

Significance of Viva Exams for English Language Learning (ELL) in Pakistan

Mahwish Farooq

University of Management and Technology – Lahore, Pakistan

Abstract

This study deals with the reformation for English Language Learning (ELL) by considering the need and importance of viva exam. Therefore, it has been conducted in ELL classes of Public Sector University in Pakistan. English language teaching is a crucial issue therefore different methods have been used to teach and evaluate the performance of learners. But the most important element, viva is being ignored in our Public Sector Universities. Strategically, language teaching is a quite different subject but is being taught similar to other subjects which adds more difficulty. Actually, English must be considered a practical subject where learners have to participate in different experimental tasks. It is an observational study where a checklist has prepared by the researcher for collecting objective information. So, it is designed with sixty learners, divided in 3 groups of 20 participants in each. Two groups have been taught by the same teacher, having same curriculum and methodology. Group 1 is informed about the viva in qualifying exams therefore actively participated in spoken activities. But Group 2 is kept uninformed till the end of the course so tries to avoid participation. Group 3 has been asked to give opinion about the research by answering questionnaire. Then, the data interpretation and results concluded that emergence of viva exams and exam fear fact are the important elements to achieve English language proficiency.

Keywords: English language learning, methods and approaches, assessment, State run universities

Introduction

This observational study basically deals with the importance of viva exam in English Language Learning (ELL) classes of Pakistan. As, the emergence of ELL is a universal issue therefore, different strategies and methodologies have been evolving for the betterment of the learners. But viva, the most important element for evaluating language learners is still missing and ignored in

Pakistani public sector. In order to find out its impact, this small scale quantitative research has been designed. Although it's an important area but is contradictory in practice which is transparent by the marginalized and shallow attitude towards the development of English Foreign Language (EFL) curriculum, policy making decisions and no participation of teachers in decision making, etc. As, we know, ELL is not jotting down and implementing syllabus only (Assalahi 2015) but it must be interaction based teaching. Presently, there is no difference for teaching and evaluating a second language learner or a humanity student or vice versa. This adds more confusion and difficulty for the learners. Although, learners are good in listening, reading and writing but they are reluctant to speak. So, there is a need to take important steps for the achievement of required goals especially by making viva exam compulsory. This decision will definitely indulge the students in a healthy competition to learn and participate in ELL activities inside and outside the classrooms. As, we know due to the exam fear, second language learners are more fluent in writing than speaking English language. By considering this exam fear fact, viva should be the compulsory part of qualifying exams for achieving degree. Then after exit, learners would be more confident in professional life which will definitely prove beneficial for them.

This is an observational research designed to find out the effect of viva exam in second language learning. Therefore, 60 learners have been participated and are divided in three groups of 20 participants in each. Two groups have been taught by the same teacher, following same methodology and curriculum. But there is only one difference in both groups i.e. in the very first class, Group 1 has been informed about viva for qualifying the exams therefore the learners in Group 1 actively participated in activities. On the other hand, Group 2 is kept uninformed till the last session. So, in this group, learners mostly try avoid willful participation. Group 3 has not been involved in teaching and learning process. This decision has taken in order to collect unbiased opinion about the research. Therefore, they have been asked to give their opinion by answering the questionnaire. After interpreting all these scenarios, it has been concluded that emergence of viva exams and exam fear fact are the important elements to achieve speaking proficiency of English language. Therefore, it is the time to update our teaching and evaluation strategies for ELL in Pakistan.

Hypothesis

The hypothesis of this research is; “the exam fear fact of viva paper will prove more productive for achieving speaking proficiency of English for Second Language Learners in Pakistan”.

Objectives of the Study

The objectives of the study are;

- i. to investigate the role of the viva exam for getting more precision in ELL,
- ii. if viva plays important role then decision would be taken for the emergence of viva exam in ELL classrooms of Pakistan and

- iii. to investigate the opinion of Pakistani second language learners whether viva paper should be the part of qualifying exams or not.

Literature Review

Pakistan is a multilingual country (Rahman 2002) therefore educational institutions are fundamentally bilingual. The influence of native language can easily be traced in student-teacher interaction even in ELL classrooms. English is the largely used language of the world which is witnessed even in decision of making it compulsory subject and medium of instruction in Pakistan (Gulzar and Qadir 2010). Currently, the elite class has popularized English language as a modern and prime language of knowledge and communication. It is clear that students favor English increasingly therefore percentage of usage is continuously going up. The administrative and legislative work has being done in Urdu and English. Although, the middle class people feel proud in learning their mother tongue by considering it as an advantage and not a handicap. This remains highly debatable issue with different demographic, cultural, economic, and historical reasons. Although, private capitalists and local community organizations have opened English medium schools in economically poor areas but the quality of education is not catering the best educational level because parents also have no knowledge of English (Khalique 2009).

There is a need to reform teaching and evaluating methodologies in public sector of Pakistan. Therefore, the viva exam is an important assessment which provides an opportunity for candidates to demonstrate their knowledge. Then, the examiners perceive differences in candidates' performance of oral and written exams. Students are nervous in speaking than writing. There are different reasons for this deficiency e.g. untrained teachers, large number of students, limited participation and most important is the absence of speaking test. Therefore, it is necessary to investigate deeper perspective of English speaking proficiency of learners. Viva exam is an opportunity for meeting the demands of ELL. According to the level of students, the time duration, style and content of viva exams could vary at different educational levels. Initially, the manner and tone of viva exams should be relaxed and candidates must be put at ease. It may consist of different items including; open informal questions on current issues and topics then moves towards more challenging questions. Demonstration and presentations would also be included in viva exams (The Viva Voce- Guidance and Information for Potential Diploma Candidates 2000). The communication may occur by using different channels i.e. written, symbolic, non-verbal and verbal but in this study "communication" refers verbal communication or speech only.

Communication Skills

Mutual interaction of human beings is called communication. It is the process of sharing thoughtful ideas (Willkommen and Team 2010) about the routine problems and issues. It is a cyclical process where message transmitted to listener then feedback received by speaker (Dixon and Hara n.d.). According to Willkommen and Team (2010), communication is completed in different steps i.e.

(i) message, (ii) encoding, (iii) channel, (iv) decoding, (v) receiver, (vi) feedback and (vii) context. It is displayed in Figure 1;

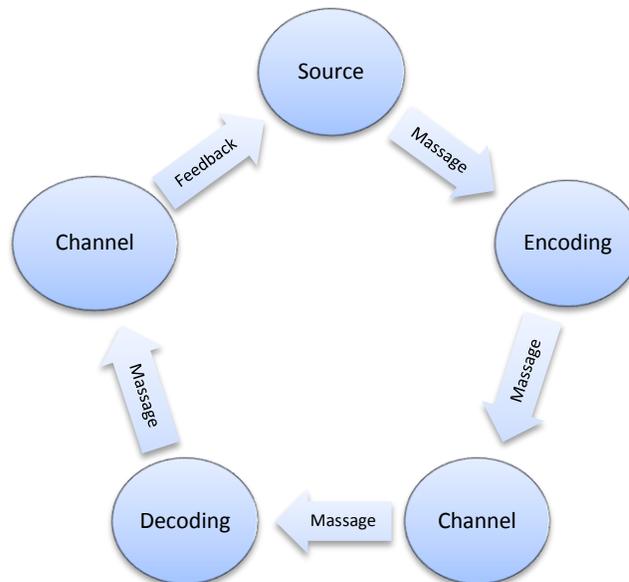


Figure 1: Communication Cycle

Communication demands at least two participants; speaker and listener. According to a research, a person consumes his 30 percent time in speaking. It is a skill and required for conveying and convincing people otherwise communication will be ineffective and consequently flopped. Therefore, effective communication skills are always required for career advancement in any field of life. Communication may occur in two ways; (i) *verbal communication* is more essential and clear. On the other hand, *non-verbal communication* may be ambiguous therefore one must be aware of one's body language and dress code as well (Worth 2004).

Actually, speaking is the most important element of the communication. In group or public meeting, an energetic speech involved audience and prevent them to sleep. But it's also understood that people are afraid of public speaking more than death (Worth 2004). Therefore, there are different approaches to conquer this fear as fear will take a lot of energy which in otherwise case can be positively utilized by a speaker (Antion n.d.). So, a speaker must be focused to objectives of the communication which can hook the audience. Moreover, a good speaker must have good understanding about to master the strong opening points (Paolo 1994). It will also develop a strong relationship between speaker and the listener than ever before (Jeary 1996).

Effective Communication Skills

An effective communication is done when receiver understands the desired meaning which a sender has conveyed. These skills may be acquired by a person. As, human beings, we are active

participants of society. Therefore, communication must be meaningful, dynamic and interpretive process. In other words, communication is the key to success in social as well as professional relationships (Dixon and Hara n.d.). Therefore, effective communication skills are required inside and outside an organization/workplace (Worth 2004). Previous researches have shown a strong relationship between speaking apprehension and anxiety of both native (L1) and second (L2) language speakers. This anxiety intensifies more when participants communicate in second language, especially if learners believe that their competence level of L2 is low. The reason is the interrelationship between second language anxiety and competence. But regression analysis shows that anxious students actually underestimate their competence relative to less anxious students (MacIntyre, Noels, and Clement 1997).

Advanced Communication Skills

Advanced communication is different from effective communication. It is really an art which requires practice and finesse as a set of skills which must go beyond the communication skills of an average person. It could be acquired with practice and concentration. It provides communication guidance to the speaker for achieving their goals and outcomes. Reframing and linguistic choices are the tools for an advanced communication. An advanced communication is the process which receives and transfers information after filtering different thoughts and develops a strong rapport (Willkommen and Team 2010). The process filters are shown in Figure 2;

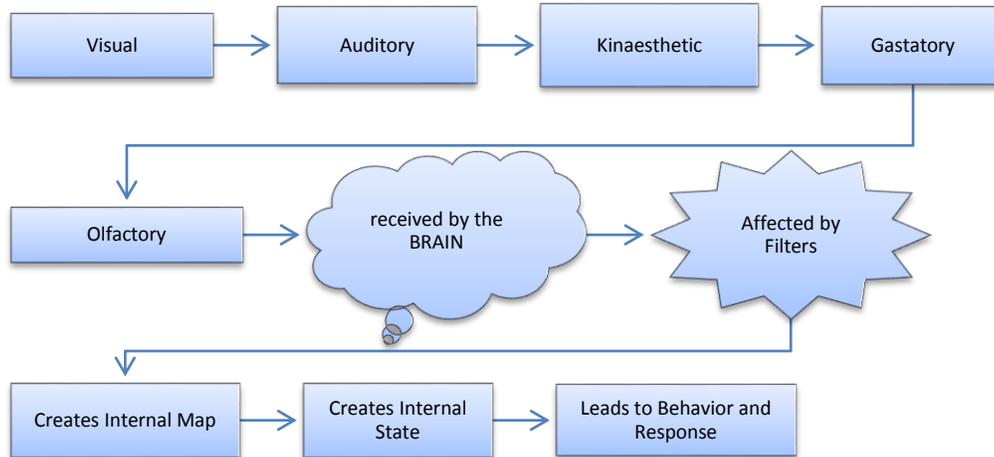


Figure 2: Communication Filtration of Mind

The Status of English in Pakistan

The present study deals with the expectations about the educational English after taking encounter with the expected types of language used by the speakers. As, Pakistan is a multilingual country having a large population 195,015,582¹. According to Ethnologue, there are almost 70 indigenous

¹ <http://www.worldometers.info/world-population/pakistan-population/>

languages but English is enjoying an official status. Lord Macaulay put English in the education policy as a part of colonization and civilization. But there is still no change in the education policy. However, English people left the subcontinent; English is still the medium of education. Even though, in Pakistan, Urdu and Punjabi are the native languages but English is in power. In 2000, almost 1.5 billion people are competent and fluent English speaker. But National language and language for medium of education are two main issues along with a number of other problems. No doubt, English is globally multifaceted language. Therefore, in Pakistan, according to the Constitution of 1973, article no 251(1) it is declared that Urdu as a National language but article 251(2) had declared English as a statutory² language (Lewis et al. 2016).

In Pakistan, the present official status of English language demands serious changes and modifications. As according to constitution, English language may be used for official purposes but the arrangements should be made for its replacement with Urdu. Along with this, provincial assembly also prescribes measures for the promotion, teaching, and use of the National language in addition to a provincial language. Regardless of this, English is being trivialized constitutionally but Urdu is still not an 'official' language in actual way nor has it entirely replaced English language. The elite private schools are giving more emphasis on English language teaching by making their students more fluent and proficient. Consequently, these students get successful in pursuing better jobs and esteem. In short, the constitution clause of English-Urdu divides the population in 'educated' and 'uneducated' masses. No doubt, English proficiency is an outstanding symbol of status in our country. Higher Education Commission (HEC) of Pakistan has been formulating satisfactory policies but things getting awry when it comes to implementation. There is an inverse connection between the definition of HEC and constitution. As, HEC made English; compulsory element for BS/BA and MS/MPhil levels by focusing the listening, speaking, reading and writing skills including: (i) the ability to communicate in English effectively; (ii) comprehension and use of English to express ideas, (iii) organized academic writing in exams and (iv) argumentative writing. But the evidences are against the goal achievement with proportion to the total population (Sarfraz 2013).

Role of HEC in Approaches to Teach English in Pakistan

Higher Education Commission (HEC) is promoting the value of English under ELTR program which was launched with the purpose to promote English at university and college level. The aim of ELTR is to provide trainings related to ELT and ESP to in-practice teachers of public and private sector. Even some tests (e.g., GAT and MAT) are held for the students of every subject in order to check their English language proficiency. English language is being taught to university students for general purposes but specific purposes have been ignored. For example science, economics and commerce students have no need to learn rules of English language again and again but the actual situation is contrary to this. Such students would be taught language skills for applying in different fields. Therefore, the courses of ESP and EAP fulfill the demands of learning language skills. Although, HEC has introduced different types of course such as; English for Specific

² Ethnologue Languages of the World: <https://www.ethnologue.com/country/PK/status>

Purposes, Communication Skills, Listening and Speaking Skills, etc. Different teaching methods have also been introduced e.g. lectures, seminars, workshops, practical classes, self-access study, use of digital resources, etc. But all these decisions are still not working in active mode. Therefore, *disciplinary changes* demanded English practical classes for developing English conversational proficiency, composition and language skills. In order to achieve the required results a number of different approaches (i.e. grammar translation method, direct method, open learning, humanistic, audio-lingual communicative, eclectic, total immersion, etc.) could be adopted in our educational systems. *Teacher* could play a vital role in English language proficiency in Pakistan. Therefore, qualification for a native English teacher could be defined by the education authority as well because s/he would work more effectively. Along with this s/he better knows how to use *language models within the cultural framework*. Furthermore, students must be involved in self-assessment for achieving the better results as *self-assessment* is the deprived area (Blanche and Merino 1989) in Pakistan. It would be good if teacher were able to refer more general readings on issues relating to Pakistani culture. For better results, *text of different genres* must be included in the English language curriculum. Moreover, learners who are more enthusiastic about the high language proficiency would be provided *opportunities to study English in abroad* for a limited time period. According to the attitude issues, it is also true that children of *higher* socio-economic system (SES) bring ‘enriched’ culture which does not significantly affect their *motivation*. Actually, learners are *motivated instrumentally* and for taking exams in order to achieve a language certificate. It has also admitted that the combination of *socio-economic status* and *general intelligence* have significant effect on second language learning and proficiency. It has also been found that students from lower socioeconomic groups learn language at a slower rate than students who belong to high socioeconomic groups. These differences of language learning appear to relate with the *income of family*, and socioeconomic status. Therefore, it is a bitter reality that low social status is harmful to the language proficiency of students. In private institutions, the socio-economic status and academic achievement of the students would be enough to generalize these results (Akram and Ghani 2013).

Problems of ELL in Pakistan

According to Blanche and Merino (1989), as per decision of HEC, English has been decided compulsory in the curriculum of science and humanities at all levels in Pakistan. Still there are gaps in the education policy for ELL e.g.

- i. the credit hours for teaching an English language course are equal to any other subject and,
- ii. same introductory ELL course is offered to learners of different courses at various levels.
- iii. English courses are just taught to inject the students with grammar rules only.
- iv. The unfocused design of curriculum and exam requirements directed the students to cram limited syllabus.

- v. Along with this, so called designed curriculum of English has not been followed by the instructors, paper setters, and evaluators thoroughly.
- vi. English teachers are provided with necessary training
- vii. All over the country, English has been taught by using supported course books. These books reflect the business of Pakistani English morphology, etymological structure, and drifting parts.
- viii. The language classrooms are not specially designed for English language learning therefore not fulfilling the needs of students.
- ix. English is a second language therefore needs more attention as compared to the mother tongue but situation is really pathetic in this regard.
- x. A teacher has to teach large classrooms with insufficient facilities which badly affect the proper check and balance at individual level.
- xi. Even, in the schools of remote areas, the English teachers are not available.

Education System and Changes in Pakistan

People show desperation to learn and being proficient in English while actually they are not. Moreover, English language trend and style set by the privileged elite class has become the cause of pressure for the education systems. Even availability of proficient English language teacher is a major issue. Along with this, presently available teachers promote English language teaching by using indigenous or mother languages which further adds confusion among students. The current situation requires good textbooks along with the training of teachers. These trained teachers would pose no difficulty. Such type of teachers can teach basic communication skills in English to their students. If students want high competency in English would take language courses which are widely available (Mustafa 2012).

Role of a Teacher in ELL Classrooms

In ELL, multiple roles of teachers have been identified by different scholars. A teacher could be a prompter, controller, participant, tutor, organizer of resources, facilitator, group process manager, guide, advisor, needs' analyst, counselor, friend and performer. According to Richards and Lockhart (1994), teachers' role is basically determined by institutions and policy makers. Therefore, teachers convert their roles by using different methodologies along with considering different individual needs and cultural background. Mostly, in Pakistan, English has been teaching with Grammar Translation Method (GTM) where teachers play central role in ELL classrooms by giving lectures and translating the lessons by using mother tongue. Teacher is a role model for learning by imitations. S/he also plays the role of a psychological counselor for the students because learners do whatever teacher has asked to do. As we know, the role of a teacher changes with different methods therefore, the success of a method depends on fruitful performance of a teacher's role (Idris and Sinha 2013).

It's crucial reality, if a second language learner learns only reading and writing without speaking or practical communication s/he would never become proficient in L2 learning. Mostly ELL teachers are excited to teach language skills by forgetting to teach students how to communicate in second language. For them, time is a bigger issue in large class rooms therefore students have limited opportunity to communicate. Otherwise, the purpose of second language learning remains un-chased. Just because of this reason, majority of our university students faced the "foreign language phobia". They also become victim of consulting many hours for searching the meaning of difficult vocabulary which they read again and again but without using them in practical communication. In other words, students learn English vocabulary and grammar but without its practical usage. Teachers also forget that anyone could learn language by speaking and living with it (DeRolf 1995).

An essentially common problem for a second language teacher is class of passive students who avoid interaction with the teacher by sitting idly even in a responsive situation. Students give no answer to the questions of the teacher even if they know the answer. They are more reluctant to give feedback to a language teacher and never ask any question in front of the class fellows (Snell 1999). In order to cope with language teachers, volunteer students would be marvelous advantage in English language learning classes as they prove helping hand for teachers and other class students (Singleton 1999). Therefore, in order to gain some insight into the Pakistani English learners' performance, a small scale research has been conducted. At this point, we would like to focus attention on the finding the role of viva paper in English Language Learning of Pakistan.

Methodology

It is an observational research which is exploratory in nature. Two checklists and a questionnaire are the tools of this research which make observational research more reliable. The two checklists have been developed for collecting information about the learners' background information, the other one measure the speaking proficiency and a questionnaire for knowing views of learners about the importance of viva paper being the part of qualifying exams in ELL of Pakistan. A complete review of all this information will prove useful especially for knowing instructional history. These checklists are important to have exact questions in mind instead of approaching in a random and haphazard way. But a researcher should make sure that all information is trust worthy and reliable. It is the combination of both quantitative and qualitative methodology. Therefore, this research has been done to find out the importance of viva paper. Therefore, students and teachers are equally essential elements from the same situation. Population of the research is the Pakistani graduates of Public Sector University. The sample size of the population is sixty learners of Master in English Language. The reason to select them as population is; M.A. level students are considered more mature and proficient in second language than any other level. Their age ranges from twenty to twenty six. These learners have voluntarily participated in this research. These sixty candidates have been further divided in three groups of twenty in each. First group of 20 participants have been selected for answering the questionnaire. A controlled questionnaire has been used as a research tool for collecting research data in the form of their opinion about the viva

paper. Bar graphs have drawn to verify and explain the results. On the other hand, 40 students in two ELT classes have been selected as volunteer participants of the research (earlier 20 were not selected for this activity in order to avoid the biased opinion about the research).The current research has conducted to find out the significance of viva paper and the steps to make it compulsory for qualifying the exams.

First Step and Discussion

The purpose to develop this instructional checklist is to collect information about the learners of diverse background and individual personality. It gathers meaningful information for the adaptation of new assessment technique for addressing the special sociocultural backgrounds of different students. The information about the sociocultural factors will contribute in the improvement of learning and behavioral problems because the learners from different ‘socio-emotional’ areas demand special attention (Collier 2005). Therefore, “if the normative population does not apply to the child, if the test items are culturally or linguistically inappropriate, or if the test must be modified during administration, then it is unethical to use standardized test scores to qualify that student to receive special education services” (as cited in Collier 2005; American Psychological Association Standards for Educational and Psychological Testing 1991). In other words, socio-emotional and socio-cultural information are most essential elements for further progress in research. If a researcher flopped in collecting this data his research would be spoiled at any level. The information can be directly collected by learners or from the institutional record. This checklist has been developed to know the current status of learner. It may not be helpful for the students with culturally diverse background. It will work better if we add maximum points in it.

Checklist for the Background Information of Pakistani English Language Learner		
Language(s) at home		
language proficiency in the mother language		
Culture		
First Language		
Last Education		
Community		
Learner’s Profession		
Location of Residence		
Parents’ Education		
Parents’ Profession		
Cultural background		
Trauma or stress about English Speaking		
Educational practices in the learner’s culture		
Duration of interaction with the second language		
Learner’s developmental history		
Learner’s health history		
Educational Institutions	Matric	

	Intermediate	
How much time does a learner spend to communicate in English?	With the teacher	
	With the peer	
	With the family	
	With the neighbors	

Second Step and Discussion

Actual experimentation would be started after collecting the background information of each learner. Firstly, all these opinions have been cross checked by implementing viva exam in two language classes (consisted of 20 volunteer students in each class). Therefore four weeks' ELL class has been arranged in Public Sector University. Same methodologies have been chosen by the same teacher in both classes. The difference is; in one class viva exam has already been informed as a compulsory part for qualifying the exit exams this class is called Group 1. But in other class viva exam was not already informed as a compulsory part of the final examination and this class is called Group 2. All possible practices of oral speech have been done in both classes. The most important thing to remember is the time and content of viva exams have been varied by keeping in mind the level of students. That's why the manner and tone of viva exams have been relaxed for giving possible ease to the second language learners. Therefore, various methods have been used to indulge learners in viva exams.

Then, in the last week before the exit out exams, it was informed to both groups that viva exam must be considered as a compulsory part of qualifying examination. On the final exam day, for enhancing the learners' confidence, initially group performance has been started and then came the individual performance. The viva exam has been conducted in different steps and intervals but in a single day. Therefore, firstly, presentation on an informed and then uninformed topic has been considered the part of viva exam. Secondly, demonstration of a given picture has been included in the viva exam. Thirdly, open discussion has been considered important element of viva exam where the participation in the talk was compulsory for all the participants. Fourthly, the viva exam has been done which has been consisted of different items including; open informal questions on current issues and individual talk on interesting topics (such as their ideals, ambitions in life, positive and negative sides of personality, new movies and dramas, etc.). These questions move to the more challenging and difficult issues (like the status of English in Pakistan and in the world, performance of Rescue operation teams in the country, etc.).

Checklist to measure the Speaking Proficiency of Pakistani English Language Learner		
Type of used vocabulary	Easy	
	Difficult	
	Highly Difficult	
Response to instructions		
Performance in different situations		
response to ESL instruction		
response to Bilingual instruction		

Improvements in performance occurred over time	
academic patterns in class	
behavioral patterns in class	
English Language interaction with peers	
English Language interaction with teacher	
Bilingual Language interaction with peers	
Bilingual Language interaction with teacher	
Native Language interaction with peers	
Native Language interaction with teacher	
How well a learner audible in English language before Training?	
How well a learner audible in English language after Training?	

After analyzing the proficiency of both groups in exams, it was considered that it must be necessary to investigate the deeper perspective of learners' knowledge before exam and in exam which could only be possible with the compulsion of viva exam along with the formal methods. Because the group which has informed from the day first that viva would be compulsory for exit out exams shows better performance and confidence than the second group which has been informed latter about the viva exam. The result shows that exam fear fact is really needed for getting the required results in ELT classrooms. There is also no doubt that viva paper is an opportunity in achieving the demands of ELT program in Pakistan.

Third Step and Discussion

Thirdly, a questionnaire has been distributed among the twenty students for asking about the importance of viva exam for teaching English as a second language to Pakistani students.

Table 1.

Sr. No.	Questions for Students	Yes	No
1	Do you speak English inside the class with your language teacher?	02	18
2	Do you speak English outside the class with your friends?	0	20
3	Always replied the answer of teacher's question in English?	05	15
4	You can write 200 words English essay on a given topic independently.	17	3

1. 90% (18) students were disagreed to speak English inside the class with their language teacher and 10% (2) students were agreed to speak English inside the class with their language teacher.
2. 100% (20) students were disagreed to speak in English with their fellows and friends outside the class.
3. Only 25% (5) students agreed; they replied the answer of teacher's question in English while 75% (15) students disagreed to reply the answer of teacher's question in English.
4. 85% (17) students said that they could write 200 hundred words' essay on a given topic independently and 15% (3) students disagreed to write independently.

Percentage method has been used for the statistical verification of the given opinion and for the elaboration of the data, bar graphs have been used.

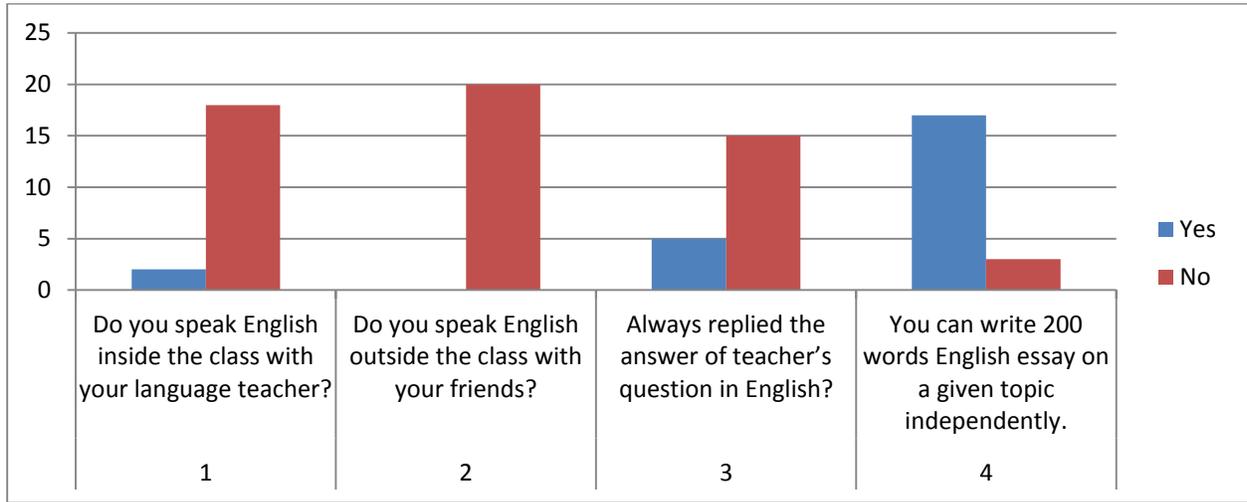
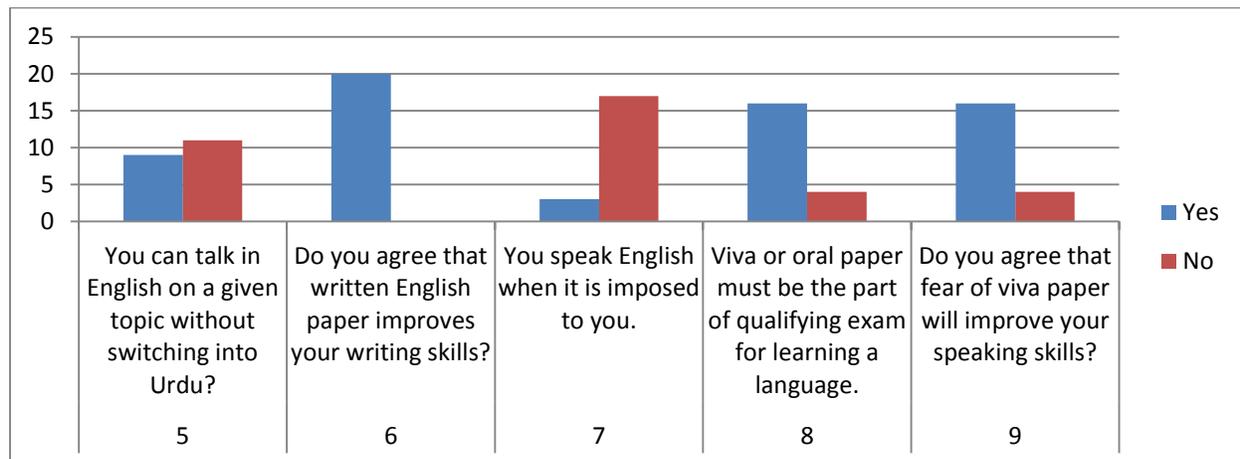


Table 2:

Sr. No.	Questions for Students	Yes	No
5	You can talk in English on a given topic without switching into Urdu?	09	11
6	Do you agree that written English paper improves your writing skills?	20	00
7	You speak English when it is imposed to you.	17	3
8	Viva or oral paper must be the part of qualifying exam for learning a language.	16	04
9	Do you agree that fear of viva paper will improve your speaking skills?	16	04

5. Only 45% (9) students agreed to speak on a given topic without switching into Urdu and 55% (11) students accepted that they could not speak on a given topic without switching into Urdu.
6. 100% (20) students agreed that written English paper has improved their writing skills.
7. 85% (17) students agreed that they spoke English only when it was imposed to them and 15% (3) students disagreed with this opinion and told that they always tried to speak English.
8. 80% (16) students agreed that viva or oral paper must be the part of qualifying exams for learning a language. 20% (4) students disagreed with this opinion because they feel it burden. They were those who have low socio-economic background and tried to finish their degree without any hurdle.
9. 80% (16) students had the opinion that the fear of viva paper would improve their speaking skills and 20% (4) students had the opinion that there is no effect of paper fear in improving their speaking skill.

Percentage method has been used for the statistical verification of the given opinion and for the elaboration of the data, bar graphs have been used.



Conclusion

English is an important contemporary language and a passport to enhance opportunities for success in life. English language is now an indispensable tool. It has occupied a major role in international communication and also a medium of instruction in Pakistani education system. A major need to make English functional is to train teacher by using communicative and interactive approaches, in designing English Syllabus for Pakistan (ESP) and for successfully implementing them at all levels of academia. It is presently an important issue but there is need of reformation in policy decisions for second language teaching and learning. Presently, viva exam has no role in evaluating the English language learners. Therefore, a small scale research has been done for getting the opinion of Pakistani English learners and their performance in ELL classes. Majority of students agreed that written English paper has improved their writing skills but they speak English only when it was imposed to them. Viva or oral paper must be the part of qualifying exams for learning a language and ultimately, the fear of viva paper would improve their speaking skills. It is also concluded that;

1. Limited number of students answered to the teacher's questions in English and majority of students is more fluent in writing than speaking.
2. In the ELL classrooms, very limited number of students communicated in English with their fellows or even with their teacher.
3. Pakistani L2 learners never talk in English with their fellows outside the class.
4. The role of the teacher is also very important as learners do what a teacher asked to do and this is clearly analyzed with the difference in the learners' performance in the both groups.
5. Viva must be the part of qualifying exams for the second language learners. Because exam fear fact is the important factor for getting proficiency and fluency in speaking English as a second language.

After analyzing the opinion and performance of students, it is clear that language practice and real life experience is more important than teaching curriculum or methods. By saying this does not mean that reading, writing, speaking, listening and teaching grammar are not compulsory but it means that along with these skills, real life language practice must be considered as an important part. Which would be possible only when learners are the part of special situations where they must bound to practice second language. All this would be possible only when students have the exam fear in their mind implemented by the policy makers. Otherwise precision and proficiency in the second language would be a dream for a Pakistani second language learner.

Recommendations and Future Work

This study is conducted in only one Public Sector University therefore in order to objectify the results, population size would be increased. For English language proficiency, it is the time to take bold steps otherwise it would be an exploitation of resources nothing else.

References

- The Viva Voce- Guidance and Information for Potential Diploma Candidates. 2000. *A guide to the Viva Voce Requirements of the Associate Board's Diploma Education*: 1-11.
- Akram, M., and M. Ghani. 2013. The Relationship of Socioeconomic Status with Language Learning Motivation. *International Journal of English and Education* 2(2): 406-413.
- Antion, T. n.d. Learn How to be a Professional Speaker. In *Are You Communicating?* : 100-101.
- Assalahi, H. 2015. English Language Curriculum Change in an EFL Context: Shallow Scope and Marginalized professionals. *International Journal of English Language Education* 3(1): 219-238.
- Blanche, P., and B. J. Merino. 1989. Self-Assessment of Foreign-Language Skills: Implications for Teachers and Researchers. *A Journal of Research in Language Studies* 39(3): 313-338.
- Collier, D. C. 2005. *Test Evaluation Checklist (TEC)*. 1004 West 58th Lane, Ferndale, WA 98248-9470: Cross Cultural Developmental Education Services.
- DeRolf, J. D. 1995, March. English Communication Through Practical Experiences. *The Internet TESL Journal* 2(2): 140-156. Retrieved from <http://iteslj.org/>
- Dixon, T., and M. O. Hara. n.d. *Communication Skills*. Making Practice Based Learning Work, University of Ulster, an educational development project funded through FDTL.
- Farooq, M. 2015. An Acoustic Phonetic Study of Six Major Accents of Urdu in Pakistan. (Unpublished Thesis. University of Management and Technology, Lahore. Punjab, Pakistan)
- Gulzar, M. A., and S. A. Qadir. 2010. Issues of Language(s) Choice and Use: A Pakistani Perspective. *Pakistan Journal of Social Sciences (PJSS)* 30(2): 413-424.

- How to Improve College Reading Skills in 10 Steps*. n.d. Retrieved 2016, from http://www.ehow.com/how_4472103_improve-college-reading-skills-10.html#ixzzl24xPgxbA
- Idris, N., and B. S. Sinha. 2013. Shifting Teachers Role in the English Language Classroom in Bangladesh. *The English Teacher*, 22(2): 89-103.
- Jeary, T. 1996. Inspire any Audience: Proven Secrets of the Pros for Powerful Presentation.
- Khalique, H. 2009. The Urdu-English Relationship and Its Impact on Pakistan's Social Development. *The Annual of Urdu Studies* 22(1): 99-112.
- Lewis, P. M., G. F. Simons, and C. D. Fen. 2016. *Pakistan*. Retrieved 1 25, 2017, from Ethnologue: Languages of the World: <https://www.ethnologue.com/country/PK/status>
- MacIntyre, P. D., K. A. Noels, and R. Clement. 1997. Biases in Self-Ratings of Second Language Proficiency: The Role of Language Anxiety. *Language Learning: A Journal of Research in Language Studies* 47(2): 265-287.
- Mustafa, Z. 2012. *Pakistan Ruined by Language Myth*. (G. N. Comapnies, Producer) Retrieved January 27, 2017, from TEFL Learning English: <https://www.theguardian.com/education/2012/jan/10/pakistan-language-crisis>
- Paolo, F. 1994. *How to Make a Great Presenation in 2 Hours*. Hollywood Fla: Lifetime Books.
- Rahman, T. 2002. *Language Ideology and Power: Language Learning among the Muslims of Pakistan and North India* (illustrated ed., Vol. xix). the University of Michigan: Oxford University Press.
- Richards J. C., and C. Lockhart. 1994. *Reflective teaching in second language classrooms*. New York: Cambridge University Press.
- Sarfaraz, I. 2013. *A Case for English in Pakistan*. Retrieved 1 25, 2017, from The Express Tribune: <http://tribune.com.pk/story/488063/a-case-for-english-in-pakistan/>
- Singleton, K. 1999. Using Volunteers in your ESL Classroom: Suggestions for Newer Teachers. *The Internet TESL Journal* 5(3): <http://iteslj.org/>
- Snell, J. 1999. Improving Teacher-Student Interaction in the EFL Classroom: An Action Research Report. *The Internet TESL Journal*, (4).
- Willkommen, K., and Team. 2010. *MTD Training Advanced communication Skills*. MTD Taining. Ventus Publishing ApS.
- Worth, R. 2004. *Communication Skills* (2nd ed.). New York, United States of America: Career Skill Liberary, Ferguson.