

## **Effectiveness of Online Teaching of Business and Technical English: A Case Study of Virtual University of Pakistan**

**Muhammad Asif<sup>1</sup>, Ms Ayesha Perveen<sup>2</sup>, Mr. Zahoor Hussain<sup>3</sup>, Mohammad Saeed Tahir<sup>4</sup>,  
Prof. Dr. Zafar Iqbal<sup>5</sup>**

<sup>1</sup>Instructor in English, Virtual University of Pakistan

<sup>2</sup>Assistant Prof & Head English Department, Virtual University of Pakistan

<sup>3</sup>Lecturer in English, BZU Bahadur Campus, Layyah

<sup>4</sup>BZU Bahadur Campus, Layyah

<sup>5</sup>Chairperson English Department, National University of Modern Languages, Campus, Multan

*Received: January 13 2014*

*Accepted: February 27 2014*

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### **ABSTRACT**

Online teaching (OT) is an emerging trend in Pakistan with approximately ten years background. During this brief time period online pedagogy has faced many challenges to establish itself as an equal counterpart of conventional classroom teaching. Whether it has achieved its desired outcomes or not is a debatable issue. This case study has been conducted to examine this very issue of the effectiveness of online teaching by narrowing it down to the subject of Business and Technical English (BTE) at the graduate and postgraduate levels at the one and only major online teaching institution of Pakistan i.e., Virtual University. The study explores how effective is the learning of Business and Technical communication Skills in English language that comes from online mode of instruction and to what extent it leads to proficiency in documentation for professional purposes. The study makes use of the Connectivist theory by Siemens (2004) to reach its desired findings. Data were collected from the different campuses of Virtual University of Pakistan; therefore, the sample is diverse belonging to various age groups, areas and languages. Factor analysis was used to estimate the effectiveness of Business and Technical English and for testing hypothesis. The results demonstrate that online teaching of Business and Technical English is considered very useful by the students of the Virtual University of Pakistan for improving their linguistic and grammatical competence to cope with the needs of the business world and job interviews. However, to improve certain limitations, the research also suggests some recommendations.

#### **KEYWORDS:**

**BTE:** Business and Technical English

**OT:** Online teaching

**ICT:** Information and Communication Technology

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### **INTRODUCTION**

Since the inception of humanity, traditions, methods and skills have been transferred from generation to generation. These traditions, methods and skills have undoubtedly surfaced out as the outcome of human experiments. The untiring efforts, consistent experiments and encouragement of humans resulted in achieving the desired results in every walk of life. The progress in science and technology worked wonders in human history. In the same way, the field of education also underwent revolutionary changes. Not only new dimensions of teaching had been explored, but progress was made in the medium of instruction as well. With the help of educational research, new methods and modes of instruction were explored to make the process of education effective. Online Teaching (OT) and distance education are some of these modes. In this regard, the responses of educational institutions to these innovations are considered as the progress of online and distance learning courses and programs. Information technology based institutions were set up in order to meet these future challenges. Consequently, it was hailed as a novel change in the educational field which opened new horizons to extinguish the thirst of learning, especially for learners in remote areas.

Since the research has been conducted to highlight the importance of (OT) of (BTE), it has got its roots from connectivist theory which emphasizes the relation of distance learning with the success of distant learners from a variety of areas. In (OT), the learners are not having a conventional face to face interaction with the instructor as well as the teaching place; still they enjoy and get benefit from the courses and the instructions given to them by the instructors through a variety of online sources which facilitates their easy access to the teaching material. Learners are connected to the learning place through multiple sources which are considered nodes in the connectivism and

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\*Corresponding Author: Muhammad Asif, Instructor in English, Virtual University of Pakistan.

these nodes have their link to the main network to share knowledge. According to the connectivist model, knowledge is disseminated across an information network and can be saved and reserved in a multiplicity of digital formats. By variety of digital formats, Siemens (2004) means that the learners can get knowledge from the same information network through different online sources which are accessible to them and connect them to the main network. So, the under discussion study is also emphasizing the importance of online mode of teaching and learning in general and the teaching of (BTE) in particular.

Online education is a new emerging trend and this technology is used all over the world in recent times and is working quite successfully. The use of online education facilitates learning even at university level. This may include the provision of on-line self-testing quizzes that students are encouraged to use computer simulations. Students interact with over several weeks in seminars or practical classes.

This study is of much importance for the effectiveness of (OT) for the instructors working in online-mode and students as well particularly in the field of Business English and English language in general. In this way, the situation of online courses given in online-mode in Virtual University of Pakistan will be determined with respect to the effectiveness and quality standards. So far as the total number of students registered with the online education is concerned, there are around fifty thousand students registered for online-mode in Virtual University of Pakistan. ([www.vu.edu.pk](http://www.vu.edu.pk))

The Virtual University, Pakistan's pioneer web based University relying entirely on modern Information and Communication Technology (ICT), was set up by the then Government as a public sector institution with a definite mission: to offer reasonable quality world class education to aspirant students all over Pakistan. By means of free-to-air satellite television transmits and the Internet, the Virtual University makes it too easy for students to pursue its meticulous programs regardless of their physical locations. It thus aims at making up the dearth of competence in the existing public sector universities while at the same time coping with the finely tuned shortage of highly qualified professors/experts in the country. Pakistani students living abroad across the world are also given the opportunity of getting themselves enrolled in the University's various online programs.

The current study intends to explore the effectiveness of (BTE) with particular reference to Virtual University of Pakistan, which is imparting quality online education in different disciplines. Business & Technical English course is offered in different programs.

### **Objectives of the Study**

The researcher has undertaken this study to accomplish the following objectives.

Since the researcher is interested in (OT) and learning, the present study has been carried out in order to examine the utility and benefits of this (OT) and learning procedure. It will explore the effectiveness of (OT) which has now assumed the shape of a new and tremendously innovative approach of teaching and learning as compared to the conventional /traditional interactive teaching methods having firm roots in society since the birth and evolution of teaching history. Finding out the enormous benefits and exploring the multiple facts about (OT) is the primary goal of this research project.

As the focus is on the teaching of Technical English, the researcher intends to explore what the role of (OT) is and how it can be useful in the teaching of (BTE). Striving to bring forth the relevant outcomes in the field of technical English, the researcher will compare the ratio of the success of the teaching of Business English via online and the other traditional ways of teaching.

### **Statement of the Study**

To study up to what extent, the online teaching of Business and Technical English is effective at graduate and post graduate levels, particularly with reference to the learners of Virtual University of Pakistan?

#### **Research Questions**

The research question will be filtered after the literature review and grounded study by the following:

- What is the ratio of online successful students of Business and Technical English at the graduate level?
- What sort of correlation exists between the successes of online vs. conventional mode of education at graduate level?
- How much online graduate students are successful in business field?

#### **Hypothesis**

Online education is a more effective mode than conventional teaching in Business English.

## **LITERATURE RREVIEW**

This review section of related literature mostly pertaining to international literature related to (OT) and developments in these areas and business English. Online teaching of (BTE) in particular is emerging areas in

Pakistan. There is not much literature available in these areas including book titles, research papers, and theses. Materials used in the study are chiefly taken from authentic and renowned international resources. Currently, the study relies on electronic resources about the effectiveness of (OT) and Business English as well. Moreover, no national level database contains materials concerning the effectiveness of (OT) of (BTE) in Pakistan.

Online teaching, the newest mode of teaching is increasing rapidly. Historically, (OT), on a large scale, can be traced to the initial decades of the 1900s (Morabito, 1997). Online learning programs are increasing at supportive rates (Bishop & Spake, 2003; Kariya, 2003; Allen & Seaman, 2007), and the majority of their enrolled students is adult learners (Kuenzi, 2005). Adibi (2010) asserts that online education enables the learner to afford the skill to learn beyond time and space and it even pays attention to the tempo of learning for each individual; that is, learning with high relaxation and elasticity, and mentions the fact regarding this that in this type of education, the learner is himself a decision-maker and can argue or speak with teachers and students using ICT.

According to Khan (1997), (OT) is an inventive approach for imparting classroom instruction to a distant audience, utilizing the Web as the medium. Volery (2000) further observed that online delivery is a form of disseminated learning enabled by the Internet.

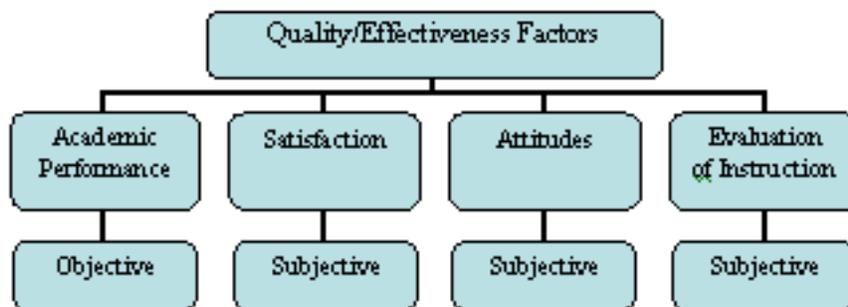
Paloff and Pratt (1999) have concluded that because students cannot tell the gender, race, physical characteristics of each other and their teachers, online education offers a totally prejudice-free teaching and learning environment for instructors and students.

Cooper (2000) stated: online instruction can suggest new opportunities and challenges to both instructors and students. The majority of the students do not observe the online instruction as a replacement for traditional classroom teaching. Nevertheless, with the right subject matter, with the right facilitator, and for the right student, online courses can supply valuable educational environment that is a feasible alternative to traditional classroom instruction.

Highlighting the qualities of effective learners, Siemens (2005) pointed out that; effective learners are those who can manage with intricacy, contradictions, and large quantities of information, who seek out various sources of knowledge, and who can generate and maintain learning communities and networks.

Although online learning is well recognized with adults, fewer studies of effectiveness exist that center on the primary and secondary levels. Furthermore, previous research has spread across content areas, grade levels and technologies. Online education program developers have paid less attention to the suitable combination of media, content, learner, and gained; instead defining efficacy in terms of the number of students served or student satisfaction (Eiserman & Williams, 1987).

A major anxiety about (OT) is to carry on and cope up the effectiveness of learning as compared to traditional classroom education. This concern has spurred wide-ranging research into the factors that affect the quality of these programs. In many cases, “broad” measures of the efficiency of (OT) have been examined (as shown in Figure 1) Spooner et al. (1999).



*Figure 1.* Quality / Effectiveness Factors

Business and Technical English is a particular type of English for Specific Purposes (ESP). However, Ellis and Johnson (2002) claim that, “BTE differs from other varieties of ESP in that it is often a combination of particular content (relating to a particular job), and general content (relating to the general ability to communicate more effectively). “ For this reason Business & Technical English is not a clearly defined category of special English. Similarly, there is no integrated depiction of the syllabus, even though many course books offer a generally-accepted set of functions, structures, and vocabulary (Ellis and Johnson 2004).

Ellis and Johnson (2004) provide a distinction between courses of pre-experience and job-experienced learners. Pre-experience learners are mostly preparing for examinations within their field of study, whereas job-experienced learners have a set of needs relating to their job. However, we can come across many varieties within these two main areas, such as different objectives, course content or methodology.

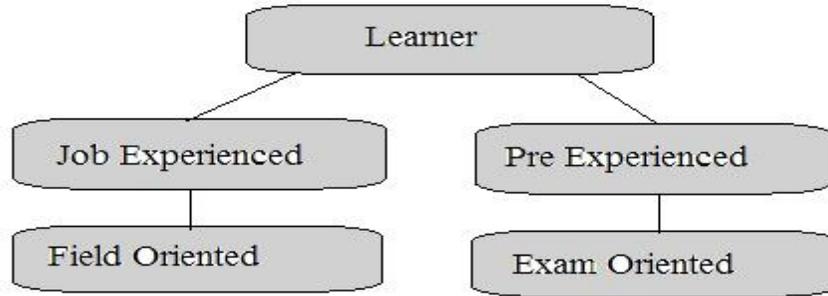


Figure: 2 Learners' Pre and Job Experienced Classification

The above mentioned figure states the relationship between learner's job experiences and pre experience which clearly mentions that job experience is related to filed oriented while pre experience is exams oriented.

### RESEARCH METHODOLOGY

The whole data, which was initially in qualitative form, was converted into numerical form (quantitative) for factor analysis. The sample was taken from the applicants/ learners of Virtual University of Pakistan Lahore campuses. The number of applicants was 200. They are aged between 21 – 28 years, including both boys and girls. The target population of this survey consists of all the students of Virtual University of Pakistan.

In order to conduct this study, the researchers employed data collection instruments namely survey questionnaire. The Likert scale consists of following five rating under one statement;

- 1= Strongly Agree
- 2= Agree
- 3= Not decided
- 4= Strongly Disagree
- 5= Disagree

According to the list of numbers of students obtained from the university's website ([www.vu.edu.pk](http://www.vu.edu.pk)).

Virtual University of Pakistan	<b>Total (population size) 2000</b>
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Two hundred samples are collected from different campuses of Virtual University of Pakistan in Lahore city.

Stratum	Campus	Total
1	Virtual University Campus (Feroze Pur Road Campus), Lahore	100
2.	Virtual University Campus (Faisal Town), Lahore	50
3	Virtual University Campus (Davis Road) Lahore	50
	<b>Total (population size)</b>	<b>200</b>

After collecting, the data the next step is to analyze the data and for this purpose, some frequency tables with graphs were used. The following method is used for analysis:

- **Factor Analysis**

The main aim of factor analysis is the orderly simplification of a large number of inter-correlated measures to a few representative constructs or factors. The assumption of factor analysis is that all variables correlate to some extent. Therefore, those variables that share similar underlying dimensions should be highly correlated, and those variables that share dissimilar dimensions should yield low correlation.

There are three basic steps to factor analysis:

1. Computation of the correlation matrix for all variables.
2. Extraction of initial factors.
3. Rotation of extracted factors to a terminal solution.

The factor analysis is based on correlation between measured variables; a correlation matrix containing the inter-correlation coefficients for the variables must be computed. The variables should be measured at least at the ordinal level, although two-category nominal variables (coded 1-2) can also be used. If all variables are nominal variables, then a specialized form of factor analysis, such as Boolean factor analysis (BMPD, 1992), is more appropriate.

At this stage, the number of common factors needed to adequately describe the data is determined. For this, the researcher must decide on:

- (i) the method of extraction, and:
- (ii) the number of factors selected to represent the underlying structure of data.

In interpreting factors, the size of the factor loadings (correlation coefficient between the variables and the factors they represent) will help in the interpretation. As a general rule, variables with large loadings indicate that they are representative of the factor, while small loadings represent that they are not. In deciding what is large or small, a rule of thumb suggests that the factor loadings greater than  $\pm 0.33$  are considered to meet the minimal level of practical significance. The reason for using the  $\pm 0.33$  criterion is that if the value is squared, the squared value represents the amount of the variable's total variance accounted for by the factor. Therefore, a factor loading of 0.33 denotes that approximately 10% of the variable's total variance is accounted for by the factor. The grouping of variables with high factor loadings should suggest what the underlying dimension is for that factor.

Table: Factors Including Question Numbers

Factors	Question Numbers
F1	11,12,13,14,18,19,20,21,22,24
F2	6,7,8,9,10
F3	1,2,3,5
F4	4,15,23
F5	16,17

For the current data the factor analysis showed that there was interrelationships between the variables and also explained the variance into **five** appropriate factors. It was also concluded that in each factor there was a reasonable ratio of questions which also revealed that the method of factor analysis was appropriate to reduce the current data. The next step was to be named the factors which are appropriate and suitable.

**Factor 1: Practicality of Business English**

Following questions are included in this factor:

1. You achieved professional expertise in persuasive writing messages.
2. After learning 7c's, you are able to practically implement it in business writings.
3. This course is helpful in planning business messages effectively.
4. This course helps to refine your skills of effective writing.
5. This course enhances the learning efficiency of other courses.
6. Business English enables to observe and understand the business world in a new scenario.
7. This subject enables you to perform effectively in diverse scenarios in the business world.
8. Whether this course has facilitated you to meet the challenges of a professional career?
9. Various types of visual aids help effectively after studying (BTE) writing in the (OT) mode.
10. Business and Technical English writing has helped in improving your grammatical skills.

**Factor 2: Role of Business English in Speaking Skill**

Following questions are included in this factor:

1. Business and Technical English proves helpful to you for an effective job interview.
2. You got the maximum expertise in speaking skill after completion of this course.
3. The use of oral communication can lead to practical advantages.
4. I often feel comfortable when I use (speak) English at job interviews.
5. This course helps you to cope with oral presentations in your final project.

**Factor 3: Effectiveness of E-Learning**

Following questions are included in this factor:

1. E-learning is more helpful to learn language skills as compared to conventional mode.
2. Online teaching is as effective as the conventional mode of education. How far you agree with?

3. The learning strategies specifically recommended for (BTE) appropriate to achieve the goals.
4. Language skills are improved most effectively through e-learning.

#### Factor 4: Usefulness of Planning in the Business World

Following questions are included in this factor:

1. You acquired a core set of knowledge from this course regarding (BTE).
2. This subject helps to improve your C.V presentation in such a manner that would earn you a job in the business world.
3. Business and technical English have helped you in becoming a good interview planner.

#### Factor 5: Effectiveness of Listening & Reading Skills:

Following questions are included in this factor:

1. Business and technical English has helped in improving listening skills.
2. The reading skills improve after the completion of this course.

The Factor 1 is named as “**Practicality of Business English**” which is perfectly represented the premise of the statements under this factor. In Factor 2 Business English leads to proficiency in speaking skill so it is assigned the name as “**Role of Business English in speaking skill**” on the behalf of its related statements. Similarly Factor 3 is named as “**Effectiveness of E-Learning**”. Factor 4 Planning plays a crucial role in the business world. The under discussion factor conveys how to plan a good interview, the same is the case with the production of CV for any job, so it is named as “**Usefulness of Planning in Business World**”. The factor 5 exposes that mostly students focus on the improvement of skills i.e. listening and reading, both are integrated each other. Hence Factor analysis had successfully provided the rotated Factors which were really representative of our study so; it is named as “**Effectiveness and Improvement of Listening and Reading skills**”.

#### Data Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.918
Bartlett's Test of Sphericity	Approx. Chi-Square	2056.179
	Df	276
	Sig.	.000

#### 4.1.2 Interpretation

The above output showed the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of Sphericity. KMO statistics varies between 0 and 1. For the current data the value of KMO was 0.918 which fell into the range of being very good. So, we concluded that Factor Analysis was appropriate for this data.

Bartlett's test measure the null hypothesis that none of the variables are significantly correlated or the original matrix is an identity matrix. The test should be significant before proceeding with the factor analysis. For the current data Bartlett's test of Sphericity yielded a value of 2056.179 and the test was significant ( $p < 0.01$ ).

Thus, the hypothesis that none of the variables are significantly correlated or correlation matrix is an identity matrix was rejected. So, factor analysis is appropriate for the current data.

#### Communalities

Table: 2 Communalities

Communalities	Initial	Extraction
E-learning is helpful.	1.000	.633
Online teaching is effective.	1.000	.584
Learning strategies suited for goals.	1.000	.613
A core set of knowledge from this course	1.000	.664
Language skills are enhanced.	1.000	.545
Business & technical English helpful for job interview.	1.000	.630
You got maximum expertise in speaking skill.	1.000	.559
Oral communication can lead to practical advantage.	1.000	.565
Feel comfortable to speak English at a job interview.	1.000	.695
This course helps in the final project.	1.000	.576
Achieved professional expertise in writing.	1.000	.582
7c's helps practically in business writing.	1.000	.561
This course helpful in planning business messages.	1.000	.563
This course helps to refine effective writing.	1.000	.438

This course helps to improve CV.	1.000	.725
This course helps in listening skill.	1.000	.668
This course helps in reading skill.	1.000	.568
This course enhances learning efficiency.	1.000	.645
Business English helps in the business world.	1.000	.689
This course enables you to perform in diverse scenarios.	1.000	.632
This course helps in a professional career.	1.000	.590
This course helps effectively in using AV aids.	1.000	.541
This course helps in becoming a good interview planner.	1.000	.490
This course helps in improving grammatical skills.	1.000	.404
Extraction Method: Principal Component Analysis.		

**4.2.1 Interpretation**

The communality section represented the communalities for the **Initial** and **Extraction** (i.e., final) principal component solution. The initial communalities were equal to 1.00. This revealed that all the variance was accounted for by each variable because Principal Component will create as many components as there were variables. The Extraction solution produced communalities that were less than 1.00 because the final solution retained only components that had eigenvalues greater than 1.00. Thus, less than the total amount of variance within the original items was captured

**3.3 Total Variance Explained**

Table: 3 Variance Explained

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.995	37.479	37.479	8.995	37.479	37.479	4.305	17.939	17.939
2	1.720	7.166	44.645	1.720	7.166	44.645	3.109	12.955	30.894
3	1.375	5.727	50.372	1.375	5.727	50.372	2.499	10.413	41.307
4	1.044	4.351	54.723	1.044	4.351	54.723	2.376	9.898	51.205
5	1.028	4.284	59.007	1.028	4.284	59.007	1.873	7.802	59.007
6	.958	3.991	62.998						
7	.843	3.513	66.512						
8	.832	3.465	69.977						
9	.683	2.846	72.823						
10	.651	2.714	75.536						
11	.634	2.640	78.176						
12	.580	2.416	80.592						
13	.543	2.264	82.856						
14	.519	2.161	85.017						
15	.477	1.986	87.004						
16	.438	1.826	88.830						
17	.421	1.754	90.584						
18	.393	1.638	92.222						
19	.372	1.552	93.774						
20	.360	1.500	95.274						
21	.352	1.466	96.740						
22	.296	1.232	97.971						
23	.254	1.056	99.028						
24	.233	.972	100.000						
Extraction Method: Principal Component Analysis.									

**4.3.1 Interpretation**

The above table summarized the eigenvalues or the amount of variance accounted for by each component after the **Initial** part of the analysis, the **Extraction** phase of the analysis, and the **Rotation** phase of the analysis each row provided information on a component given the other components that had already been extracted. The left portion of the table labeled **Initial Eigenvalues** represented the solution having gone to completion. Thus, 24 components were extracted, accounting for 100% of the variance. The eigenvalues associated with each factor represented the variance explained by that particular linear component and table also showed the eigenvalues in terms of the percentage of variance explained, as factor **1** explained the 37.479% of total variation, factor **2** explained the 7.166% of the total variation factor **3** explained the 5.727% of total variation factor **4** explained 4.351% of total variation and factor **5**

explained 4.284% of total variation. Thus, it should be clear that first few factors explained the relatively large amount of variance whereas; subsequent factors explained only a small amount of variance.

Using the criterion of retaining only factor with eigenvalues of 1 or greater, the first **five** factors will be retained for rotation. These Five factors describe the 59.007% of the total variation. So, the remaining 19 variables accounted for only approximately 40.993% of the variance. Thus, a model with **five** factors may be adequate to represent the data.

In **Rotation sum of squared loadings**, the eigenvalues of the factors after rotation were displayed. The rotation has the effect of optimizing the factor structure and one consequence was that the relative importance of **five** factors was equalized. Before rotation factor **1** accounted for considerably more variance than the remaining three factors, such as factor **1** explained 37.479% variance as compared to factors 2,3,4 and 5 which described the 7.166% , 5.727%, 4.351% and 4.284% variance respectively. However, after explaining or rotation factor **1** explained 17.939% variance as compared to factors 2, 3, 4 and 4 which explained the 12.955%, 10.413%, 9.898% and 7.802 of variation respectively.

The Factor 1 is named as “**Practicality of Business English**” which is perfectly represented the premise of the statements under this factor. In Factor 2 Business English leads to proficiency in speaking skill so it is assigned the name as “**Role of Business English in speaking skill**” on the behalf of its related statements. Similarly Factor 3 is named as “**Effectiveness of E-Learning**”. Factor 4 Planning plays a crucial role in the business world. The under discussion factor conveys how to plan a good interview, the same is the case with the production of CV for any job, so it is named as “**Usefulness of Planning in Business World**”. The factor 5 exposes that mostly students focus on the improvement of skills i.e. listening and reading, both are integrated each other. Hence Factor analysis had successfully provided the rotated Factors which were really representative of our study so; it is named as “**Effectiveness and Improvement of Listening and Reading skills**”.

## Findings

The hypotheses were statistically tested and the results ascertained the facts about various aspects of (BTE), it would provide reliable information that can be interpreted to reach at conclusions. Furthermore, it is significant to establish that opinion of either group of sample does not stand as standard. It however, reflects views of the effectiveness of (OT) of (BTE). It is also seen with reference to a theoretical framework for this study, it can assist in reaching at the conclusions about (OT) of (BTE) practices in Pakistan.

The majority of the respondents were male i.e. 64% and female participation was 36%. It was observed that the majority of respondents were below 25 years old i.e. 62% and 38% of the respondents were above 25 years old. The different level of graduates was selected, the percentage of graduates as follows: BCS 32%, BBA 22.5%, BCOM 20, BBA 22.5%, and BA 8.5%.

It was found that the majority of the respondents were satisfied that e-learning is helpful, only 14.5% students disagreed that e-learning is not helpful. The majority of the respondents were agreed that the (OT) is as effective as conventional mode, 17% learners disagreed that (OT) is not effective and appropriate like conventional teaching.

According to the results that the majority of the participants were agreed that learning strategies and goals were achieved with the help of (BTE), 15.5% disagreed from this viewpoint. It was found that the greater parts of respondents were agreed that a core set of knowledge is accomplished by studying technical English, only 12% contestants disagreed. The study shows that the majority of the participants were agreed that language skills are improved by studying business English, only 14% disagreed.

It was also found that the majority of the students were satisfied that (BTE) helped out during a job interview, but 8.5% were disagreed with this investigation. A majority of respondents got maximum expertise in spoken English from this course, only 16.5% disagreed. The study demonstrates that the majority of the respondents were agreed that the use of oral communication lead practical advantage on the other hand only 14.5% disagreed with this exploration.

It was found that the majority of the respondents were agreed that (BTE) helped in the final projects as well, 11.5% disagreed. The majority of respondents were satisfied that they got professional expertise in persuasive writing but only 10.5% disagreed with this study. Most of the students were agreed that 7c's helped practically in learning business language, 11% disagreed. A few students found disagreed that (BTE) does not help in planning message effectively, 46.5% agreed.

The majority of the students were satisfied that (BTE) helped to refine skills in effective writing, only 10.5% disagree. The study shows that most of the respondents were satisfied that this course helped a lot in improving CV, only 13% disagreed. It was found that the majority of the students were satisfied that (BTE) helped in improving listening skills, only 9.5% disagreed.

A few respondents were disagreed that (BTE) helped in reading skills, but 44% of the students agreed that this course is very helpful in improving reading skills. It was found that 43% respondents were satisfied that (BTE) helped in learning efficiencies in other courses as well, only 9.5% disagreed.

A majority of the students was agreed that Business English enabled them to observe and understand the business world in a new scenario, only 12.5% disagreed. It was also found that most of the respondents were satisfied that this course enabled to perform effectively in diverse scenarios in the business world, a very few students of 13% disagreed. The study shows that most of the students were agreed that this course helped in a professional career as well, only 13.5% disagreed. It was found that a few students were disagreed that (BTE) helped effectively in using AV aids, only 14.5% disagreed. Most of the students were satisfied that this course helped in becoming a good interview planner, only 11.5% disagreed. The majority of the students were agreed that (BTE) helped in improving grammatical skills, only 11% disagreed.

The factor analysis using Principal axis factoring was applied to the twenty four questions of general profile. The data showed a large value of KMO and Bartlett's test which indicates that the data was adequate for factor analysis. Then the communalities for all the variables were calculated. After that the total variance explained matrix was found which showed that the extracted factors (eigenvalues greater than 1) explained the variation of 59.00% and the five factors were extracted. Then the rotated factor matrix was computed which showed that all the variables were summarized in their meaningful dimensions. The first factor was about the practicality of business English, the second factor was the role of Business English in speaking skill, the third factor was the effectiveness of E-Learning, the fourth factor was the usefulness of planning in the business world and the last factor was the effectiveness and improvement of listening and reading skills.

Above discussion and findings highlight that the research questions of the present study are analyzed critically and interpreted justifiably. The participants were agreed that (OT) is also very useful and effective as compared to traditional mode of teaching. However, it has also been observed that at the graduate level about 60% students were successful after the completion of (BTE) course. However, (OT) of (BTE) at the graduate and master level were considered useful and effective by participants.

## **CONCLUSION**

This study addresses the effectiveness of (OT) of (BTE) a case study of Virtual University of Pakistan, the result has been the same, online teaching is as effective as conventional classroom education; data were collected from different campuses and analyzed by SPSS.

Online education is effective and it overcomes many restrictions which particular students might have faced either being whether at collective or at the individual level. Online teaching can provide flexible learning background for students and teachers as well; nevertheless, many issues still need to be addressed by institutions if courses are to be successful. Success in online teaching and learning will only come out with defined objectives. The students appeared to find the (BTE) course as a positive experience.

Factor analysis is used to estimate the effectiveness of (OT) of (BTE) and it is also examined how much variation is explained by the extracted factors. For testing hypothesis, Mann Whitney U test is applied to get the required results. Bar graphs have been added to analyze the descriptive data. It is concluded that (OT) of (BTE) is too effectively in written and oral skills. It is also argued that although traditional teaching has its benefits, but the effectiveness of (OT) with the help of new technology cannot be denied. This study may also help the curriculum designers to include such contents in the curriculum which may support the instructors to incorporate technology in (BTE).

The outcome of the data analysis indicates that it relates to connectivist theory, according to Siemens (2004), the learner learns the accurate knowledge with the help of new technology and it is very useful, same is the case with this study, it is found that e-learning is useful and it appears to be suitable for any discipline. Although there are different aspects of this theory, but some of the elements relate to this study. Following are the comparative points which show the co-relation with connectivist theory.

- E-Learning is useful and effective
- Practicality of Business English with the help of new technology
- Online learning (BTE) that helps the communication skills
- Effectiveness and Improvement of Listening and Reading skills through e-learning

## **Recommendations**

From the evaluation of this study, it is possible to draw a number of recommendations for future learning and (OT) of (BTE) in diverse scenarios within teaching in general. These include:

- Language based activities should be introduced online for the learners in virtual classrooms
- Virtual classrooms should be created for online learners so that they may enjoy the real class time
- The open discussion forum should be organized online to motivate the Pakistani online learners
- Online research based journals and magazines should be published in all genres to make the students aware of innovations and development in respective fields
- For the enhancement of creative, academic and non-academic skills, there should be online blogs along with course web sites

### **Areas for Further Research**

Unfortunately, in Pakistan no crucial research work is done on e-learning in recent decade, but with the influence and the advancement of new technology, only few institutions are coming into being in public and private sector. But it is the need of the time that revolutionary efforts are required to meet such challenges in this field.

It is necessary to carry out and extend research in online training skills, the effectiveness of (OT) methodology, how to improve (OT) particularly at intermediate levels.

Research should also be carried out on how to overcome the problems of online learning second language and Business English as well.

### **Acknowledgment:**

The authors declare that they have no conflicts of interest in this research.

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