

An English language course is expected to possess the vital quality necessary to develop the intended language competency in the learners. The present study was designed to examine the effectiveness of B.A. compulsory English course and textbooks to meet the pedagogical requirements and target needs of the students. The study also evaluated the effectiveness of the Curriculum of English 2002 spelt out by the Higher Education Commission and its level of harmony with the course and textbooks. The researcher carried out the study under set objectives and research questions. In literature review, he discussed the objectives of English language teaching, curriculum, syllabus, teaching methodology, needs analysis, importance and role of textbooks, concept and various aspects of evaluation, and testing and assessment.

The researcher used qualitative and quantitative techniques for data collection. The population comprised the teachers and graduate students from all degree colleges affiliated with University of the Punjab. Sample consisted of 100 teachers and 400 students. The researcher appraised the effectiveness of the contents of 04 core textbooks, which served the purpose of the course, by using two questionnaires and a composite checklist. The composite checklist suitable to the local conditions was developed by consulting 14 checklists designed by renowned evaluators. Evaluation model of Charles was used for the purpose of research design which includes objective and subjective data.

Objective and subjective analysis was carried out using questionnaires and the composite checklist respectively. Both the analyses showed certain lacunas in the course and textbooks. The prominent among them were: the course was literature based; it is too lengthy to be covered in the stipulated time frame; it was not functional and communicative; it did not enhance the macro and micro skills; and it was demotivating for self-esteem of the learners.

The researcher gave his findings and recommendations to attain the aim of linguistic and communicative competence of the students. The researcher concluded the research with recommendation for the future researchers, and expressions of his best wishes for English language teaching in the country.