APPENDIX 1

PROPOSED SYLLABUS FOR THIRD YEAR V SEMESTER ENGINEERING STUDENTS

PRODUCTIVE SKILLS & PERSONALITY DEVELOPMENT I

<table>
<thead>
<tr>
<th>L</th>
<th>T</th>
<th>P</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

(60)

Course Description and Overview

This course is designed and developed with the present and target situation needs of the engineering students to develop employability skills. With the integrated, interrelated and interdependent approaches of genre, skills, task, topic, theme and content, it explicates on developing capability to communicate in target situational contexts. The purpose of learning this course is to satisfy the specific communicative needs of the students and the demands of their profession.

Aim

- To help the fifth and sixth semester students develop relevant competency skills to be readily employable in campus recruitments.

Goal

- To promote potential competence to transfer required communication skills from academic to the workplace.

General Learning Objectives/Outcomes

- To develop target level communicative competence and equip the students to seek placements in oncampus and off campus recruitments.

Specific Learning Objectives/Outcomes

- To develop capability and relevant skills to confidently communicate in target situational contexts.
Performance Objectives/Outcomes

Students should be able to:

- Develop target level communicative competence and performance.
- Equip themselves with required employability skills for facing the recruitment board.
- Originally create appropriate sentences and communicate in general, social, professional and technical contexts.
- Develop necessary skills and knowledge of the language items to put in target use.
- Achieve language proficiency and communicative competency through continuous participative and performing tasks.
- Develop research skills through library and internet resources.
- Use language with both media and technology.

Unit I Speaking I – Interpersonal (Dyadic) Communication (15)

1. Self Introduction – personal, educational, professional & psychological insights
2. Conversation & Chatting
3. Interview & Role Play
4. Speech on Discourse & Rhetoric
   a. Narrative – Narrating an ordeal/experience
   b. Descriptive – Describing a process
   c. Explanative – Giving an explanation on a situation
   d. Interrogative – Analyzing a case through oral questionnaire

Suggested Activities

Training the students to greeting and wishing one another – introducing and briefing oneself – revealing personal profile – informal chatting with short dialogues – conducting mock interviews and performing role play on business situations – narrating an ordeal / experience – describing a process – giving an explanation on a situation – practicing to question on any desirable subject

Unit II Speaking II – Group Communication & Public Speaking (15)

1. Group Discussion – general, business & technical
2. Seminar & Public Speaking Presentation

Suggested Activities

Participating in group discussions of any specific area of interest – presenting a public speech – presenting a business / technical paper
Unit III  Writing I – Functional & Administrative  (15)

1. Writing Personal Profile – Application with CV
2. Letter Writing – Official & Administrative Correspondences
3. Email Writing – Business, Formal & Informal
4. Comprehension – Listening/Reading

Suggested Activities

Letters of application with CV – writing personal profile - writing official letters, memoranda, inter-office memo, circulars, agenda, minutes, notices – practicing the technique of formatting, drafting, and noting of letters – writing emails on business – calling for quotations, placing orders, complaining on any issue, asking for clarification and explanation – listening or reading comprehension – understanding the given information.

Unit IV  Mechanics of Speaking  (5)

1. Role of Pragmatics and non verbal cues in speaking
2. Stress
3. Neutral Accent
4. Style – UK / US / Indian / Neutral
5. Pronunciation
6. Rhythm
7. Pause
8. Degree of delivery
9. Frequency of Expressions
10. Voice Modulation

Suggested Activities:

Understanding the importance of phonological units in speaking – Practicing intelligible pronunciation – listening/observing to English news, documentaries and films

Unit V  Personality and Soft skills development  (5)

1. Developing goodwill and humanitarian trends
2. Restoring industrial skills and business techniques
3. Professional ethics and morals
4. Building amiable character and appreciative conduct
5. Inducing optimistic thoughts and messages

Suggested Activities:

Developing goodness and becoming more human – working hard – developing business strategies for success – developing morals and ethics at work – professional abuse – developing good habits, manners and behaviour –
empathy – emotional intelligence – improving good character and conduct – developing positive approach

Integrated Language Focus

1. Remedial Grammar
Framing Sentences – agreement with subject and verb – grammatical function of the same word – word formation – framing questions – tag questions, yes/no type, wh’ type

2. Vocabulary
Word chunks – Collocation of words – Homonyms – Homophones

Suggested Activities:
Practicing to frame sentences with appropriate structures – identifying the differences in sentence patterns in both speech and writing – understanding verb confusion with the noun, number and gender – discriminating grammatical categories with their functions – framing of open ended and close ended questions – lexical chunks – discriminating word forms with homonyms and homophones.

Methods

- Negotiate topics of interest with the approval of faculty
- Practice pragmatic and eclectic approaches to language learning
- Participate, perform, monitor and provide feedback
- Repeat and recheck performances
- Practice content, topic, theme, genre, skills and open task based language learning

Teachers’ role

- The teacher’s role as a scaffolder, monitor, facilitator, counselor and motivator helps them to teach, direct, instruct and support the students in their explicit learning process.
- Teachers should motivate the students to indulge in extensive reading and approve topics of their interest for presentations and discussions.
- Teachers should possess a wide range of ‘speculating ability’ to scrutinize the students’ personal and professional needs.
• Teacher needs to know what the student really expects from the course, and to discriminate what are their strengths and limitations in their language learning.
• Teachers need to use appropriate skills and strategies to promote communicative performances in both oral and written tasks.

Students’ role

• To understand what they actually know, expect and need to learn, what and how to present, exercise and execute in institutional and workplace contexts.
• To use self prepared materials for developing language and information.
• To use language by actually performing open tasks and to put their thought, information, knowledge and skills for oral production.
• To be really productive in articulating their gained knowledge and insight in job related business situations.
• To develop discourse and pragmatic competence to engage in a communicative situation and their subsequent progress can be self monitored.
• To act as an observer to evaluate their self and peers’ performances in oral and written tasks.

Aids and Resources

• Equip seminar halls with LCD projector, white screen and other resources.
• Equip communication lab with round/oval shaped tables and chairs.
• Equip language lab with sufficient computers with an interconnected server.
• Provide collar mike, speaker and television.
• Furnish all the labs with air conditioners.
• Provide uninterrupted power supply.
• Provide wifi internet facilities for continuous downloading and browsing.
• Provide printed and e-library facilities for extensive reading.
• Provide printed and online texts and journals for authentic and updated information.
- Promote wide and extensive knowledge based study and need not be confined to some limited reference books and web resources.
- Undertake industrial visits to understand the workplace environment.

**Performance Assessment and Feedback**

- Evaluation procedures and techniques should coordinate with the syllabus objectives.
- Adopt performance and competency based approaches to testing.
- Speaking skills need to be tested through conducting oral interpersonal and group performances; listening and reading can be tested through speaking, writing or both; and reading and writing can be authentically tested through writing tasks.
- Testing of language, content and skills should focus on achieving proficiency and competency.
- Evaluation process should go along with the specifications of the syllabus to cover the whole content and process of the programme.
- Illuminative assessment – Applying appropriate learning strategies for executing interpersonal communicative activities.
- Formative assessment – Self-assessment, peer review and teacher feedback are the testing tools used to analyze the progress of the students.
- Summative assessment – Involving internal and external examiner is mandatory for authentic evaluation of both oral and written performances of the students.
APPENDIX 2

PROPOSED SYLLABUS FOR THIRD YEAR VI SEMESTER ENGINEERING STUDENTS

PRODUCTIVE SKILLS & PERSONALITY DEVELOPMENT II

L T P C 100
0 0 4 2 (60)

Course Description and Overview

This course is designed and developed with the present and target situation needs of the engineering students to develop employability skills. With the integrated, interrelated and interdependent approaches of genre, skills, task, topic, theme and content, it explicates on developing capability to communicate in target situational contexts. The purpose of learning this course is to satisfy the specific communicative needs of the students and the demands of their profession.

Aim

- To help the fifth and sixth semester engineering students to develop relevant competency skills to be readily employable in campus recruitments.

Goal

- To promote potential competence to transfer required communication skills from academic to the workplace.

General Learning Objectives/Outcomes

- To develop target level communicative competence and equip the students to seek placements in oncampus and offcampus recruitments.

Specific Learning Objectives/Outcomes

- To develop capability and relevant skills to confidently communicate in target situational contexts.
Performance Objectives/Outcomes

Students should be able to:

- Develop target level communicative competence and performance.
- Equip themselves with required employability skills for facing the recruitment board.
- Originally create appropriate sentences and communicate in general, social, professional and technical contexts.
- Develop necessary skills and knowledge of the language items to put in target use.
- Achieve language proficiency and communicative competency through continuous participative and performing tasks.
- Develop research skills through library and internet resources.
- Use language with both media and technology.

Unit I Speaking – Interpersonal (Dyadic) Communication (15)

1. Small talk – Just a minute presentation on general & business topics
2. Oral Presentation with Power Point
3. Extempore
4. Speech on Discourse & Rhetoric
   a. Narrative – Narrating an ordeal/experience
   b. Descriptive – Describing a process
   c. Explanative – Giving an explanation on a situation
   d. Interrogative – Analyzing a case through oral questionnaire

Suggested Activities:

Preparing crispy talk for ice breaking sessions – presenting useful information on a topic within a minute – presenting a topic of interest with the aid of multimedia and technology – presenting information on topics given in the spot – engaging in a brief lecture on a topic of current and business affairs – narrating an ordeal/experience – describing a process – giving an explanation on a situation – analyzing a case through oral questionnaire.

Unit II Speaking II – Group Communication & Public Speaking (15)

1. Business meetings (business & administrative)
2. Brainstorming & Problem Solving Oral Presentation

Suggested Activities:

Conducting business meetings with an agenda of examining business developments – thinking critically on any business/technical issues and providing a solution – analyzing a case through oral questionnaire
Unit III Writing – Business and Technical Writing

1. Writing a Project Proposal
2. Writing a Technical Report

Suggested Activities:

Writing a proposal on any project – writing the layout of the project – writing industrial/business reports – Undertaking a project for research and writing the report following any specific language style

Unit IV Mechanics of Writing

1. Spelling
2. Capitalization
3. Punctuation
4. Coherence
5. Language Style – MLA Style and APA Style

Suggested Activities:

Understanding the importance of capitalization – employing appropriate punctuation marks like comma, colon, semi-colon, dash, hyphen, ellipsis, indent, quotations, question mark and exclamatory marks in paragraph writing – knowing the coherence of ideas - distinguishing the standardized international language styles

Unit V Personality and Soft skills development

1. Invoking aims and aspirations to achieve the right goal
2. Management skills – motivation, time, stress, team leadership etc.
3. Constructive communication and building human relationships
4. Inspiration and role model criteria
5. Understanding how attitudes influence change in behavior
6. Observation on psychological impact

Suggested Activities:

Self improvement – strong will power and determination –self motivation for developing management skills– importance of IQ and EQ in business – constructive and destructive communication – role model – observing attitudes and altitudes – case studies on working environment.
Integrated Language Focus

1. Remedial Grammar

2. Vocabulary
Scientific and technical terminology – British and American words and spellings – abbreviation and acronyms

Suggested Activities:

Tenses and types – distinctive use of passive and impersonal passive voice – use of direct and reported speech – phrasal verbs and idiomatic use of phrases and verbs – modal verbs – practicing connectives – use of linking words and terms – practicing scientific and technical terminology with compound words – discriminating the use of British and American words and spellings – use of abbreviation and acronyms in formal and social use

Methods

- Negotiate topics of interest with the approval of faculty
- Practice pragmatic and eclectic approaches to language learning
- Participate, perform, monitor and provide feedback
- Repeat and recheck performances
- Practice content, topic, theme, genre, skills and open task based language learning

Teachers’ role

- The teacher’s role as a scaffolder, monitor, facilitator, counselor and motivator helps them to teach, direct, instruct and support the students in their explicit learning process.
- Teachers should motivate the students to indulge in extensive reading and approve topics of their interest for presentations and discussions.
- Teachers should possess a wide range of ‘speculating ability’ to scrutinize the students’ personal and professional needs.
- Teacher needs to know what the student really expects from the course, and to discriminate what are their strengths and limitations in their language learning.
Teachers need to use appropriate skills and strategies to promote communicative performances in both oral and written tasks.

**Students’ role**

- To understand what they actually know, expect and need to learn, what and how to present, exercise and execute in institutional and workplace contexts.
- To use self prepared materials for developing language and information.
- To use language by actually performing open tasks and to put their thought, information, knowledge and skills for oral production.
- To be really productive in articulating their gained knowledge and insight in job related business situations.
- To develop discourse and pragmatic competence to engage in a communicative situation and their subsequent progress can be self monitored.
- To act as an observer to evaluate their self and peers’ performances in oral and written tasks.

**Aids and Resources**

- Equip seminar halls with LCD projector, white screen and other resources.
- Equip communication lab with round/oval shaped tables and chairs.
- Equip language lab with sufficient computers with an interconnected server.
- Provide collar mike, speaker and television.
- Furnish all the labs with air conditioners.
- Provide uninterrupted power supply.
- Provide wifi internet facilities for continuous downloading and browsing.
- Provide printed and e- library facilities for extensive reading.
- Provide printed and online texts and journals for authentic and updated information.
- Promote wide and extensive knowledge based study and need not be confined to some limited reference books and web resources.
- Undertake industrial visits to understand the workplace environment.
Performance Assessment and Feedback

- Evaluation procedures and techniques should coordinate with the syllabus objectives.
- Adopt performance and competency based approaches to testing.
- Speaking skills need to be tested through conducting oral interpersonal and group performances; listening and reading can be tested through speaking, writing or both; and reading and writing can be authentically tested through writing tasks.
- Testing of language, content and skills should focus on achieving proficiency and competency.
- Evaluation process should go along with the specifications of the syllabus to cover the whole content and process of the programme.
- Illuminative assessment – Applying appropriate learning strategies for executing interpersonal communicative activities.
- Formative assessment – Self-assessment, peer review and teacher feedback are the testing tools used to analyze the progress of the students.
- Summative assessment – Involving internal and external examiner is mandatory for authentic evaluation of both oral and written performances of the students.
APPENDIX 3

QUESTIONNAIRE FOR HR PERSONNEL AND CONSULTANTS

J. AL MUZZAMIL FAREEN
MA, MA, M.Phil, MCJ, PGDT
Research Scholar,
Ph D - Part Time (English),
Anna University – Chennai,
Chennai - 600025.

Resi: 93, I – Cross,
Dharmanagar Street, Suramangalam,
Salem – 636005.
Tamilnadu India
Mobile No. 9790691180
jamfareen2006@yahoo.com

Sir / Madam,
18.7.08
I am pursuing a research on the topic “Enhancing employability: Design of a needs based syllabus for third year engineering students in affiliated colleges of Anna University” for my Doctoral research programme. This questionnaire attempts to explore on the specific needs of the industry in context to English language and communication skills. Your cooperation is highly solicited as your positive responses will be widely useful to formulate EEPP – English for Educational and Professional Purposes.

Kindly answer all the questions and explain all your ideas and suggestions as your information is highly valuable as the part of my research in procuring need analysis of the industry and to design a new ESP syllabus for the tertiary level EST students of Tamil Nadu. Kindly respond and send this questionnaire within a week

Personal Details
1. Name of the Faculty : 
2. Designation : 
3. Name of the Organization with address : 
4. Educational Qualification : 
5. Professional Experience : 

Signature
Questionnaire

(Kindly do pay your valuable time and attention to explain your answer for this questionnaire in detail pertained to the area of Productive skills - speaking and writing only)

1. What do you understand by the notion of language and communication skills?

2. What are the specific needs of the industry in context to the skills of speaking and writing?

3. Where do the professionals specifically lack in productive skills?

4. When the industry did seriously took notice on the importance of English communication skills?

5. How much importance do you assign for verbal and nonverbal communication skills?

6. What is your idea on soft skills? Explain its role specifically in context to productive skills.

7. What do you expect about the language skills that are lacked in present university education?

8. What are the areas that do you specifically need to train the professionals during pre-service and in-service training period?

9. If any other specific ideas, suggestions and case studies on developing productive skills that will be of help for the present research.

Thank you very much for your kind response given to my research taken on conducting need analysis on industrial needs of the EST students and designing a new ESP syllabus on effective English Communication Skills.

Station :
Date : Signature
APPENDIX 4

QUESTIONNAIRE FOR FINAL YEAR ENGINEERING STUDENTS

Name of the Student : 
Name of the institution : 
Branch & Year : 
Date : 

1. What is your aim and objective for learning productive skills (speaking and writing)?

2. How do productive skills play an indispensable role in promoting English communication skills?

3. How do you improve your speaking and writing skills?

4. Which specific skill do you wish to develop? Why?  
a) listening  
b) speaking  
c) reading  
d) writing

5. What are the limitations of the present syllabus?

6. What do you expect in a new syllabus?

7. Is your present English and communication syllabus helps you to develop your employability skills? Grade it in the scale 0-2.  
(0 – minimum aid, 1 – moderate aid, 2 – maximum aid)  
a) Yes  
b) No

8. Is a course on English communication skills to meet the industrial needs is essential in the V semester? Grade it in the scale 0-2.  
(0 – minimum required, 1 – moderately required, 2 – maximum required)  
a) Yes  
b) No
9. How do you wish that a course on English Communication skills should be? Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)
   a) Theory only – Concept based learning
   b) Practical only – Performance based learning
   c) Theory cum Practical

10. What do you think should be included in the language syllabus at the college level? Use the following list if need be required. Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)
    a) Grammar and phonology
    b) Literature – poetry, plays, fiction & story
    c) Translation and transliteration
    d) Reading and listening comprehension
    e) Crossword Puzzles, language games and entertainment
    f) Technical literature – essays and articles
    g) General and technical topics leading to discussion and debate
    h) Interpretation of graphics
    i) Computer aided software tools
    j) Role play, group discussion & mock interview
    k) Functional and technical writing
    l) Direct and indirect communication aids – face to face, telephone and internet communication

11. Which variety of English do you need to follow in the curriculum? Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)
    a) Standard UK English
    b) Standard US English
    c) General Indian English
    d) Neutral English

12. Which specific skill do you have problem with? Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)
    a) listening
    b) speaking
    c) reading
    d) writing

13. What are the specific skills that meet the demands of the industry? Use the following list if need be required. Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)
a) Productive skills (Speaking and Writing)
b) Speaking with soft skills
c) Receptive skills (Listening and Reading)
d) Soft skills only (Emotional Intelligence Quotient)
e) Managerial skills

14. In the list given below tick those that help you to seek placement in industry? Use the following list if need be required. Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)

   a) Oral Presentation   b) Group Discussion
   c) Mock Interviews   d) Face to face communication
   e) Telephonic Conversation   f) Video conferences
   g) Writing business e-mails   h) Business and technical correspondences
   i) Writing technical reports

15. In the list given below tick those you wish to develop in speaking. Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)

   a) Oral Presentation   b) Small Talk
   c) Mock Interviews   d) Chatting
   e) Extempore talk   f) Seminar
   g) Group Discussion   h) Face to face communication
   i) Telephonic Conversation   j) Video conferences

16. Which specific skills do you need to develop in writing? Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)

   a) Writing formal and informal letters
   b) Writing business e-mails
   c) Business and technical correspondences
   d) Writing technical reports
   e) Essay and paragraph writing
   f) Note-making, paraphrasing and dictation
   g) Definition and Description
   h) Drafting, Noting and Documentation
   i) Case presentation and Case analysis
   j) Writing messages and short information
17. Which form of productive skills do you wish to develop? 
Grade it in the scale 0-2. (0 - minimum required, 1- moderately required, 2 – maximum required) 
   a) Formal only   b) Informal only 
   c) Formal with informal   d) Both formal and informal

18. Which approach do you wish to adopt in learning productive skills? 
Grade it in the scale 0-2. (0 –minimum required, 1- moderately required, 2 – maximum required) 
   a) Structural approach 
   b) Audiolingual approach 
   c) Communicative approach 
   d) Learner Centred approach 
   e) Performance based approach 
   f) Task based approach 

19. Which learning methodology do you wish to adopt in learning productive skills? 
Grade it in the scale 0-2. (0 – minimum required, 1- moderately required, 2 – maximum required) 
   a) Direct Method – Total immersion method - Memorization 
   b) Indirect Method - Grammar Translation 
   c) Lecture Methodology 
   d) Interactional methodology 
   e) Computer Mediated Communication 
   f) Games & Entertainment 

20. What are the techniques that a tertiary level student should adopt in language learning? Use the following list if need be required. 
Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required) 
   a) Memorizing 
   b) Intensive and Extensive learning 
   c) Understanding the information 
   d) Observing and analyzing 
   e) Acquiring the language tools 
   f) Critical thinking 
   g) Conversing and Discussing
21. Where do you wish to learn communication skills?
   Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)
   a) In Traditional Classrooms   b) In Language Laboratory
   c) In Communication Laboratory  d) In Seminar Halls

22. In the list given below tick the aids and resources that required for developing productive skills?
   Grade it in the scale 0-2. (0 – minimum required, 1 – moderately required, 2 – maximum required)
   a) Computer aided software - Audio lingual & audio visual tools
   b) Multimedia tools
   c) Videography
   d) Browsing the internet resources
   e) Teacher guided instructional materials and handouts
   f) Lectures
   g) Peer Group Information
   h) Textbooks, newspapers and other printed materials

23. To what extent do you wish to use technology and media in learning productive skills?
   a) Minimum use   b) Moderate use
   c) Maximum use   d) No use

24. How do you participate and perform in the English Communication classes?
   (Active refers to maximum, Just refers to moderate, Least refers to minimum values)
   a) Active participation   b) Just participation
   c) Least participation   d) No participation

Signature
APPENDIX 5

FEEDBACK FORM FOR THIRD YEAR ENGINEERING STUDENTS

Name : 
Degree & Branch : 
Year & Semester : 
Date : 

1. Do you think that the trialled syllabus has helped you to improve your communication skills in English?

2. Write few sentences on how the trialled syllabus has helped you to improve your communication skills in each of the four skills (listening, speaking, reading and writing).

3. How far have the exercises for personality development helped you to improve your soft skills?

4. List the improvements the suggested syllabus has over the existing syllabus.

5. Do you think that the proposed syllabus needs further changes? 
a) Yes b) No 
If so what are they?
Listening –
Speaking –
Reading –
Writing –

Signature