youth develop the desired skills at the national level. Arabic states facilitate their youngster for higher education. After completion, they encourage in jobs. They have changed their education strategies and now understand the importance of the English Language, as Oman and Qatar have done. Professional development courses are the current need of in-service teachers in any subject teaching. It is

possible when responsible education departments like Higher Education Commission take crucial steps.'

Ms Rimsha usually involves in surveys of public-sector colleges to check academic activities. She asserted:

"During the Public Sector colleges survey, I observed that most colleges' infrastructure is unbearable. The teacher and the students face multiple problems during the academic session. The main issue is that the problems were never resolved but got more severe in the next year. However, they indicate the severe condition to the concerned department. The college's basic problem is somehow political interference, favoritism, and irresponsible attitudes toward the aim of better performance. The authorities should encourage devoted teachers who engage in good academic performance and upon satisfaction of the students. If the teachers get promoted on their performance with better salary packages among other colleagues, it will encourage other teachers to give their best."

Many developed countries have taken the importance of communication in the English language. Their education sectors continuously plan and implement those strategies at a priority level. Such efforts reflect not only the significance of that language but also set examples for other nations to be focused on developing English language skills at the communication level from primary to higher secondary education. It requires many strategies to be designed, like an evaluation of the English Language curriculum, improvement in assessment or examination, and advanced teaching methods for improved learning. A teacher of English language at a Public-sector college participated in our studies and stated:

"The skills that developed after passing graduation are reading and writing abilities. The required skill when moving to search for a job is communication. This skill needs some extra activities at the institutional level having exercise-based content. There is a need to evaluate the English language syllabus in the context of practiced-based content to develop students' communication skills; many international standards books can become part of the syllabus."

Zainab asserted:

"The present content included in the English language syllabus at the graduation level and the assessments conducted to evaluate the learner's ability need to be improved. The teacher and the learners deliver and understand the content on behalf of memorizing the content; this was an obsolete learning method. Many countries have introduced new teaching methods for learning languages like English. We must investigate and provide ease of feasibility for such practices in our colleges. Our youth understands the importance of education and will

cooperate and enjoy the subjects with better understanding.”

Evaluation of curriculum is the tedious work based on the complete investigation of problems or issues present in the syllabus, assessment, and the addition of advanced content that the academia will follow and having ease in implementation. There are many strategies designed by the responsible department of curriculum development, like the subject specialist researchers evaluating the examination papers and statistically evaluating the specific problem faced by an average student; this problem was further investigated by conducting different surveys. This detailed investigation helped the curriculum department to introduce a new aspect of studies in that subject.(Graves, 2016; Macalister & Nation, 2019; Richards, 2001)

Discussion

Statement of the Rizwan satisfactory following the mode of instruction during the English language lectures. But students enrolled in Public Sector Colleges have different backgrounds; some have solid conceptual background knowledge, and some are weak in their learning skills. This mixed-class population has been observed in every higher education institute especially affiliated with the University of Karachi. The crucial need is to understand the situation and plan such lectures to engage a single student sitting in the class. For this, the best idea is to prepare and update the students for tomorrow's lessons by assigning a few tasks before the lecture. These tasks are designed on the basis of little practice exercise, as background knowledge and some searching of vocabulary are present in the literature. Further, Samreen complaints of no classroom engagement will also resolve by assigning the following class activities to all the students. Samreen observations are the reflection of prevalent practices in higher-degree colleges. The crowded classes at public sector colleges are apparent truth. Delivering the lecture in a crowded class psychically stressed the teacher and affected the learner. Overcrowded classes are one of the reasons for inadequate learning (Nadeem et al., 2011; Tahseen, 2015). Even if an activity is planned in that crowded class, it becomes difficult to be disciplined in a classroom environment, resulting in students not being confident enough to express their perception of subject knowledge in the English language. The crowded class is somewhat related to the population in the city, low budget, weak infrastructure, and the low number of quality teaching staff (G. R. Memon, 2007).

Most of the population residing in Pakistan has low income. Standard Measure

Survey LSM conducted by World Bank and the Global extreme poverty scale (\$1.90/day) for the people earning less than the standard scale indicates the poverty measurement in any country. More than 30% population in Pakistan lives at the poverty level (Banerjee & Duflo, 2007; Roser & Ortiz-Ospina, 2013). It indicates the nation is suffering to get the basic needs of life; it has become challenging to invest money to get an education at private colleges. The Ibrahim may belong to the class who are well established and can spend money on their education. Most private institutes in Karachi offer excellent education and graduate degrees. Communicating with the international world has gained crucial importance after the global pandemic (Mahyoob, 2020; Rao, 2019b). The World's language is English, enabling different speakers to interact and promote business or get higher education (Kabilan et al., 2010). The Internet has made the world small and allows users to get every kind of information and knowledge to enable their institutes to be competitive globally (Quelch & Klein, 2007). This has become the future need of every developed or underdeveloped country. The sample we have selected highlights the importance of English communication based on ground values and facts; some problem-solving approach is also highlighted in the participants. The problem faced by Shahzaib is demonstrating his continuous effort to develop writing and communication skills after graduation from the public sector college. He has done a language course to overcome barriers to getting good multinational opportunities. Although he succeeded in his effort, there is a reflection of the weak participation of the institute in grooming communication and writing skills. Subhan being part of the recruitment officer at multinationals, describe the reason for recruiting the persons based on English communication. He indicates that companies are interacting globally through their employees to expand their business, technology, and knowledge, and the mode of interaction is English (Neeley, 2013).

Hina's interview showed progress evaluation or weaknesses in institutional progress by government authorities. It will activate the institutes to show their progress. A similar thing has been asked by Usman; he also urged responsible authorities (University of Karachi) to supervise the performance of institutes. These authorities strictly deal with the teaching and administrative flaws in Public-sector colleges. Ingersoll (2009) has shown concern about controlling schools in America. The study highlighted the importance of administrative control by critically observing whether the institutes followed education reform and policies. Workplace conditions directly influence teachers' professional satisfaction, relationship with the students, and, ultimately, the institute's performance (Bogler, 2001). Teachers' satisfaction

with their workplace is related to the organization's culture and the administration's role. The teacher's well-being state of mind is due to the positive behavior of the administration (Stockard & Lehman, 2004). Administrative control is most important; they must have a complete follow-up of teaching competence and be responsible for spreading positivity through their administration. Although it has been reported that it is not only the factor that makes teachers most satisfied at their workplace, other factors were also observed. Ma & MacMillan (1999) claimed that teachers who consider themselves more competent are satisfied with their job and workplace. Cohen (1987) indicated the teachers who are more committed to their work are also more comfortable. Billingsley (1993) showed teacher satisfaction is mainly related to management policies. The purpose of the abovementioned studies is to show how important it is to satisfy the teacher in the workplace. As much the teacher is satisfied, the institute's successful progress reports will indicate its well-being state of mind by teachers-teachers working environment, student-teacher relationship, annual progress of the institutes, and motivation in the student for institutional-based activities.

Muhammad Usama has highlighted the same problem, and his interview reflected the administration's dissatisfaction. As we have discussed previously, it is one reason the teachers are demotivated and less censored with their job. We need some seminars or workshops for the administration sector as well. Only teacher's performance is not the responsible factor; management policies are also crucial in the progress of tertiary-level education. They can also spread positivity and motivation. They can take out the best in their employees (Bhatti & Qureshi, 2007; Fayol & Sarah, 2004). There is a need to improve the management policies and their behavior towards their employees to improve the system. The teacher's well-being state of mind in the workplace has a significant effect on the performance and academics of the students, as discussed in the studies of Kun & Gadanez (2022).

The teachers are responsible for developing a curriculum; they need time, skills, and support. Support means proper guidelines and models used in curriculum development. This support may include individuals sitting in the advisory position. This support helps the teacher to evaluate the syllabus, and it becomes tedious if it evaluates specific skills in the students, like communication in the English language (Gatehouse, 2001; Negrea, 2010). Dudley-Evans et al. (1998) have described some key persons involved in the evaluation of curriculum, like a teacher, course designer and material provider, collaborator, researcher, and evaluator. The origins of English for specific purpose ESP is based on features that

address the type of particular purpose and characteristics of specific purpose present in the content. The professional involved in curriculum development must have the ability to communicate successfully with the other members participating in the development process (Hutchinson & Waters, 1987).

As our participant Riaz-ul- Islam, a registered Professional developer from the higher education department, discussed the current system of the curriculum department. The curriculum department evaluates any subject after critically investigating the area of the problem. This investigation is usually done with the help of the researcher's team. Mr. Hammad shared his observation and confirmed the problems related to feasibility and insufficient financial access as an underdeveloped country. The problem is not stop after publishing the New textbook, the further problem related to access and availability of the New textbook in the market, it has been observed that the announcement of the new text book done in the start of the academic session, but the teachers and the student did not have that changed textbook till two-three months, fewer student have the new book in crowded classes even institution were failed to provide that New textbook to the teachers. It is considered as the irresponsible behavior, the availability must be the basic responsibility of the concerned institute to facilitate even the teacher. He further point out another issue related to assessment or New Model Paper, the explanation of most of the teachers are according to type of the assessment conducted, generally teachers were used to elaborate the topic accordingly as it will asked in the examination.

Conclusion

Our designed themes investigated the research objectives of our studies. The four themes periodically highlight the issues that need to resolve, like evaluating the English language curriculum based on developing communication skills in the upcoming youth and adopting advanced teaching methods with the help of professional development courses in the public sector colleges affiliated with the University of Karachi. All the selected groups participated in our designed question-based interview. The interview environment was intentionally designed to take original views, and the participant should feel comfortable sharing their ideas and observation to get desired results after graduation, like communication skills. The ideas that can help in our studies in the evaluation of curriculum and assessments were highly appreciated during the conversation and shared so they may help the authorities like the University of Karachi and higher Education commission from our research study

about the actual need and demand from students, teachers, and professionals. During our study design, we asked more about communication skills than others, like reading, writing, and listening. It has been observed that the content and the assessment design at the tertiary level successfully developed the skills except for communication in an average student.

Developing speaking ability in a foreign language requires special techniques and content. According to our observation, this skill needs some practical-based learning. The elements that will boost learning are extra efforts from the teachers and the administration. Some previous study has revealed that vocabulary and culture are essential in learning any foreign language and using advanced teaching techniques. It will further help evaluate the current curriculum and the area that needs modification. With further subject experts and First, we get information regarding the problem faced by the current students in our sample population. The objective of our study is to provide a platform that helped to notice the responsible authorities understand the problem and find their solution with quick reforms according to the issues highlighted in our studies. The undergraduate students are samples that were able to express the difficulties from the content, the skill they needed to develop, the learning difficulties due to the teaching method, and the administrative problems because of poor facilitation. The studies reflect the need for audio-visual facilities for crowded classes in Public sector colleges affiliated with Karachi University, which will further help to adopt advanced teaching methods for activity-based learning. Furthermore, in-service teachers and the learner must be aware of the aims and objectives of the content taught in the English language curriculum. Communication skill is the area that was neglected in the course content and the assessment, as well as the need for evaluation of English language content for developing communication skills with a practical approach, demanded from the graduate students.

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