**Abstract**

*The existing system for teaching ESP at Bachelor’s level in universities of Pakistan is not promoting Process-Oriented teaching. The Product-Oriented teaching practiced in various universities and institutes of Pakistan is hindering the abilities of students to learn reading and writing skills in an effective and independent way. The students remain bound to teachers for guidance in each step for writing documents used in professional, practical and social life. They learn to write by rote and are unable to be discrete and creative while writing for various professional, practical and social needs. The reading skills in this regard serve merely for practice of Backwash[[1]](#footnote-1) to these students. Thus preparing them only for examination and gaining no actual skill and insight about what they are being taught and how it will be implemented in real life when they will need to do so.*

*The purpose of this study is to point out stale and ineffective strategies for teaching reading and writing skills to ESL learners at Bachelor’s level in Pakistan. This study would suggest effective methodologies for teaching reading and writing skills to ESP learners at Bachelor’s level after analysis of the current practices via Holistic Research i.e. including both Qualitative and Quantitative data gathered from Observation, Literature Review, Interviews and Survey conducted on both teachers and students linked with teaching and learning of English language respectively.*

***Key Words:*** *Process-oriented approach, Product-oriented approach, Backwash, Holistic*

1. *Backwash technique is used widely in Pakistan for making students memorize selective material in class or as homework for exams.* [↑](#footnote-ref-1)