

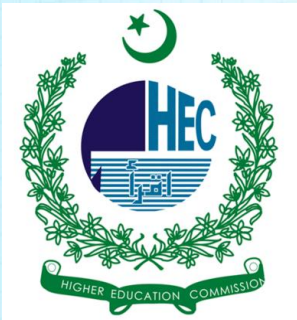
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**Aligning Language Pedagogy With Media Industry Needs: A
Case Study of Newsman's English at the University of Sindh,
Jamshoro**



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Abstract

This study investigates the alignment and relevance of the "Newsman's English" course with the academic and professional language needs of BS Media Communication students at the University of Sindh, Jamshoro. The course, intended as an English for Specific Purposes (ESP) offering, was examined through a quantitative needs analysis framework to determine its effectiveness in meeting the specific linguistic and communicative demands of media students. A structured questionnaire containing four major components—importance, purpose, self-assessment, and course evaluation—was administered to 27 third-year students who had previously undertaken the course. The research reveals a significant disconnect between the course contents and the specialized language requirements of media communication. Although students acknowledged the value of certain existing elements, they overwhelmingly favored the inclusion of prospective, media-specific content such as journalistic writing, news headlines, media terminology, interviews, presentations, and debates. The purpose-related responses indicated a strong inclination towards academic and career-oriented use of English, with less emphasis on social or familial contexts. Self-assessment responses showed that while students considered themselves proficient in English, they did not attribute their proficiency to the Newsman's English course. The course evaluation results were particularly revealing: students expressed dissatisfaction with the course structure, materials, and teaching strategies, reporting that the course resembled general English instruction rather than a specialized ESP curriculum. The official course outline and recommended texts were also found to be misaligned with the field of media studies. These findings underscore the need to revise the Newsman's English curriculum, incorporating field-relevant content and pedagogical strategies that cater directly to the communicative needs of future media professionals. The study concludes by recommending a redesign of the course with targeted language skills, relevant textbooks like *Cambridge English for the Media*, and contextually appropriate teaching methodologies. This shift would not only improve students' academic outcomes but also better prepare them for professional roles in the media industry.

Keywords: Newsman's English, ESP, needs analysis, media communication, curriculum alignment, course evaluation, University of Sindh.

Introduction

The importance of English language proficiency across various industries has significantly increased due to globalization and the rapid development of international markets. English has emerged as the dominant language of communication in sectors such as technology, business, academia, and particularly in media and communication (Hyland, 2019; Belcher, 2019; Flowerdew, 2022). In response to these evolving needs, the concept of English for Specific Purposes (ESP) has gained considerable attention within English language instruction. ESP focuses on designing language courses that are tailored to the particular academic, professional, and occupational requirements of learners in diverse fields (Anthony, 2018; Basturkmen, 2021).

Research consistently highlights that individuals' language needs vary depending on their educational backgrounds, socio-cultural environments, and specific professional demands (Bocanegra-Valle, 2021). Therefore, ESP courses must be distinctly designed, as they differ from general English courses by concentrating on the specialized linguistic skills necessary for particular professions (Belcher, 2019).

Central to ESP course development is the process of needs analysis, often regarded as the "cornerstone" of effective ESP pedagogy. Needs analysis involves a systematic investigation of learners' target language requirements, the contexts in which the language will be used, and their current language competencies (Hyland, 2019; Basturkmen, 2021). Hutchinson and Waters (1987) were among the first to emphasize its critical role, suggesting that a thorough understanding of learners' needs leads to the creation of more purposeful and relevant language programs. Similarly, Dudley-Evans and St. John (1998) underlined that needs analysis enables instructors to identify learners' target situations and tailor instructional content accordingly.

In the context of media education, aligning ESP curricula with industry-specific communication skills is vital, given the increasing demands for professionalism, accuracy, and intercultural competence in media outputs (Khan & Ali, 2022; Mahmood & Saeed, 2022). Writing genres such as news reporting, feature articles, scriptwriting, and digital storytelling have become essential components of ESP courses targeted at media students (Flowerdew, 2022; Hyland, 2022).

Thus, this study aims to assess the alignment of the *Newsman's English* course content with the academic and professional communication needs of BS Media and Communication

students at the University of Sindh, where the course is offered as a major subject (see Annexure C).

Background

In Pakistan, English continues to occupy a prestigious status as the primary medium of instruction and as a compulsory subject across all levels of education (Rahman, 2020; Shamim & Kuchah, 2022). Despite this prominence, systemic challenges such as limited public investment in education—persistently around 2% of GDP—and a shortage of professionally trained English Language Teaching (ELT) practitioners have severely impeded the development of communicative competence among students (Shamim, 2020; UNESCO, 2023).

The high failure rates in English examinations, particularly in public sector institutions, underline the critical role English plays in determining academic success and access to elite professions, including civil services (Mahboob, 2021). Historically, English in Pakistan has been associated with the elite and pro-elite classes, reinforcing societal inequalities through language (Rahman, 2019; Mahboob & Jain, 2021). Students from privileged Anglophone backgrounds typically enjoy superior English instruction, further widening the linguistic divide (Rahman, 2020).

Given the evolving demands of the globalized workforce, especially in fields like media and communication, the necessity for targeted English for Specific Purposes (ESP) courses has become increasingly urgent (Belcher, 2019; Flowerdew, 2022). For media communication students in Pakistan, developing advanced English language skills is not only a matter of academic achievement but also a professional imperative (Mahmood, 2021; Khan & Ali, 2022).

Additionally, scholars emphasize that media professionals must master culturally nuanced English communication, as they often engage with diverse global audiences (Raza, 2021; Yousaf & Shahbaz, 2022). Integrating genre-specific writing instruction into ESP courses—covering areas such as news reporting, feature writing, scriptwriting, and digital media content creation—is critical to preparing students for the language demands of the media industry (Mahmood & Saeed, 2022; Hyland, 2022).

In this context, aligning language pedagogy with industry-specific needs, as reflected in specialized courses like *Newsman's English* at the University of Sindh, Jamshoro, becomes not just relevant but essential for bridging academic preparation with professional realities.

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Purpose of the Study

This study was initiated in response to the unmet academic and professional needs of students enrolled in the BS Media and Communication Studies program. The course *Newsman's English*, currently taught in the third year of the program, was originally intended to equip students with specialized English communication skills relevant to the media industry. However, preliminary observations and a structured checklist survey (see Annexure A) revealed that the course content was largely aligned with general English instruction rather than with the specific communicative demands of the media field.

Recent research emphasizes that English for Specific Purposes (ESP) courses must be designed to directly address the contextual and occupational needs of learners (Hyland, 2019; Basturkmen, 2021; Belcher, 2019). In the case of media students, mastery over genre-specific writing, news reporting, broadcasting terminology, and digital communication strategies is critical for professional success (Flowerdew, 2022; Mahmood & Saeed, 2022).

The observed dissatisfaction among students stemmed from the course's misalignment with their academic and industry-specific requirements. The study, therefore, seeks not only to diagnose the linguistic and academic challenges faced by students but also to investigate the root causes of their dissatisfaction. Based on these insights, the study aims to propose a restructured course outline that would align more closely with both students' professional aspirations and the evolving demands of the media industry.

By grounding course design in a comprehensive needs analysis—a foundational principle in ESP (Basturkmen, 2021; Hyland, 2022)—this study aspires to recommend pedagogical reforms that bridge the existing gap between academic instruction and professional communication competencies required in the media sector.

Methodology

To assist third-year students of Media and Communication in meeting the language requirements of their future professions, this study aimed to identify their specific language needs. A clearly defined methodology in needs analysis is essential to ensure the validity of data collection and the reliability of subsequent decision-making processes (Long, 2019; Basturkmen, 2021).

This study specifically examined their course material, teaching strategies, and language needs related to their major subject, *Newsman's English*. Data were gathered through a structured questionnaire comprising four key components: importance, purpose,

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self-assessment, and course evaluation (see Annexure B). All sections utilized a five-point Likert scale to capture nuanced responses.

Importance Component

This section assessed the perceived significance of both the existing and prospective content of *Newsman's English*. Utilizing a five-point Likert scale enabled a targeted analysis of students' views regarding their immediate and future academic and professional needs (Basturkmen, 2021; Hyland, 2022).

Purpose Component

This section explored students' motivations for learning English within the course framework, focusing on academic, professional, personal, and general purposes. Collecting purposeful data from students is critical in evaluating whether educational programs effectively meet learners' goals (Belcher, 2019; Flowerdew, 2022).

Self-Assessment Component

Self-assessment was incorporated to engage students in evaluating their own linguistic competencies and needs. It facilitated the collection of more authentic, reflective data about the target community. Self-assessment plays a pivotal role in needs analysis, empowering learners to articulate their individual preferences and learning aspirations (Reinders, 2023; Hyland, 2022).

Course Evaluation Component

Finally, the evaluation of the *Newsman's English* course was conducted via a Google Form survey to assess the course's relevance, applicability, and alignment with students' professional and academic communication needs. Evaluation, especially post-course, is crucial for determining the real-world effectiveness of curriculum design. As Hutchinson and Waters (1991) argue, the most reliable course evaluations occur after learners have engaged with real target situations, allowing them to judge how well the course prepared them (p. 155).

Context and Participants

The research was conducted at the Department of Media and Communication Studies, University of Sindh, Jamshoro (see Annexure G). Students enrolled in the undergraduate media and communication program participated in the study. Although 30 participants were initially targeted, 27 third-year students ultimately completed the survey. The group consisted of both male and female students from diverse linguistic and cultural backgrounds, including Sindhi, Punjabi, and Urdu-speaking communities.

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The decision to engage third-year students was deliberate. These students had recently completed the *Newsman's English* course during their fifth semester (see Annexure C), making them the most appropriate cohort to assess the relevance and alignment of the course content with the practical demands of the media communication field. Having just studied the subject, they were well-positioned to offer reflective insights regarding how well the course addressed their professional communication needs.

Contemporary ESP research emphasizes that post-course evaluations are critical for accurately assessing the effectiveness of specialized English instruction. According to Hutchinson and Waters (1987), one of the most meaningful times to conduct evaluations is immediately after the course completion, as "learners will be in a position to judge how well the course prepared them for the target situation they are [then] in" (p. 155). More recent studies, such as those by Basturkmen (2021) and Flowerdew (2022), reaffirm that timely feedback from students who have recently engaged with ESP content is essential for refining course design to ensure it meets evolving academic and industry-specific communication demands.

In the context of aligning language pedagogy with media industry needs, gathering direct feedback from media students becomes an essential step toward optimizing curricula like *Newsman's English* to foster employability, intercultural competence, and professional writing proficiency.

Instruments

The study employed a structured questionnaire, divided into four key components, designed in line with contemporary approaches to ESP needs analysis and language assessment research (Basturkmen, 2021; Hyland, 2019; Long, 2021). Parts A and B of the questionnaire focused on two principal themes: the importance of English language skills and the purposes for studying English within the context of media communication careers.

Part A contained ten items addressing the anticipated academic and professional demands for English language use in media-related fields. Participants were instructed to carefully read each statement and indicate the perceived level of importance based on their individual language needs and professional aspirations. This approach mirrors best practices in ESP research, where subjective learner perceptions are critical for designing targeted language instruction (Bocanegra-Valle, 2021; Belcher, 2019).

Part B explored students' motivations and purposes for learning English, encompassing both

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academic requirements and broader career-driven objectives in the global media landscape (Flowerdew, 2022).

The third section of the questionnaire included a self-assessment of language proficiency, encouraging participants to reflect on their abilities across the four core skills: listening, speaking, reading, and writing. This self-assessment technique aligns with current trends in language education that emphasize learner autonomy and self-regulated learning as part of comprehensive needs analysis frameworks (Tseng & Schmitt, 2020).

While the first three sections were administered in paper-based format, the fourth component—course evaluation—was distributed digitally through a Google Form. This digital approach not only facilitated data collection but also aligned with modern survey methodologies that advocate leveraging technology for efficient and more environmentally friendly research practices (Mackey & Gass, 2020).

Collectively, these instruments were designed to gather both perceived and actual needs from the students, ensuring a holistic understanding of their English language learning requirements for successful engagement in media careers.

English For Media Communication Students

Pakistani media and communication students continue to face significant challenges not only in their writing proficiency but also in mastering the specialized terminology and genre-specific conventions required by the media industry (Khan & Ali, 2022; Mahmood & Saeed, 2022). Despite the centrality of English in global media communication, there has been a persistent lack of systematic needs analysis, academic debate, and structured dialogue surrounding the specific English language requirements for media studies in Pakistan (Shamim & Kuchah, 2022; Rahman, 2020). Consequently, the linguistic needs of students—particularly in the domains of reading and professional writing—remain largely unmet (Soomro, Buriro, & Lanjwani, 2021).

Given that English for Specific Purposes (ESP) courses significantly differ from general English instruction in their focus, content, and pedagogical approach (Basturkmen, 2021; Belcher, 2019), it is imperative to tailor ESP curricula for media students. Special emphasis must be placed on enhancing professional writing skills, including journalistic writing, digital content creation, and multimedia communication (Flowerdew, 2022; Hyland, 2022). Strengthening these skills is essential for enabling students to perform effectively and professionally in the highly competitive and dynamic media landscape.

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One such course designed to meet these specific needs is *Newsman's English*—a specialized ESP subject intended to improve language proficiency within the context of media communication and journalism. The primary objective of *Newsman's English* is to cultivate students' abilities to write news stories, conduct interviews, edit reports, and communicate accurately and concisely across traditional and digital media platforms (Thompson & Roberts, 2021). Recent studies have affirmed that embedding *Newsman's English* within mass media curricula enhances students' journalistic competencies, language proficiency, and industry readiness (Thompson & Roberts, 2021; Ali & Raza, 2023).

At the University of Sindh, *Newsman's English* is offered to BS Media and Communication students as part of their major studies to prepare them for successful careers in journalism, media management, digital content production, and broadcasting. However, preliminary research conducted within the Department of Media and Communication Studies at the University of Sindh has revealed a critical mismatch between the existing *Newsman's English* course content and the evolving, discipline-specific language needs of contemporary media students. This gap underscores the urgent need to realign the course with professional expectations and global communicative standards

Findings

After the data collection phase, the questionnaire responses were systematically analyzed and discussed. The questionnaire was structured around four key components: the perceived importance of English skills, the purpose of learning English, students' self-assessment of their competencies, and the evaluation of the *Newsman's English* course. Such multi-dimensional frameworks for language needs assessment are widely recommended in ESP research to ensure a holistic understanding of learners' professional and academic needs (Basturkmen, 2021; Hyland, 2019).

The findings derived from the questionnaire were cross-validated against the official course outline of *Newsman's English* (see Annexure D), as provided by the Department of Media and Communication Studies. This triangulation approach strengthens the reliability of needs analysis and curriculum evaluation processes, as emphasized by scholars in ESP curriculum research (Flowerdew, 2022; Belcher, 2019).

Specifically, the "Importance" section of the questionnaire, based on the comprehensive checklist designed earlier (see Annexure A), incorporated both the current elements taught in the course and the prospective elements that students indicated as essential

for their academic and future professional engagement in the media industry. Therefore, the findings and discussions presented in this study are firmly grounded in students' responses, aligning with best practices in ESP needs analysis and curriculum alignment studies (Anthony, 2018; Basturkmen, 2021).

The Importance of English Language Skills

Two levels of importance are taken into consideration: Important and Very Important (I and VI) (Buriro, Soomro, 2013).

Each skill has been illustrated in a separate table, and the underlined elements in the tables are the prospective elements that were not part of their outline.

Table 1: Importance of Reading Comprehension, n=27

1) Rank order of 8 sub-items (A1 to A8) of Item No.1 Reading Comprehension

Responses to the First Two Levels of Importance (I and VI) (n=27)

Reading comprehension	Item No	Count	Percent
Headlines	A7	20	74.07
Newsman's Terminology	A8	19	70.37
Essay	A1	19	70.37
Paragraph	A2	18	66.6
Reviews	A3	18	66.6
Types of writing	A4	17	62.9
Process of writing	A5	16	59.2
Texts (Various)	A6	8	29.6

Table 1 depicts the students' claims of importance regarding the existing elements and prospective elements. The students indicated that the **headlines** and **Newsman's terminology**, which are prospective elements, can be "very important" and "important" for reading comprehension in media communication studies. This determined that headlines and Newsman's terminology in reading skills should be part of their course outline.

Table 2: Importance of Writing Comprehension, n=27

2) Rank order of 8 sub-items (A9 to A16) of Item No.1 Writing Composition

Responses to the First Two Levels of Importance (I and VI) (n=27)

Writing composition	Item No	Count	Percent
Headlines	A16	24	88.8
Reviews	A11	23	85.1
Essays	A9	22	81.4
Paragraphs	A10	22	81.4
Types of writing	A12	17	62.9
Autobiographies	A14	17	62.9
Process of writing	A13	15	55.5
Texts (formal and Informal)	A15	12	44.4

Table 2 shows the students' claims of the importance regarding their course elements and prospective elements. The students indicated that the headlines, which is a prospective element, can be "very important" and "important" for the writing composition in their media studies. This shows that the headlines component should be part of the Newsman's English course outline.

Table 3: Importance of Listening Comprehension, n=27

3) Rank order of 7 sub-items (A17 to A23) of Item No.3 Listening Comprehension

Responses to the First Two Levels of Importance (I and VI) (n=27).

Listening comprehension	Item No	count	Percent
Media Content	A23	24	88.8
Media Interviews	A22	22	81.4
Lectures (discussion type)	A19	22	81.4
Speeches	A17	21	77.7
Films/movies (production)	A20	21	77.7
Conversations	A21	19	70.3
Lectures (monologue type)	A18	17	62.9

Table 3 shows the students' claims of the importance regarding their course elements and prospective elements. The students showed interest in the prospective elements. Moreover,

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media content and media interviews are at the top of the table. However, the conversation element is on the second-last of the list as per percentage, but more than seventy percent of students claimed its importance. Thus, these prospective elements should be part of their listening comprehension.

Table 4: Importance of Speaking Skills, n=27

4) Rank order of 6 sub-items (A24 to A29) of Item No.1 Writing Composition			
Speaking skills	Item No	Count	Percent
Debates	A29	25	92.5
Conversations	A27	24	88.8
Presentations	A28	23	85.1
Discussions	A24	22	81.4
Interviews	A26	22	81.4
Lectures (discussion type)	A25	21	77.7

Table 4 shows that the students are more inclined towards prospective elements than the existing elements. The students indicated that debates, conversations, presentations, and interviews are important for their speaking skills in their media studies. This shows that these components should be part of the Newsman's English course outline.

Table 5: Prospective Language Skills, n=27

Rank order of prospective elements. S, R, W, and L are capital letters indicate skills with reference to tables 1 to 4 of the importance of language skills.	Item No	Count	Percent
Debates (S)	A29	25	92.5
Headlines (W)	A16	24	88.8
Media Content (L)	A23	24	88.8
Conversations (S)	A27	24	88.8
Presentations (S)	A28	23	85.1
Media Interviews (L)	A22	22	81.4
Headlines (R)	A7	20	74.07
Newsman's Terminology (R)	A8	19	70.37
Conversations (L)	A21	19	70.3

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Interviews (S)	A26	22	81.4
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Table 5 depicts that most of the students have shown interest in prospective elements rather than the existing elements. Mostly, as shown in the tables above, prospective elements have topped the tables. This shows that these suggested elements should be part of the Newsman's English course outline.

Purposes of Learning English

Two levels of agreement are taken to interpret the purposes: agree and strongly agree (A and SA) (Buriro, Soomro, 2013). n=27.

Table No. 6

5 I studied English in the context of Newsman's English...	Item No	Count	Percent
to improve my capacity for international communication, both within and outside of Pakistan.	B(1)	23	85.1
to enhance my ability to communicate with my family.	B(2)	12	44.4
to do well on the Newsman's English exam.	B(3)	25	92.5
for my higher education in media communication.	B(4)	24	88.8
as it was a major subject.	B(5)	21	77.7
to be successful in my upcoming media-related career.	B(6)	23	85.1
6 Currently, I use English...	Item no	Count	Percent
while doing homework or studying.	B(7)	22	81.4
when interacting or speaking with friends.	B(8)	19	70.3
at home with family	B(9)	13	48.1
7 I believe I will be using English in the future...	Item no	Count	Percent
for advanced classes or additional study.	B(10)	18	66.6
for socializing and establishing connections in the work place.	B(11)	21	77.7
at home for a variety of reasons.	B(12)	15	55.5
In my next position or line of work in media communication.	B(13)	22	81.4

Table 6 indicates that the third-year media students viewed all 13 sub-items (items 5 to 7) in the purposes of learning English section, as being crucial to their academic work and future careers. Nonetheless, it is evident that they did not think using the English language was necessary for engaging in social interactions, communicating with relatives, or interacting

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with outsiders.

Self-Assessment

Table No. 7: Two levels of agreement are taken to demonstrate the self-assessment responses: Agree and Strongly Agree (A and SA) (Buriro, Soomro, 2013).

	Item No	Count (n=27)	Percent
8 Based on my academic performance in Media Communication studies at the University of Sindh, I consider my English language skills to be extremely good.	C1	19	70.3
9 I believe that proficiency in the English language is necessary for success in the University of Sindh's Media Communication programme.	C2	23	85.1
10 My studies in Media Communication benefited from taking the Newsman's English course.	C3	15	55.5
11 I believe that improving language proficiency and communication in relation to media communication should be the main goal of the Newsman's English course.	C4	20	74.0
12 I think that getting employment in the media communication industry requires a strong command of the English language.	C5	21	77.7
13 I believe that I would find my studies in media communication and potential employment in the sector easier if I have stronger English language skills.	C6	19	70.3
14 My proficiency in English in the context of media communication has improved due to the Newsman's English subject.	C7	15	55.5
15. When it comes to group and pair projects in English classes, I like to actively participate.	C8	20	74.7

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S.NO	Questions	Item No	Count	Disagree
1.	The course objectives were clearly defined and relevant to media communication studies.	D (1)	20	74%
2.	Lectures and study notes were relevant and useful to the media communication field.	D (9)	19	71%
3.	The course made me more interested and think about my field.	D (11)	19	70%
4.	The suggested books were reliable and relevant to my field of study.	D (10)	16	69%
5.	The learning and teaching methods encouraged participation.	D (7)	18	67%
6.	In the subject, theoretical concepts were there with real-world applications.	D (21)	18	67%
7.	The teacher used the English language to give the lectures.	D (25)	15	66%
8.	The subject was well organized in the context of the media communication field.	D (3)	17	63%
9.	There was a good balance of class lectures and practicals.	D (6)	17	63%
10.	The method of assessment was reasonable.	D (13)	15	56%
11.	The teacher communicated the subject matter effectively.	D (17)	15	55%
12.	The matter presented in the course has increased my subject knowledge.	D (20)	15	55%
13.	The provided material was and will be useful in practical	D (19)	14	52%
14.	I actively participated in the classes.	D (4)	12	45%
15.	The teacher provided references or examples to existing situations, in the context of Pakistan.	D (18)	11	41%
16.	I think I have made progress in the subject.	D (5)	11	40%
17.	The workload of the course was satisfactory.	D (2)	9	34%
	I think the main focus of the Newsman's English	C9	23	85.1

course should

be on language and abilities related to courses in the Media Communication department.

Table 7 demonstrates that students self-perceive that language proficiency can be necessary in a media career, getting employment, and for further studies. Moreover, students have claimed that they actively participate in the activities and that their English proficiency is good, however, they have claimed that their language proficiency is not benefited by Newsman's English. Their proficiency in English might have improved from other sources by making personal efforts.

Course Evaluation

Table No. 8: Responses to the First Two Levels of Disagreement (DA and SDA) N=27.

18. The teacher provided the extra material apart	D (24)	9	34% from
			the textbook
19. The material was well organized and presented.	D (15)	8	30%
20. The teacher appreciated the active participation of students during class.	D (23)	7	26%
21. Participation was encouraged by the methods of learning and teaching.	D (22)	6	23%
22. The teacher provided and made a conducive learning environment.	D (8)	5	18%
23. Ideas and concepts were presented clearly.	D (12)	4	15%
24. I understood the lectures.	D (14)	4	15%
25. The assignments, tests and exams covered the material presented in the course.	D (26)	3	11%
26. The teacher provided a list of topics before the	D (16)	2	8% lecture.

The data in table 8 demonstrates course evaluation part of the questionnaire. This was the last component of the questionnaire, which was conducted through Google Form. The table clearly demonstrates that the students disagreed with the statement that the course contents, lecture notes, suggested books, and the organization of the subject were meeting the context of the media communication field.

Discussion

The present study aimed to assess the course content of an existing English for Specific

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Purposes (ESP) course, *Newsman's English*, which is offered to third-year students of the Media and Communication Department at the University of Sindh. A structured questionnaire comprising four components was adapted to evaluate the students' needs and examine the alignment of *Newsman's English* with the demands of media studies.

In the language skills section of the questionnaire, both existing and prospective course elements were assessed. The findings revealed that while students recognized the importance of the current course elements, they showed an even stronger interest in the prospective components. This suggests that although some existing topics (see Annexure D) could potentially be contextualized to media communication, they were not being taught from that perspective. Students' agreement with this gap is discussed further in the later sections.

In the purpose section, the survey disclosed that students' primary motivations for learning English were academically and professionally driven, aiming toward media-related careers. However, the results also indicated limited preference for using English at home or within their social circles. This trend reflects broader societal patterns in Pakistan, where English is predominantly used for formal and academic purposes rather than everyday social interaction (Buriro, Soomro, & Saeed, 2021; Shamim & Kuchah, 2022).

The self-assessment section revealed that students generally rated their English proficiency as "good" and acknowledged the importance of English for securing a successful career in media. Nevertheless, despite their self-reported proficiency, students did not attribute their language development to the *Newsman's English* course. Instead, they reported that the course had minimal impact on improving their English language skills, as shown in Table 6.

Finally, the course evaluation section clearly illuminated the misalignment between the course content and students' academic and professional needs. Students indicated that the lecture notes, study materials, and suggested readings (see Annexure E) were largely irrelevant to media communication and were more focused on general English proficiency. This observation is further validated by the department's official course outline for *Newsman's English*, which predominantly emphasizes general English structures without explicit adaptation to media communication contexts. Although some general English components could be taught through a media lens, in practice, they were delivered in a generic format rather than tailored to the specialized demands of media studies (Khan & Ali, 2022; Mahmood & Saeed, 2022; Hyland, 2022).

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Recommendations

To enhance students' English language proficiency for both academic and professional contexts, it is essential to design course materials specifically situated within the field of media and communication studies (Hyland, 2022; Flowerdew, 2022). Language instruction for media students should not only address general linguistic competence but also develop domain-specific skills, including news reporting, feature writing, scriptwriting, and digital content creation (Basturkmen, 2021; Belcher, 2019). Consequently, the *Newsman's English* course should be adapted or restructured to align with the identified needs of media and communication students, incorporating the prospective improvements suggested in this study.

Aligning course content with target situation analysis—focusing on the real-world communicative demands students will encounter in the media industry—is crucial for ensuring relevance and effectiveness (Long, 2015; Basturkmen, 2021). Furthermore, it is recommended that the instructional materials used should be directly relevant to media communication studies rather than relying on general English textbooks. In this regard, *Cambridge English for the Media* by Elizabeth Lee and Nick Ceramella (2008) offers a more targeted and contextually appropriate resource for the *Newsman's English* course (see Annexure F).

By adopting specialized materials and tailoring course objectives to professional media communication contexts, the effectiveness of language instruction can be significantly enhanced, better preparing students for the linguistic demands of the media industry.

Conclusion

The present study investigated the alignment of the *Newsman's English* course, offered as a major subject to third-year BS Media Communication students at the University of Sindh, with the specific academic and professional language needs of its learners. Grounded in the theoretical framework of English for Specific Purposes (ESP) and guided by a comprehensive needs analysis approach (Basturkmen, 2021; Flowerdew, 2022), the research revealed a significant misalignment between the course content and the real-world communication demands faced by media students.

Students consistently emphasized the necessity of specialized competencies such as news headline writing, mastery of journalistic terminology, conducting and analyzing media interviews, public speaking skills (including debates and professional presentations), and critical comprehension of media content (Hyland, 2019; Belcher, 2019). These crucial skills

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were found to be either inadequately addressed or entirely missing within the current course structure. Although labeled as an ESP course, *Newsman's English* largely delivered generalized English instruction, neglecting the discipline-specific needs of media and communication learners.

Furthermore, students' self-assessments indicated a moderate sense of English language proficiency; however, they attributed their linguistic development primarily to external initiatives such as internships, online platforms, and personal practice rather than to the course itself. The evaluation data echoed widespread dissatisfaction, with students critiquing the lectures, reading materials, assessment practices, and teaching methodologies as lacking in relevance, practical engagement, and field applicability (Mahmood & Saeed, 2022; Khan & Ali, 2022).

These findings illuminate a profound disconnect between curriculum design and the actual communicative realities required in the media industry. While the existing syllabus contained topics that could be adapted to media-specific contexts, instructional delivery remained anchored in outdated general English paradigms, compounded by the reliance on irrelevant textbooks and a scarcity of task-based, media-specific linguistic activities (Bocanegra-Valle, 2021).

Given these insights, a comprehensive redesign of the *Newsman's English* course is imperative. Future iterations must incorporate authentic media communication tasks, contextually relevant materials, and industry-oriented pedagogical approaches. Resources such as *Cambridge English for the Media* (Frendo, 2008) and insights from current media professionals should inform curriculum development to ensure practical alignment with the dynamic needs of journalism, broadcasting, and digital communication fields (Raza, 2021; Yousaf & Shahbaz, 2022).

Ultimately, this study reinforces the principle that aligning language instruction with learners' disciplinary and occupational contexts is not merely an educational enhancement but an essential foundation for effective, outcome-driven ESP course design (Belcher, 2019; Flowerdew, 2022). It offers actionable recommendations for academic institutions seeking to strengthen the relevance, impact, and practical utility of their language programs for specialized professional fields such as media and communication.

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ANNEXURE A

ANNEXURE (A)

Checklist of Task, Text, and Sub-Task Types for 3rd-year Media Communication students in the "Newsman's English" subject

Note: This checklist includes components from the course outline as well as suggested elements.

"NA" indicates items not in the course outline.

<i>Skill</i>	<i>Task type</i>	<i>Text type</i>	<i>Sub-task type</i>	<i>Academic Literacy Needs</i>	<i>Professional Learning Needs</i>	<i>General Language Needs</i>
<u>Reading</u>	Comprehension	<i>Essay</i>	Reading and comprehending essays		–	
		<i>Paragraph</i>	Reading and comprehending paragraph		–	
		<i>Reviews</i>	Analyzing and comprehending reviews		–	–
		<i>Types of Writing</i>	Reading different types of writing		–	–
		<i>Process of Writing</i>	Learning and reading different processes of writing		–	
		<i>Texts (various)</i>	Reading different type of texts i.e. news articles and autobiographies			–
		<i>Headlines</i>	Reading and analyzing various types headlines		NA	

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		<i>Newsman's Terminology</i>	Understanding Newsman's Terminology.		<i>NA</i>	
<u>Writing</u>	Composition	<i>Essays</i>	Writing essays using different types and methods		–	–
		<i>Paragraphs</i>	Composing well- structured paragraph		–	–
		<i>Reviews</i>	Writing reviews for various media i.e., Books, movies etc....		–	
		<i>Types of Writing</i>	Using different types of writing		–	–
		<i>Process of Writing</i>	Using different processes of writing		–	–
		<i>Autobiographies</i>	Creating personal autobiographies			–
		<i>Texts (formal and informal)</i>	Composing formal and informal text		–	
		<i>Headlines</i>	Writing different types of headlines		<i>NA</i>	
<u>Listening</u>	Comprehension	<i>Speeches</i>	Listening and comprehending speeches			–

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		<i>Conversations</i>	Understanding various conversations		<i>NA</i>	
		<i>Interviews</i>	Listening and comprehending interviews		<i>NA</i>	
		<i>Media content</i>	Analyzing media content		<i>NA</i>	
		<i>Lectures (monologue type)</i>	Comprehending lectures and taking notes		–	
		<i>Lectures (discussion type)</i>	Comprehending lectures and taking notes			–
		<i>Films/movies</i>	Discussion regarding production	–		–
<u>Speaking</u>	Communication	<i>Discussions</i>	Participating in discussions			–
		<i>Interviews</i>	Conducting and participating in interviews		<i>NA</i>	
		<i>Presentations</i>	Delivering oral presentations		<i>NA</i>	
		<i>Conversations</i>	Engaging in various conversations		<i>NA</i>	
		<i>Lectures</i>	<i>Asking teachers</i>			–

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		<i>(discussion type)</i>	<i>questions during lecture</i>			
		<i>Debates</i>	Participating in debates		<i>NA</i>	

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ANNEXURE B

Questionnaire for BS 3rd year Media Communication Students

Dear participant,

In order to better understand the language and learning requirements within your department of Media Communication, we, third-year Applied Linguistics students, are conducting a research project. We truly value your important involvement in our research.

This questionnaire's goal is to gather information about the English language proficiency and learning requirements of students studying media communication, with a particular emphasis on Newsman's English. There are four components to it. Please take time to thoroughly read the instructions, then respond with your own thoughts and comments. There are no "right" or "wrong" answers. Your contribution to this research effort is greatly appreciated!

Background Information:

Name: _____(optional)

Gender: M / F

Native Language: __

These two scales are followed in the four sections of this questionnaire. Please mark your responses accordingly.

Not important NI	Less important LI	Neutral N	Important I	Very important VI
-------------------------	--------------------------	------------------	--------------------	--------------------------

Strongly Disagree SD	Disagree D	Neutral N	Agree A	Strongly Agree SA
-----------------------------	-------------------	------------------	----------------	--------------------------

Note: On the completion of the first three parts, you will be given a Course Evaluation in a separate Google Form. Further instructions will be given to you regarding that component.

Your responses are totally private, and we won't disclose any specific information about you.

Your involvement is essential to the accomplishment of this research study.

We appreciate your important input.

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Section 1: Importance of Language Skills

1 *Reading comprehension: I need to be able to read, understand, and analyze...*

Note: This questionnaire includes components from the course outline as well as prospective contents that were not part of your outline.

	Not important NI	Less important LI	Neutral N	Important I	Very important VI
<i>Essay</i>					
<i>Paragraph</i>					
<i>Reviews</i>					
<i>Types of writing</i>					
<i>Process of writing</i>					
<i>Texts (Various)</i>					
<i>Headlines</i>					
<i>Newsman's Terminology</i>					

2 *Writing composition: I need to be able to write...*

	Not important NI	Less important LI	Neutral N	Important I	Very important VI
<i>Essays</i>					
<i>Paragraphs</i>					
<i>Reviews</i>					
<i>Types of writing</i>					
<i>Process of writing</i>					
<i>Autobiographies</i>					
<i>Texts (formal and Informal)</i>					
<i>Headlines</i>					

3 *Listening comprehension: I need to be able to listen and understand...*

	Not important NI	Less important LI	Neutral N	Important I	Very important VI
<i>Speeches</i>					

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<i>Lectures</i> (monologue type)					
<i>Lectures</i> (discussion type)					
<i>Films/movies</i> (production)					
<i>Conversations</i>					
<i>Interviews</i>					
<i>Media Content</i>					
4	<i>Speaking: I need to be able to speak in or during...</i>				
	Not important NI	Less important LI	Neutral N	Important I	Very important VI
<i>Discussions</i>					
<i>Lectures</i> (discussion type)					
<i>Interviews</i>					
<i>Conversations</i>					
<i>Presentations</i>					
<i>Debates</i>					

Section B: Purposes for Learning English

Mark the response that most accurately expresses your thoughts about each of the following statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--------------------------	-----------------	----------------	--------------	-----------------------

	Strongly Disagree SD	Disagree D	Neutral N	Agree A	Strongly Agree SA
5	<i>I studied English in the context of Newsman's English...</i>				
	<i>to improve my capacity for international communication, both within and outside of Pakistan.</i>				

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to enhance my ability to communicate with my family.					
to do well on the Newsman's English exam.					
for my higher education in media communication.					
as it was a major subject.					
to be successful in my upcoming media-related career.					
<i>Other reasons - please write them here:</i>					
<u>6</u> Currently, I use English...					
while doing homework or studying.					
when interacting or speaking with friends.					
at home with family					
<i>Other places & purposes - please write them here:</i>					
<u>7</u> I believe I will be using English in the future...					

for advanced classes or additional study.					
for socializing and establishing connections in the workplace.					
at home for a variety of reasons.					
In my next position or line of work in media communication.					
<i>Other places & purposes - please write them here:</i>					

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PART C: Self-assessment of English Proficiency

<i>Mark the choice that most accurately represents how you feel about these statements.</i>						
		Strongly Disagree SD	Disagree D	Neutral N	Agree A	Strongly Agree SA
9	Based on my academic performance in Media Communication studies at the University of Sindh, I consider my English language skills to be extremely good.					
10	I believe that proficiency in the English language is necessary for success in the University of Sindh's Media Communication programme.					
11	My studies in Media Communication benefited from taking the Newsman's English course.					
12	I believe that improving language proficiency and communication in relation to media communication should be the main goal of the Newsman's English course.					
13	I think that getting employment in the media communication industry requires a strong command of the English language.					
14	I believe that I would find my studies in media communication and potential employment in the sector easier if I had stronger English language skills.					
15	My proficiency in English in the context of					

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	media communication has improved due to the Newsman's English subject.					
16	When it comes to group and pair projects in English classes, I like to actively participate.					
17	I think the main focus of the Newsman's English course should be on language and abilities related to courses in Media Communication department.					

Part D. Course Evaluation

Note: *The course evaluation was conducted via a Google form following a five-level scale: strongly disagree, disagree, neutral, agree, and strongly agree.*

1. The course objectives were clearly defined and relevant to media communication studies.
2. The workload of the course was satisfactory.
3. The subject was well organised in the context of the media communication field.
4. I actively participated in the classes.
5. I think I have made progress in the subject.
6. There was a good balance of class lectures and practicals.
7. The learning and teaching methods encouraged participation.
8. The teacher provided and made a conducive learning environment.
9. Lectures and study notes were relevant and useful to the media communication field.
10. The suggested books were reliable and relevant to my field of study.
11. The course made me more interested and think about my field.
12. Ideas and concepts were presented clearly.
13. The method of assessment was reasonable.
14. I understood the lectures.
15. The material was well organized and presented.
16. The teacher provided a list of topics before the lecture.
17. The teacher communicated the subject matter effectively.
18. The teacher provided references or examples to existing situations, in the context of Pakistan.
19. The provided material was and will be useful in practical
20. The matter presented in the course has increased my subject knowledge.
21. In the subject, theoretical concepts were there with real-world applications.
22. Participation was encouraged by the methods of learning and teaching.
23. The teacher appreciated the active participation of students during class.
24. The teacher provided the extra material apart from the textbook.
25. The teacher used the English language to give the lectures.
26. The assignments, tests and exams covered the material presented in the course.

ANNEXURE C

UNDERGRADUATE PROSPECTUS **2023**

DEPARTMENT OF MEDIA & COMMUNICATION STUDIES

The Department of Media and Communication Studies was founded in 1977 as the Department of Journalism. Then it was renamed as the Department of Mass Communication in 1985. However, considering the latest job-market requirements, this department was again renamed as "THE DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES" in the year 2013. It trains students for career in the fields of communication and journalism offering 4-year BS and 2-year Master of Arts (MA) degree Programmes in Media and Communication Studies. The courses of both Programmes have been designed to provide professional education with theory-cum-research and practice oriented approach in every day life like situation and meet the needs of the job-market and professional fields i.e., print media, electronic media, journalism, advertising, public relations and development support communication.

The Department has a well stocked seminar library with a fine collection of more than 3500 latest books, periodicals and also has two well-equipped media laboratories, comprising sufficient number of computers, well-established TV Studio, video cameras, editing processors, tape recorders, multimedia projectors and laser printers etc.

Moreover, to train the students to be media practitioners, this department publishes two publications i.e weekly newspaper "Roshni" and monthly magazine "Shaoor", both trilingual (English, Sindh and Urdu). Therefore, the students are required to report and write news stories, columns, articles and features for weekly newspaper 'Roshni and monthly magazine 'Shaoor'. Additionally, under these Programmes students are treated as student *journalists* who would one day be called upon to accept the responsibilities for administrative or supervisory positions in national and international media organizations.

The teaching faculty comprises the following:

Qureshi, Zulfiqar Ali, Associate Professor and Chairman

MA Mass Communication (S.U.) 1989, Ph.D. (S.U.) 2017

Memon, Bashir Ahmed, Professor

MA Mass Communication (S.U.) 2000, Ph.D. (UK) 2011

Nizamani, Muhammad Qasim, Assistant Professor

MA Mass Communication (S.U.) 2002, Ph.D. (Malaysia) 2019

Soomro, Muhammad Siddique, Assistant Professor

MA Mass Communication (S.U.) 2002, M.Phil. (S.U.) 2021

Chhachhar, Abdul Razaque, Assistant Professor

MA Mass Communication (S.U.) 2003, MS (Malaysia) 2014, Ph.D. (China) 2017

Shaikh, Shazia Shahab, Assistant Professor

MA Mass Communication (S.U.) 2004, Ph.D. (KU) 2017

Memon, Farheen Ashfaq, Assistant Professor

MA Mass Communication (S.U.) 2005, Ph.D. (Malaysia) 2018

Pahore, Muhammad Ramzan, Assistant Professor

MA Journalism (SALU) 2006, Ph.D. (Malaysia) 2019

Umrani, Liaquat Ali, Lecturer

MA Mass Communication (S.U.) 2005, M.Phil. (S.U.) 2019

Solangi, Jan-e-Alam, Lecturer

MA Mass Communication (S.U.) 2005, M.Phil. (S.U.) 2017

Shahani, Yusra, Lecturer

MA Mass Communication (S.U.) 2012, M.Phil. (S.U.) 2022

BS (MEDIA & COMMUNICATION STUDIES): 4-YEAR DEGREE PROGRAMME

(8-SEMESTERS) CH-136 136 (MORNING & EVENING)

Pre-requisite: H.S.C. or equivalent. Pre-Entry Test

FIRST YEAR

First Semester		C.H.	Second Semester		C.H.
ENG 300	English	3	ENG 301	English	3
IS/ET 302	Islamic Studies/Ethics for Non-Muslims	2	PS 303	Pakistan Studies	2
CS/ STAT 306	Computer Skills/Statistics	3	COMP/ STAT 308	Computer Skills/ Statistics	3
MC 310	Introduction to Mass Communication	4	MC 312	History of Mass Media	4
350	Minor I	3	351	Minor I	3
350	Minor II	3	351	Minor II	3

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UNDERGRADUATE PROSPECTUS **2023**

SECOND YEAR

Third Semester		Fourth Semester			
ENG 400	English	3	ENG 401	English	3
SINDHI/ URDU 402	Sindhi /Urdu	2	SINDHI/ URDU 403	Sindhi /Urdu	2
GS/GEOG/ CIV406	General Mathematics/ Geography/Culture & Civilization	3	RD/ENV/ GSC 408	Rural Development/ Environmental Sciences/ General Science	3
MC 410	News Reporting (Theory & Practice)	4	MC 412	News Writing (Theory & Practice)	4
450	Minor-I	3	451	Minor-I	3
450	Minor-II	3	451	Minor-II	3

THIRD YEAR

5 th Semester		C.H.	6 th Semester		C.H.
ENG 501	Newsman's English	3	MC 551	Newspaper & Magazine Production (Theory & Practice)	3
MC 502	Theories of Communication	3	MC 552	Media & Human Rights	3
MC 503	Media Psychology	3	MC 553	Creative Writing	3
MC 504	Civic Journalism	3	MC 554	Mass Media Laws & Ethics	3
MC 505	Newspaper & Magazine Production (Theory & Practice)	3	MC 555	Social Media	3

FOURTH YEAR

7 th Semester		C.H.	8 th Semester		C.H.
MC 601	Development Communication	3	MC 651	Media and Culture	3
MC 602	Print & Online Journalism	3	MC 652	Mobile Journalism	3
MC 603	Radio/TV Production (Theory & Practice)	4	MC 653	Advertising & P.R.(Theory&Practice)	3
MC 604	Mass Media Research	3	MC 654	Media Management & Marketing	3
MC 605	Media and Social Movements	3	MC 655	Peace Journalism	3
			MC 660	Research Project & Viva Voce	3

MA (MEDIA & COMMUNICATION STUDIES): 2 YEARS DEGREE PROGRAMME (4 SEMESTERS) PROGRAMME CH-66

Pre-requisite: Bachelor (Pass)/(Hons) degree, with Major in Mass Communication/Journalism.

FIRST YEAR

First Semester		C.H.	Second Semester		C.H.
MC 550	History and fundamentals of Communication	3	MC 562	Newspaper & Magazine Production (Theory & Practice)	3
MC 552	Theories of Communication	3	MC 564	Media & Human Rights	3
MC 554	Media Psychology	3	MC 566	Creative Writing	3
MC 556	Civil Journalism	3	MC 568	Mass Media Laws & Ethics	3
MC 558	News Writing and Reporting (Theory & Practice)	3	MC 570	Social Media	3
MC 560	Newspaper & Magazine Production (Theory & Practice)	3			

SECOND YEAR

Third Semester		C.H.	Fourth Semester		C.H.
MC 601	Development Communication	3	MC 651	Media & Culture	3
MC 602	Print & Online Journalism	3	MC 652	Mobile Journalism	3
MC 603	Radio/TV Production (Theory & Practice)	3	MC 653	Advertising & P. R (Theory & Practice)	3
MC 604	Mass Media Research	3	MC 654	Media Management & Marketing	3
MC 605	Media & Social Movements	3	MC 655	Peace Journalism	3
			MC 660	Research Project & Viva Voce	3

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ANNEXURE D

COURSE OUTLINE NEWS MAN'S ENGLISH

Class: B.S P-III

Course No: MC 501

Syllabus: The purpose of this course is to acquaint students with the understanding through English Grammar and verbal skills of speaking. This course will also discuss the basic grammar, and writing skills which is using in Mass Media Channels, Newspaper and Magazines.

Required Readings:

1. Oxford Dictionary
2. Webster Dictionary
3. Writing and Grammar Communication in Action by Ruby Level.

Recommended Books:

1. Exploring the world of English by: Sayyid Saadat Ali Shah.
2. Reading comprehension by Donna Ogle.
3. English Grammar & Composition by: Wren & Martin.

Examination and Evaluation:

There will be Mid Term and Final Test. In addition to test, grading in this class will purely be based upon your performance in class exercise tests ad presentation.

Assignment & Presentation 20%

Midterm	20%
Final Test	60%
<hr/>	
Total Marks	100%

Topic to be covered:

1. WRITING

- a. Writing Process
- b. Paragraph and Composition
- c. Narration + Description
- d. Persuasive Essay

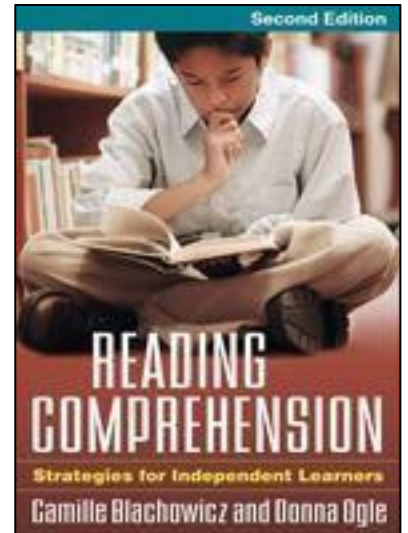
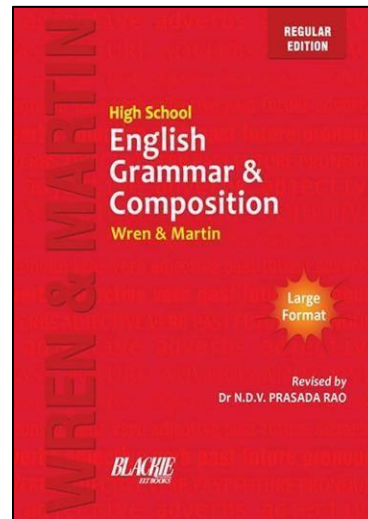
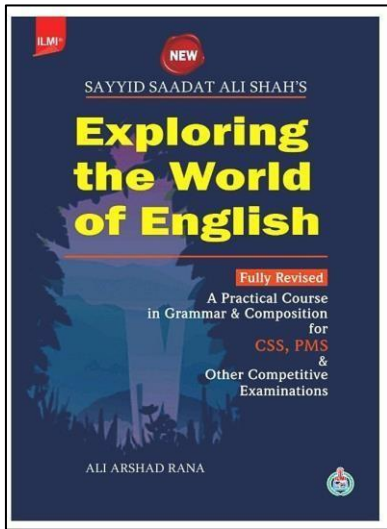
2. GRAMMAR USAGE AND MECHANICS:

- a. The Part of speech
- b. Basic Sentences parts
- c. Phrases and Clauses
- d. Effective Sentences
- e. Verb Usage
- f. Pronoun Usage
- g. Agreement
- h. Using Modifiers
- i. Miscellaneous Problem in Usage
- j. Capitalization
- k. Punctuation

3. ACADEMIC AND WORK PLACE SKILLS:

- a. Speaking, Listening, Viewing and Representing
- b. Vocabulary and Spelling
- c. Reading Skills
- d. Study, References and test taking skills
- e. Work Place skills and competencies

ANNEXURE E



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ANNEXURE F

