CHAPTER 4
THEORETICAL AND PRACTICAL FRAMEWORK
FOR THE PROPOSED ESP SYLLABUS DESIGN

In the present study, the researcher has proposed an interrelated syllabus model based on the target requirements of the engineering students in the affiliated colleges of Anna University, Tamil Nadu. Communicative needs and demands analysis can be undertaken to analyze the requirements of engineering graduates in workplace contexts. With the specification of the needs of the students, nature of the learning and the target personnel, job specific ESP course can be proposed for developing target level communicative competence and performance. With the specifications of the purpose, aim, specific learning objectives and performance objectives and goal of the course can be planned. With the data available from the needs analysis survey, it can be examined what actually the students need to learn in the proposed course.

Given below is a diagrammatic representation of the survey and the needs analysis conducted. Topic, theme, content, genres, skills, tasks and learning strategies can be integrated to develop target competence. As the proposed ESP course is intended to meet the target needs of the students, it essentially promotes learner autonomy and demands teachers’ competence in understanding and realizing the course objectives. The proposed syllabus was put to trial to understand the pedagogical realities of the process and evaluation.
Learning process analysis, strategies analysis, gap analysis, error analysis, performance assessment, results analysis and the stakeholders’ feedback on the course needed to be thoroughly investigated to understand the practical implications of the course. This course facilitates students’ preferences in selecting topics, contents and skills to engage in interactional activities. It emphasizes on students’ self prepared materials as a necessary source for developing presentation skills. Technology based learning is emphasized to collect necessary information from the internet. Further, it envisages self assessment, peer review and teacher’ feedback for assessing the
performance level of the students. With the feedback of the students’ and the
target personnel, the trialled syllabus is revised and updated. The present
study emphasizes on conducting ongoing needs analysis for continuing the
process of syllabus redesign and review.

4.1 SURVEY AND REPORT ON COMMUNICATIVE NEEDS
AND DEMANDS ANALYSIS - (PHASE - I)

The research reported in this chapter attempted to conduct a
communicative needs and demands analysis of the present and target
situation. The HR personnel (43) of various companies were met to
understand the language requirements expected of the fresh engineering
graduates when seeking placements in reputed concerns. Their recruitment
ideologies and placement trends are discussed to make the students
employable in their companies. Further, to analyze the learning needs, the
final year engineering students of SCT, MCE and KCT were involved in a
questionnaire based think aloud survey. The present study investigated
relevant communicative abilities and skills of the engineering students to meet
the challenges and requirements of employment. The language of the free
responses of the stakeholders has not been edited.

4.1.1 Target situation data analysis and findings based on the
questionnaire entries made by the HR Personnel and
Consultants

An open-ended, questionnaire based, structured interviews were
conducted with HR personnel of some IT and MNC based software, electrical
and electronics, automobiles, textile, printing and construction companies in
Tamilnadu. The questionnaire was designed to analyze the employability
needs of the engineering graduates in the workplace contexts. The
questionnaire was distributed by the researcher personally to the HR
personnel and their views were obtained in the interviews. A set of nine questions was posed to understand about their expectations, demands and job requirements of the industry (Refer Appendix. 3).

**Ques.1** To understand the views of HR personnel on the required skills to communicate effectively in English, questions were asked to specify their ideas on language and communication. Almost all the HR personnel considered communication as the process of understanding the message by both the speaker and listener. Mr. K. Ramalingam, Manager, Salem Automech, Salem, stated, “Transacting the message from the speaker to the listener is communication”. Given below are some of the views on communication given by some of the HR personnel met by the researcher.

The function of language is communication. Language is the tool of communication. It is the means to end. 
(Dr. Padmavathy Srinivasan, CEO, Winspire Language world, Chennai)

Communication helps us to understand better. It gives a better relation and competence. Knowledge and skills are transmitted.
(Mr. Goutham, Executive-HR, Sellasynergy India Ltd., Chennai)

Mr. Parthasarathy and Ms. Manju, HR Manager, Airtel, Chennai, considered effective speaking and writing is communication,

Communication is vital. To speak and write is communication. Both oral and written communication is important. Communication is essential for customer care.

Acknowledging the importance of language and communication skills to convey messages, HR personnel envisaged the role and use of English as a global lingua franca.
Due to globalization, multicultural workforce is on the scene. The professional society acknowledged the crucial role of English communication skills in the workplace as it is the dire need for promoting global commerce and economy.

(Dr. K. Jafar Ali, Director, Centre for Human Renaissance, Chennai)

English communication skills are very important. The person should be able to articulate and communicate. They need to communicate with confidence. For the matter of globalization, global language like English is used for business communication.

(Mr. J. R. Lesley, DGM-HR, Areva, Chennai)

Most of the HR personnel recognized the use of corporate English in the process of business communication. Since English is the formal language of the corporate world, all the HR personnel generally considered the importance of communicating in English with the international clients. They also regarded the importance of English in both formal and social interactions.

Communication plays a vital role in interactions. English communication is highly needed in communicating to all the levels and the cadres of the organization. It is very important in communicating with the international business corporate.

(Mr. G. Sivaraman, Systems Engineer, TCS, Chennai)

Communication is very important. Indian employees have their stability and potentiality in the job market. English knowledge is must for the global market.

(Mr. V. Rajesh, HR, Mind Engineering (I) Pvt. Ltd., Chennai)

Mr. R. Chakravarthy, Software Engineer, IBS Software Services, Chennai, considered the importance of information and knowledge in communication,
Confidence in communicating adequate information is important. Lack of knowledge and information will disrupt communication skills. Ingraining knowledge empowerment is one of the major aspects of displaying communication skills.

As the HR personnel considered understanding the message is communication, they ascertained the significance of ‘clarity’ in understanding the message. They also recognized that information needs to be easily transmitted without any bias. Ms. Anitha Nancy, HR-Executive (Training), Thales Software India Pvt. Ltd., Chennai, reflected that communication should be fluent and understandable. Mr. S. Safee Ahamed, Placement Executive (HR), CMC Ltd., Chennai, said that conveying the message in a concise manner with ease of understanding is communication. Mr. Amba Shankar, Administrative Head, M/S. Nagaraj & Co. Pvt. Ltd., Chennai, asserted good communication reflects a good understanding of the message. Further, they all emphasized that language should be fluently delivered without spelling and grammatical mistakes in writing so that it can be easily understood and acted upon by the receiver.

Communication is indispensably important in business communication. Understanding the message and delivering the message in the perfect sense are essential features of effective communication.

(Dr. S. M. Vairavel, Vice President, Sabre IT Solutions Pvt. Ltd., Chennai)

All the HR personnel unanimously considered that the purpose of communicating is to understand the message. They expected that the clients should be convinced of their business counterparts. They anticipated that the candidates should be able to converse, discuss, convince and negotiate in both business and social situations. They said that the candidates should be able to communicate well in English in both speech and writing. According to the
level and cadre of their positions, the emerging professionals need to be adequately trained to develop oral and written communicative ability.

Ques. 2 In response to the second question, all the HR personnel unanimously agreed that both speaking and writing skills are important in business communication. Emphasizing the importance of interaction skills, Mr. S. Arun Kumar, HR Manager, Elcompo Electronics, Chennai, reflected the need for developing basic speaking and writing skills. Mr. N. Rathna Kumar, HR Supervisor, Fortran Cirkit Electronics Pvt. Ltd., Chennai, stressed the need for professionals to interact with internal and external business counterparts and hence they needed to develop interpersonal communication skills both in speaking and writing. Ms. Rosalind, Senior HR Executive, Net-O2 Technologies Pvt. Ltd., Chennai, reflected that communication skills are very important for exchanging information in the business environment. Some of the views of HR personnel are given below.

Speaking and writing is crucial as it creates an impression of the company and the person to bother the internal and external clients. i.e., it should be communicated in the right way in terms of tone, the language you use.
(Ms. Sunitha Anand, Training Manager, Sify Technologies Ltd., Chennai)

Higher order speaking skills, acumen need to be procured. Problem solving, brainstorming and analytic acumen should be done through speaking and writing.
(Dr. Padmavathy Srinivasan, CEO, Winspire Language World, Chennai)

All the HR personnel accepted the significance of interpersonal skills in communication. They considered grammar and vocabulary for gaining language proficiency and speaking skills for communication which has immediate surrender value. Email writing is predominantly preferred for sending proposals, enquiries and reports. As business is developed through
writing emails, information needs to be brief and effective. Content specific
discussion is encouraged for easy understanding of the message in both oral
and written forms.

Interpersonal communication is important for all the professionals. Language part is important. Vocabulary enrichness plays a keen role in communication. E-mail composing should be precise and concise.

(Mr. K. S. Balaji, Project Engineer, Wipro Technologies, Chennai)

Both formal and informal speaking should be encouraged. Content should be specific while talking to the managerial cadres. With peers too, casual and social interaction and chatting is very important. Composing an e-mail is essential in technical writing. Basic writing skills should be displayed properly. Ability to understand the core message of information instantly is indispensable in interpersonal communication.

(Mr. G. Sivaraman, Systems Engineer, TCS, Chennai)

In response to the activities involved in executing speaking and writing skills, almost all the HR personnel regarded presentation and group discussion in speaking and business emails in writing. Ms. Anitha Nancy, HR-Executive (Training), Thales Software India Pvt. Ltd., Chennai, revealed that technical conversations, business e-mails, project and report writing have to be practiced regularly for engineering graduates to develop speaking and writing skills. Mr. S. Safee Ahamed, Placement Executive (HR), CMC Ltd., Chennai, reflected that presentations, group discussions and business mails are some of the activities that are generally practiced in the business environment. Mr. N. Velumani, Manager-HR, Thambi Modern Spinning Mills Pvt. Ltd., Chennai, considered that meetings and panel discussions are essential in speaking. Mr. Ambikapathi, HR Manager, Precision Equipments Pvt. Ltd., Chennai, said that presentation, group discussion is inevitable in speaking while business e-mails, technical reports is important when writing skills are considered. In this context, some of the HR personnel stated,
Writing business e-mails is one of the prime needs of the industry. Professional group discussion, presentation and public speaking are required.

(Mr. J. R. Lesley, DGM-HR, Areva, Chennai)

According to the job requirements, communication is needed. In speaking, presentation and group discussions and in writing, business correspondences and emails are specifically needed.

(Ms. Brinda, Manager, MPL Motors Pvt. Ltd., Chennai)

Considering the value of understanding in business and social communication, Mr. P. Kartick Pai, Manager, Coramandel Electronics, Chennai, regarded speaking and observing skills and said that 75% oral fluency is specifically needed in communication. Mr. M. Raja Sekaran, Asst. Manager, Sambandam Spinning Mills Ltd., Salem, emphasized that the employees need to display effective oral and written communication skills. All the HR personnel specifically regarded presentation as the core feature for developing effective business communication.

Presentation, group discussion and meeting could be efficiently done through speaking skills. Writing business e-mails are also becoming prime need of business communication.

(Mr. S. Narasimhan, HR-Manager, Intech Systems Chennai Pvt. Ltd., Chennai)

Writing business mails, group discussion and presentation are very important. Grammatical errors are not much concerned but we are keen on technical aspects.

(Mr. B.S. Ramesh, Business Development Manager, Pai Electronics, Chennai)

Software industry is the combination of both general and advanced communication skills. It is average in the entry level. By the use of communication and technical knowledge they could manage the situation. Oral communication is predominant. Testing writing skills are not made, GD’s are important.

(Mr. G. S. Joseph Anand Kumar, Sr. Executive-HR, Siptech Solutions Ltd., Chennai)
With the beliefs and outlook of the HR personnel on the target situation, it was concluded that the emerging professionals need to be quite confident in displaying their respective job domain technical skills through speaking and writing.

**Ques. 3** While discussing the communication problems of the emerging graduate professionals, Mr. Ambikapathi, HR Manager, Precision Equipments Pvt. Ltd., Chennai, highlighted the fact that most of the professionals lack good speaking and writing skills. Mr. S. Sridharan, Manager (Personnel & Admin.), Burn Standard Co. Ltd., Salem, reported that though executive communication is done only in English, 80% of the new recruits lack both in speaking and writing. Most of the HR personnel stated,

Generally, students lack in written communication skills. Fluency matters from the medium of schooling levels. Speaking ability differs from person to person. Hence the adequate speaking skills practice should be given to the students for instant and spontaneous communication.

(Mr. Mani. S, HR – Manager, Vee Technologies Ltd., Salem)

How they sell their ideas are important. Outstation candidates lack in English communication. Prominence is given for speaking skills. Writing skills need to be explored. Written communication is poor. Even business e-mails are not properly structured and better written. When the general topics are asked they are unaware about the current affairs. Theoretical knowledge is not helping in speaking skills at the time of interview. The display of English communication skills depends upon the nature of the job. When the candidate is involved with US/UK clients they need to have English communication skills.

(Ms. Komala. H, HR – Manager, Technosoft Services Pvt. Ltd., Chennai)

Mr. B. Ravichandran, Assistant Manager, Tata Communications Ltd., Chennai, observed that the young professionals somehow muster their
available resources to converse in English, but are not able to write satisfactorily. Mr. S. Sridharan, Manager (Personnel & Admin.), Burn Standard Co. Ltd., Salem, stated that they generally lack in public speaking and business correspondences. While discussing their limited proficiency in writing business correspondences, Mr. K. Ramalingam, Manager, Salem Automech, Salem, and Ms. Brinda, Manager, MPL Motors Pvt. Ltd., Chennai, shared the view that their business writing was not good. They stressed that the professionals need to concentrate more on language and style in letter writing. Mr. K. Ramalingam, Manager, Salem Automech, Salem, and Ms. Brinda, Manager, MPL Motors Pvt. Ltd., Chennai, shared the view that their business writing was not good. They stressed that the professionals need to concentrate more on language and style in letter writing. Mr. R. Chakravarthy, Software Engineer, IBS Software Services, Chennai, stressed the importance of documentation skills in written communication.

Professionals manage to speak in English but they are not able to write clearly. Grammar and vocabulary is important and it should not be corrupted. When we deal with the technical things we conduct meetings in English. Bilingual interviews are encouraged.

(Mr. B. Ravichandran, Assistant Manager, Tata Communications Ltd., Chennai)

While recognizing the importance of understanding the message, Mr. N. Rathna Kumar, HR Supervisor, Fortran Cirkit Electronics Pvt. Ltd., Chennai, considered grammar as secondary. Though, some of the HR personnel considered the understanding of a message more important than accurate grammar, it can be noted that the use of grammar in formal and social communication is indispensable. As Mr. A.T. Muruga Dass, Manager, Talent Acquisition, Mason Global, Chennai, reflected, “grammatical and spelling errors are commonly found in their writing”, technical students frequently commit grammar, vocabulary, spelling and punctuation errors. Mr. S. Prakash, Executive-Marketing, Current Electricals Ltd., Chennai, acknowledged the essential use of basic grammar in communication. Generally, most of the HR personnel considered the importance of grammar and the ability to construct error free sentences in communication.
Professionals specifically lack in vocabulary and fluency. Fear, shyness and inferiority complex makes them not to speak. Most of them commit spelling mistakes in writing.

(Mr. Karthikeyan, HR Executive, ISGN, Chennai)

The professionals specifically lack in grammar. They know what to communicate but don’t know how to communicate. They search for words. They should know to think and write in English. Interviews are conducted only in English. A professional should have 100% verbal communication skills.

(Mr. V. Rajesh, HR & Administrative Officer, Mind Engineering (I) Pvt. Ltd., Chennai)

Grammar should be improved. Spelling mistakes need to be edited. Fluency is not there. Due to fear they had a tendency to avoid interaction. From the initial years, the presentation is pivotal. Faculties should constantly improve oral communication skills.

(Mr. J. R. Lesley, DGM – HR, Areva, Chennai)

All the HR personnel unanimously accepted that spelling and grammatical mistakes are widely found in writing. They also considered that most of the emerging professionals lack adequate vocabulary. Mr. S. Safee Ahamed, Placement Executive (HR), CMC Ltd., Chennai, reflected that “Professionals usually have grammar and spelling errors and they possess limited use of vocabulary”. Ms. R. Geetha, HR Manager, Qatalysis Software Technologies Ltd., Chennai, conveyed, “Vocabulary is lacking. Spelling mistakes are seen often”. Ms. Rosalind, Senior HR Executive, Net-O2 Technologies Pvt. Ltd., Chennai, revealed that spelling and grammatical mistakes, lack of vocabulary and sentence formation are commonly found in writing. As most of the professionals lack sufficient grammar and often commit spelling errors, Ms. Anitha Nancy, HR-Executive (Training), Thales Software India Pvt. Ltd., Chennai, emphasized that grammar and spelling is 100% required for gaining mastery in language and to display better speaking and writing skills. Mr. Rajaraman, R., HR, First Source Solution Ltd.,
Chennai, concerned that due to spelling mistakes, they are not able to convince their clients in emails and reports. Much concerned on the effectiveness of clarity in speech and writing, Mr. N. Velumani, Manager-HR, Thambi Modern Spinning Mills Pvt. Ltd., Salem, asserted that due to spelling and grammatical mistakes, sometimes the message is not understood clearly. Emphasizing on the importance of presentation skills in communication, Ms. Sunitha Anand, Training Manager, Sify Technologies Ltd., Chennai, revealed that the professionals specifically lack in presenting themselves in both verbal and nonverbal communication. All the HR personnel stressed the significance of language skills in effective communication.

Ques.4 Dr. Padmavathy Srinivasan, CEO, Winspire Language World, Chennai, stated that after the emergence of IT and MNC companies in India, the industries, students, professionals and even the masses understood the importance of English communication skills. Mr. Vinod, HR, Kumaran Systems, Chennai, believed that in the past two decades, the importance of English communication is visibly seen in the industrial scenario. Mr. N. Velumani, Manager-HR, Thambi Modern Spinning Mills Pvt. Ltd., Salem, reflected that only from the last decade the importance of global language and global communication is realized. Mr. Karthikeyan, HR Executive, ISGN, Chennai, valued the need for displaying English communication skills from the very initial stage of the industrial development. The following excerpts from the HR personnel reflect the significance of English communication for industrial growth.

The industry seriously took notice on the importance of English communication skills when their business was to interact with international customers and to big brands. (Ms. Sunitha Anand, Training Manager, Sify Technologies Ltd., Chennai).

Due to global scenario, from the initial years importance of English communication is noticed and developed.
Some HR personnel confessed that though they are able to realize the importance of English communication, they are not able to practice it due to administrative reasons; for the level of the company may not have reached global standards; the company may have employed proficient personnel to execute international correspondences or the company may not require all the cadre employees to communicate in English. Mr. Mani, HR-Manager, Vee Technologies Ltd., Salem, revealed that the awareness of the importance of English communication is seriously considered when companies reach their mid stage of their growth and gain some visibility both within and outside of the country. Mr. S. Narasimhan, HR-Manager, Intech Systems, Chennai, confessed that from the beginning of their company, the importance of English communication was realized though it was not insisted upon. Most of the companies claimed that they are able to understand that the global business communication is to be done through the medium of English. Especially, the IT and MNC companies considered mandatory to use English in business transactions.

Ques. 5 Most of the HR personnel considered both verbal and nonverbal skills as equally important. They agree that the integrated skills of verbal, kinesics, proxemics and soft skills are essential to survive in any workplace. They recommended that soft skills be taught at school.

Equal importance should be given to both verbal and nonverbal communication skills. While studying itself, soft skills need to be procured.

(Mr. K. Ramalingam, Manager, Salem Automech, Salem)

As the importance of English communication is generally recognized for expanding business globally, all the companies admitted that
they realized English communication is essential for international and business communication. All the MNCs reflect that communicating in English is mandatory to seek business projects and extend their transactions worldwide. About 19 HR personnel and 2 educational and placement consultants considered that both verbal and nonverbal communication skills are equally important. They insisted that the students need to concentrate on developing both verbal and nonverbal skills evenly.

Both verbal and nonverbal communication skills are equally important. Verbal communication is important in both speaking and writing. Nonverbal communication is important in speaking.

(Mr. R. Sakthivel, HR Manager, Vibromech Engg. & Ser. Ltd., Chennai)

Mr. Amba Shankar, Administrative Head, M/S. Nagaraj & Co. Pvt. Ltd., Chennai, considered, “85% verbal and 15% nonverbal communication is needed. Mechanics of speaking and writing should be included in verbal communication”. S. Ram Kumar, Executive-Resource Development, Spryance India Pvt. Ltd., Chennai, entrusted that verbal skills are important for literal and technical communication. To the nature of the company’s workload and project assignment, HR personnel persisted in developing both verbal and soft skills.

Verbal 70% and nonverbal 30% can be assigned to develop communication skills. Positive approach, attitude, and psychological behaviour are equally important in a business environment.

(Ms. R. Geetha, HR Manager, Qatalysis Software Technologies Ltd., Chennai)

20% of verbal and 80% of nonverbal communication is needed for effective communication. The grace of the personality matters a lot in working environment. One should build positive attitudes and good behaviours.
(Mr. S. Sridharan, Manager (Personnel & Admin), Burn Standard Co Ltd., Chennai)

Even if a person talks to one, should switch to nonverbal communication. 80% can be assigned to attitudes. Positive approach and potential activities can bring the model in others too.

(Mr. B. Ravichandran, Assistant Manager, Tata Communications Ltd, Chennai)

Mr. S. V. Ramesh, HR-Consultant, Sicame India Ltd., Chennai, stated that nonverbal cues are very essential for interaction. Mr. G. Sivaraman, Systems Engineer, TCS, Chennai, asserted that in an appraisal meeting nonverbal cues play a vital role. R. Chakravarthy, Software Engineer, IBS Software Services, Chennai, revealed that 40% verbal and 60% nonverbal communication should be used to improve the overall development of the communication skills and personality of an individual. Most of the HR personnel consistently reflected the significance of body language and nonverbal cues for effective communication. All of them emphasized the importance of attitudes, behaviours and positive approaches in face to face communication.

Ques.6 All the HR personnel agreed that soft skills are necessary to display a positive attitude and behaviour while communicating to one another. They considered that for the simultaneous progress of the professionals and industry, soft skills are essentially important. Dr. S. M. Vairavel, Vice President, Sabre IT Solutions Pvt. Ltd., Chennai, claimed that employees should equally participate and their attitudes should be moderated according to the business environment. Mr. Mani, HR-Manager, Vee Technologies Ltd., Salem, said that soft skills are essential for the development of the business and the individual. All the HR personnel generally regarded that to keep professional rapport and support, soft skills are necessary.
Without soft skills, one can’t excel or grow higher in his career. It is very crucial to develop soft skills to develop interactional communication.
(Ms. Sunitha Anand, Training Manager, Sify Technologies Ltd., Chennai)

The effective use of nonverbal cues, paralinguistic features, positive attitude, good formal and social behaviour and the ability to communicate in a modest way are some of the major soft skills that a professional needs to adhere in any business environment. Development of personalities is wholly relied on their soft skills. Ignorance and exposure are the weakest notions of the individual.
(Mr. G. Sivaraman, Systems Engineer, TCS, Chennai)

Inplant training of most MNC companies convenes meetings with a view to promote both productive and soft skills of their employees. Mr. B. Ravichandran, Assistant Manager, Tata Communications Ltd., Chennai, asserted that through one’s performances, soft skills can be related with productive skills.

A professional should be strong in both speaking and writing. Soft skills are necessarily important to display a good personality.
(Mr. A.T. Muruga Dass, Manager-Talent Acquisition, Mason Global, Chennai)

Soft skills are very important. Leadership, time management, stress management, attitudes, behaviour, team building, constructive communication is given as part of the soft skills training programme.
(Mr. G. S. Joseph Anand Kumar, Sr. Executive-HR, Siptech Solutions Ltd., Chennai)

Certainly, soft skills are very important. Decorum, attitude to listen and understand are all soft skills. Professionals lack to address anybody. Constructive communication relationship is to be encouraged.
(Mr. Amba Shankar, Administrative Head, M/S. Nagaraj & Co. Pvt. Ltd., Chennai)
Managerial skills like team management, stress management, crisis management and interactional skills facilitate in the development of a personality with positive attitudes, beliefs and behavior. It is expected that all the employees need to possess soft skills irrespective of their positions in the company. As Mr. S. Safee Ahamed, Placement Executive (HR), CMC Ltd., Chennai, put forward that soft skills are important at all levels and cadres of the business environment. Ms. Rosalind, Senior HR Executive, Net-O2 Technologies Pvt. Ltd., Chennai, claimed that managerial and strategic skills are important for all the professionals.

Ques. 7 Mr. B. Ravichandran, Assistant Manager, Tata Communications Ltd., Chennai, reflected that in the present university education system one gathers knowledge rather than professional skills. Hence, to train graduates most of the HR personnel suggested that universities and colleges should offer a course exclusively on practicing communication skills. Mr. N. Velumani, Manager-HR, Thambi Modern Spinning Mills Pvt. Ltd., Salem, said that “The present university education system should equally provide both technical knowledge and language fluency”. Language and communication skills need to be taught as they should be capable enough to speak their ingrained and perceived ideas. Workplace related tasks and skills need to be incorporated in the syllabus, so that they could present their talents and skills with much confidence.

90% of the university educational system should equally concentrate on communication skills. GD’s should be conducted. Speaking skills should be examined through oral examinations. Current affairs and realia should be the part of the subject of communication. Syllabus should be changed according to the need of the student and industry. Career-oriented objective should be given much focus.

(Komala. H, HR-Manager, Tecnosoft Services Pvt. Ltd., Chennai)
Verbal, nonverbal and managerial training should be encouraged. Pragmatic communication should be encouraged. Communication oriented syllabus should be practiced.

(K.S. Balaji, Project Engineer, Wipro Technologies, Chennai)

The right way to speak and how to speak is one of the major language skills that is lacking in the present university education.

(Sunitha Anand, Training Manager, Sify Technologies Ltd., Chennai)

Presentation and communication are seldom encouraged in their studies. Curriculum should be more practical oriented.

(Mr. J. R. Lesley, DGM-HR, Areva, Chennai)

Ms. Shakeela Shafi, Col’s Calibre English Language Innovators, Salem, regretted that the university education is least bothered about language education. Further, Ms. Shafi emphasized that English language learning needs to be recognized as being as important and essential as the development of young engineers’ technical skills. All the HR personnel specifically stated the role and significance of the English department in the college for developing communicative competence.

Communication department should be established. Both verbal and nonverbal communication should be taught. Students should be continuously checked and improved. If the college starts with the professionalism available in the market, it is good.

(Mr. Pradeep Jumani, Manager-HR, Telcordia, Chennai)

It is also perceived that both the teachers and students are not good in communicating in English and in particular they lack adequate grammar skills. Dr. Padmavathy Srinivasan, CEO, Winspire Language world, Chennai, envisaged, “Teachers don’t know how to teach. Teacher communication should be effectively enhanced. Teacher’s competence is must”. Both the
teachers and students need to be given adequate language and communication training. This can happen only when the schools lay emphasis on developing and evaluating language proficiency in accordance with global standards.

The status of present technical university education system is not quite satisfactory. Education is typical and conventional. Two years once syllabus should be updated. Mock interviews should be taught as a separate subject. Practical conversational skills should be specifically conducted. Updating the current affairs and awareness of general knowledge is essential for communication skills. Both technical and communication skills training should be adequately given.

(G. S. Joseph Anand Kumar, Sr. Executive-HR, Siptech Solutions Ltd., Chennai)

Ms. Rosalind, Senior HR-Executive, Net-O2 Technologies Pvt. Ltd., Chennai, stressed that practical communication skills need to be developed in the present university education system. Mr. S. Safee Ahamed, Placement Executive (HR), CMC Ltd., Chennai, was also concerned that both theoretical and practical knowledge on the subject is missing in the undergraduates. It is strongly recommended that education and training departments be made stronger to address these problems in all institutions of higher education. All the HR personnel specifically revealed that they are not happy with the present educational system as it is found to be more conventional in its curriculum planning, teaching learning and evaluation processes. They repeatedly revealed that the education system should be made on par with global standards with constant revision and updation of syllabus, giving sufficient awareness and insight on technical knowledge and current affairs, and should focus more on practicing communication skills in the classroom. They also deplored the fact that the universities are not providing sufficient career guidance to their students. It is also exposed that the university is sufficiently lacking career orientation, and hence it should associate the needs and values of profession in education.
Ques.8  Mr. Karthikeyan, HR Executive, ISGN, Chennai, revealed that technical skills, soft skills and domain skills are facilitated through training. All the HR personnel generally shared that induction and in-house training on technical and domain skills, communication skills and soft skills are provided to develop the new recruit’s professional knowledge and personality. Most companies admitted that they provide training in two stages – pre-service and in-service. Mr. S. Safee Ahamed, Placement Executive (HR), CMC Ltd., Chennai, referred technical, communication and soft skill training are given to all the professionals in both induction and in-service training sessions. Mr. R. Sakthivel, HR Manager, Vibromech Engg. & Ser. Ltd., Chennai, said that their company had signed a Memorandum of Understanding (MOU) with United Nations Industrial Development Organizations (UNIDO). Most MNC companies provide training in technical, communication skills and soft skills to their employees. The primary reason is to integrate the young employees into the company and another to help them to overcome some of the problems relating to English communication in their business management.

Training is given on company orientation in the pre-service period and training on communication skills, time management, team work and negotiation skills are given in the in-service training period.
(Mr. Vinod, HR, Kumaran Systems, Chennai)

A general awareness on effective English communication skills is also provided to all the employees. Mr. S. Prakash, Executive-Marketing, Current Electricals Ltd., Chennai, said that training is given on to develop business communication and group communication skills to conduct meetings. It is also admitted that though their preferences are technical skills, engineers are expected to communicate effortlessly in English. Dr. S. M. Vairavel, Vice President, Sabre IT Solutions Pvt. Ltd., Chennai, suggested that communication skills training could be given through audio trailers and videography.
Training is given with perspective to technical domain and English communication. Soft skills training are given in context to cross culture, leadership and motivation. (Ms. Anitha Nancy, HR– Executive (Training), Thales Software India Pvt. Ltd., Chennai)

Mr. Pradeep Jumani, Manager-HR, Telcordia, Chennai, said that they too systematically conduct training on communication skills and personality development. Mr. M. Raja Sekaran, Asst. Manager, Sambandam Spinning Mills Ltd., Chennai, stated that though their company provides technical training, communication skills and soft skills training is yet to be given. Ever since the Indian economy opened its markets to foreign investors and companies, corporate training for effective communication in English and soft skills have gained a lot of importance. However, most companies struggle to find corporate trainers who would deliver the goods within the given timeframe. Mr. A. T. Muruga Dass, Manager-Talent Acquisition, Mason Global, Chennai, admitted that in India technical and communication skills training should be given to all the professionals irrespective of their positions. Ms. Brinda, Manager, MPL Motors Pvt. Ltd., Chennai, responded that technical training is compulsory and training on communication and soft skills are given depending upon the designation of the employees. Mr. Ramesh, Business Development Manager, Pai Electronics, Chennai, envisaged that practicing professional ethics should be encouraged. The HR personnel generally stated that the graduate professionals are basically devoid of work ethics and they are not truly committed to service. They believed that training will help them to develop their talents and skills for becoming a true professional.

Training on technical, soft skills and communication skills are given in every six months. The emerging professionals possess basic qualification and eligibility is there. But their attitudes, behaviour and approaches are not good for
employability. IQ and EQ are considerably poor and are not balanced.
(Mr. J. R. Lesley, DGM-HR, Areva, Chennai)

Training on technical and functional domain skills, communication skills and management skills are provided. Transition from educational endeavours to professional enterprise is to be better sought and developed.
(Mr. S. V. Ramesh, HR-Consultant, Sicame India Ltd., Chennai)

Job specific analytical thinking skills, managerial and social skills are generally emphasized in both pre-service and in-service training. But retaining the candidates after the training is difficult since the young employees switch jobs quite easily and change their job domain to suit the company of their choice. Loyalty to work place is really a thing of the past. They specifically considered the importance of reservedness, courtesy and silence in building relationships for successful business underpinnings. All the HR personnel unanimously admitted that job specific training is provided based on the technical and communicative requirements of the company.

Ques.9 Mr. Vinod, HR, Kumaran Systems, Chennai, stated that communicating in English is indispensable for engineers and technocrats to explain what they are developing or designing. They need to discuss on their assigned projects and report on their progress. Mr. A.T. Muruga Dass, Manager-Talent Acquisition, Mason Global, Chennai, stressed that a professional should be strong in both speaking and writing. The ability to communicate according to the situation and switch registers accordingly is crucial. They need to share, discuss, convince, negotiate and influence the client with their interactional communication skills. The readiness to speak and face the interview board with time and knowledge management is important for any successful candidate. All the HR personnel emphasized that
continuous practice on skill orientation needs to be given to all the job aspirants.

Communication skills training is given in terms of developing the tactics of what, how, when and why to communicate effectively in a situation.

(Ms. Sunitha Anand, Training Manager, Sify Technologies Ltd., Chennai)

We see the merit of the candidate only with his technical knowledge and with basic language and communication skills.

(Mr. Ambikapathi, HR Manager, Precision Equipments Pvt. Ltd., Chennai)

The candidates can be recruited satisfactorily if only their communicative and technical ability is proven. The candidates are suitably qualified if only they are fluent and expressive. They expect that the candidates should be able to communicate sufficient information with passable fluency in English.

4.1.2 Present Situation Data Analysis and Findings Based on the Questionnaire Entries made by the Final Year B.E./B.Tech. Students

The questionnaire survey for the final year students was designed to obtain information on problems faced by them in their present situation (Refer Appendix. 4). Questions were asked to find out their objective for learning productive skills and their importance in promoting employability; the deficiencies found according to them with the present academic syllabus; the contents to be included in the proposed communication syllabus; the variety of English they preferred; the genres to be used in business context and the activities that promote speaking and writing skills. Questions were also asked on their choice of learning approaches, methodologies, techniques and the
necessary technical aids and resources they used to develop their communication skills.

Ques. 1 Most of the students unanimously expressed that their main aim and objective to learn the productive skills was for effective communication and to seek placement. Arshad Basha, A., IV year, IT, MCE, 2009, said that they learn productive skills for effective communication. N. Karthikeyan, IV year, EEE, MCE, 2009, revealed that productive skills helped them to acquire and share knowledge. Amala, A., IV year, Civil, SCT, 2009, considered, “learning productive skills is to communicate fluently and express our views clearly”. Productive skills are a prerequisite for employment in the software and IT fields. Students generally stated that it is important to communicate, to get placement and to sustain in employment.

The aim and objective for learning productive skills is to effectively communicate in our career.
(M. Anand, IV year, EEE, MCE, 2009)

My aim is to place in a concern where my skills can be utilized and further developed. English is needed to communicate with others.
(V. Sankar, IV year, CSE, KCT, 2010)

With a utilitarian point of view, students reflected that they need to learn productive skills to get good jobs. Priyadharshini, IV year, ECE, SCT, 2009, said that to become a professional, productive skills are important. Deepika, G., IV year, EEE, SCT, 2009, asserted that learning productive skills would help them to get placed comfortably in the industry and to exhibit talents in front of the senior colleagues. Bhuvaneswari, K., IV year, IT, KCT, 2010, claimed, “To survive in any field, we need communication. It is a must in this developing country”. Sathya, M., IV year, IT, KCT, 2010, said that as English language plays a vital role in all the fields they need to improve speaking skills with good vocabulary.
English is necessary for our future jobs or higher studies. It is very useful to express myself to others.  
(Nathiya. V., IV year, IT, KCT, 2012)

To exist in today’s world, English is very necessary. To develop professional skills this language is needed.  
(R. Deepa, IV year, IT, KCT, 2010)

English is required to get employment. It is the most common language to communicate with all. To get a job, I need English.  
(S. Keerthana, IV year, IT, KCT, 2011)

It is important to learn productive skills because the employment demand is all based on English capability. To communicate with one another, English is must. Since it is a global language, it is adapted everywhere in the country.  
(Shalini, V. K., IV year, IT, KCT, 2012)

Productive skills are utilized in all asserts. In work, you require English, the moment you go out of your home you require English. Hence it is very much necessary for professionals too.  
(Ragavendran, S., IV year, IT, KCT, 2012)

Productive skills are important in promoting English communication skills because it is approved as universal language, for jobs and recruitment programmes.  
(S. Prabaharan, IV year, EEE, MCE, 2009)

Nowadays, each and every people in the world are in need to learn English, since it is the international language. Then companies too need the people who know English well.  
(Subathra, A. R., IV year, CSE, SCT, 2009)

Students generally prefer learning English for seeking employment. Sukumar, N., IV year, CSE, KCT, 2010, reflected that productive skills are more important because most of the MNC’s demand oral and written communication skills to work in a company. Dona Mareena Matthew, IV
year, IT, KCT, 2011, reflected that English knowledge is very important for an individual for being employed in a high post and to have social mobility. M. Vanitha, IV year, CSE, KCT, 2012, claimed that to get employment and to survive in the professional field they need to communicate in English. All the students are generally aware that as the recruitment process is commonly done through English they need to communicate reasonably well in English.

Ques.2 All the students admit that productive skills play an indispensable role in promoting effective communication. Nandhini, V., IV year, CSE, SCT, 2009, stated that speaking and writing continuously will promote language skills. It can be expected that grammar, vocabulary and fluency can be improved by exercising oral and written communication. Shobiya, M., IV year, CSE, SCT, 2009, said as the technical subjects are all in English, they are in need to learn productive skills in English. R. Sivagami, IV year, ECE, MCE, 2009, said that to get more knowledge and communicate globally, productive skills are necessarily important. N. Karthikeyan, IV year, EEE, MCE, 2009, affirmed that to acquire knowledge, exchange information and to get placed in a good job, productive skills are required. Students generally understand that they need to learn English as it promotes professional communication. As placement interviews are conducted only in English, students are aware that communicating in English is essential to survive in the IT field where most Indians irrespective of their branch of specialization seek employment.

Productive skills are important to get knowledge, share information in the field and are very useful to find a job. 
(F. Riswana, IV year, CSE, MCE, 2009)

Only through speaking and writing, we express our skills and attitudes everywhere. For example, in interviews and for getting jobs MNC’s demands these skills only. 
(P. Sharatha Devi, IV year, CSE, SCT, 2009)
To have good knowledge in any language, productive skills are needed. For communication, speaking is necessary.
(S. Sukumar, IV year, CSE, MCE, 2009)

Productive skills if taught properly and if the students understood and practiced properly, it will be helpful for everyone to reach the corporate world.
(R. Srividya, IV year, EEE, SCT, 2009)

Since English plays a major role in professional as well as in personal life, promoting productive skills is very much needed. Speaking skills should be developed to perform well in GD, interview etc and writing skills should be developed when writing a letter or email for social and professional purposes.
(N. Abirame, IV year, IT, KCT, 2009)

K. Karthiga, IV year, ECE, MCE, 2009, regarded productive skills as being indispensable as it helps to seek a job. R. Subrmaniyam, IV year, EEE, MCE, 2009, affirmed that productive skills is essential to get placement in campus interviews and for global employment. S. Keerthana, IV year, IT, KCT, 2011, reflected that to perform well in group discussions and interviews, interacting in English are necessary. All the students unanimously considered that productive skills play an important role to survive in the industry.

Ques. 3 In response to the question on the ways to improve speaking and writing skills, students revealed that they are very concerned to develop these skills in English. Most of them believe that by reading and listening, they can gather information for interaction. They reflect that by reading newspapers, novels and stories; watching English channels in television; watching English films; and listening to news, they are able to collect and discuss information with their friends. They depend on both printed and electronic resources to improve oral and written communication. When they have to search for
meaning of a word, they refer the thesaurus or the language dictionary. They also revealed that they are keen to refer electronic dictionaries in mobile and personal computer. This practice, they said, helped them to improve their use of vocabulary and discourse. S. Keerthana, IV year, IT, KCT, 2011, asserted that reading the newspaper and discussing the contents helps to develop informative knowledge and their interaction in English.

I improve speaking and writing skills by interacting with friends, reading newspapers and writing letters.
(F. Riswana, IV year, CSE, MCE, 2009)

By practicing, speaking skills can be improved. Reading newspaper, listening to news and films helps to improve these skills.
(K. Karthiga, IV year, ECE, MCE, 2009)

By interacting with others in English, speaking skills can be improved. By reading newspaper and finding out the meaning for unknown words.
(Karthikeswari, G., IV year, Civil, SCT, 2009)

Productive skills can be improved by practice. We have depended upon various resources like news channels, chatting, email etc. By the use of business news papers and social email, we can learn a lot.
(Deepa, R., IV year, IT, KCT, 2010)

Speaking and writing skills can be developed only by means of practice. Speaking skills will be developed only by conversing with others in English and writing skills will be developed only by improving our vocabulary skills and grammatical skills.
(N. Abirame, IV year, IT, KCT, 2010)

Students realize that to interact, chat, converse and discuss with teachers and colleagues, they need to improve their speaking skills. Students are aware that to speak spontaneously in English, they need to think in English.
Always start interacting with other people through English. And by not just speaking in English but, start thinking in English.
(P. Sharatha Devi, IV year, CSE, SCT, 2009)

Speaking and writing skills are improved only by practice. We have to speak with friends, staff and others in English only.
(G. Sasikala, IV year, IT, KCT, 2010)

They stated that they are able to develop interpersonal communication skills and also are able to strengthen their group network. This they feel helped them to develop their social skills. They also envisaged that due to social interaction, they are able to understand and respond to the variety of language styles and this helped them to learn new and fashionable jargons in English. Most students admitted that they are able to write a coherent social discourse. Some students reflected they are able to develop speaking skills by reading books and standard articles published in technical journals. They also revealed that they are keen to develop accepted pronunciation when speaking English.

Most ESL teachers in India and common people give a lot of importance to the way in which English should be spoken. Whether it is a colonial hangover at this day or acculturation, age is difficult to say, but nevertheless it does put pressure on individuals, especially those who come from disadvantaged backgrounds because one’s pronunciation and accent is a clear indication of one’s social class and standing (McArthur 2011).

By the interaction within our peers, we will improve our confidence to speak. We have to come across the mechanism of speaking and writing the language.
(Deepa, R., IV year, IT, KCT, 2010)

For getting rid of the mistakes in our language we should first speak it with our friends. So our friends could help us
in identifying our mistakes. The writing helps us to improve our thinking capacity and help to improve our knowledge.

(Dona Mareena Matthew, IV year, IT, KCT, 2011)

Most of the students said that they are keen to interact in English. D. Balaji, IV year, ECE, MCE, 2009, considered that speaking can be developed by communicating informally with friends; and writing personal experiences (maintaining a diary) helps to develop personal and social writing skills. Karthikeyan, IV year, EEE, MCE, 2009, revealed diary writing helps to develop self exploration.

The use of formal English to meet the needs of job requirements like involving in group discussions, displaying language aptitude skills, presenting interviews anticipate all the students to practice English communication. This means that students are expected to pay as much attention and devote as much time to learning and practicing English as they do for their content subjects.

Ques. 4 In response to which specific skill they wish to develop, 70% of the students admitted that they wish to develop their speaking skills. They considered speaking as the most difficult skill and they require it to communicate in any given situation. They considered speaking as the basic skill to face job interviews.

15% of the students considered both speaking and writing as the most essential skills. They explained that the business tasks need to be carried out through both speaking and writing. Though some students wanted to develop their reading skills, about 9% of the students preferred listening and speaking skills while 4% of the students wished to develop their writing skills only. Few students conveyed that they are interested to develop listening, speaking and reading skills. The students believed that developing these skills
will help them to improve their discursive ability while communicating in their target workplace contexts.

**Table 4.1 Preferred skills to develop communication**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Speaking %</th>
<th>Writing %</th>
<th>Both S &amp; W %</th>
<th>Both L&amp;S %</th>
<th>L,S&amp;R %</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>22</td>
<td>67</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>16</td>
<td>53.3</td>
<td>-</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>57</td>
<td>78</td>
<td>4</td>
<td>5.5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>95</td>
<td>70</td>
<td>6</td>
<td>4</td>
<td>21</td>
</tr>
</tbody>
</table>

Gayathri, T.V., IV year, IT, SCT, 2009, affirmed, “I have to develop my speaking skills through interaction”. Students generally entrusted that the instant mode of communication is speech. Saravanan, R., IV year, IT, MCE, 2009, said that to get placement and enter a company, speaking skill is important. It is generally acknowledged that to seek a better position and to get elevation in job profile, one needed to develop their speaking skills.

I wish to improve my speaking skills because proper and clear communication with others is an important criteria for selecting a candidate. Since IT industry looks for a candidate who is well versed in English communication, speaking skills is important. Because of this, international business speaking skill is very much needed.

(N. Abirame., IV year, IT, KCT, 2011)

Speaking is important as it is what presently needed for surviving in the industry.

(Belinda Arul Dharshini, T, IV year, CSE, SCT, 2009)

I wish to develop speaking, because it is very necessary to communicate people in various work places.

(Ragavendran, S., IV year, IT, KCT, 2010)
Students realize that almost all the IT sectors and MNC companies require communication skills in English. Sneha Jeyakumar, IV year, CSE, KCT, 2010, asserted that industries want their employees to have English fluency. S. Lathifa Benazir, IV year, IT, KCT, 2010, reflected, “As speaking skill is an important skill for my profession, I like to develop my speaking skills”. J. Anandram, IV year, CSE, MCE, 2009, considered speaking is very important as the interviews, group discussions are all based on testing speaking skills. A. Amala, IV year, Civil, SCT, 2009, claimed that in the present scenario, good English communication skills are very much needed in all the industries and business sectors.

All the IT companies communicate only in English. I wish to work in IT company. So I need speaking skills.
(P. Naveen Kumar, IV year, CSE, KCT)

Nowadays all companies recruit only good communication candidates. So I want to get a job I need to develop speaking skills.
(S. Keerthana, IV year, IT, KCT, 2011)

I wish to develop speaking skill as it is the important need in today’s business world.
(Subathra, A. R., IV year, CSE, SCT, 2009)

Students feel that since their vocabulary is limited, they are unable to express. So they aspire to develop word power. Karthikeswari, G., IV year, Civil, SCT, 2009, admitted, “I don’t get the fluency and also have the doubt whether the words I put in are correct”. Sivapriya, R., IV year, Civil, SCT, 2009, confessed as she is not good in speaking skills, she wanted to improve her vocabulary. Some of the notions about students facing difficulties while developing speaking skills are given below.

I am sure, I have to improve my speaking skills. While speaking, I am struggling for words. (i.e.) what word I have to put here. I take time to speak the next sentence.
(Sathya, M., IV year, IT, KCT, 2010)
Since we often use our mother tongue to communicate, we didn’t get chance to improve in speaking.
(Senbagavalli, K., IV year, CSE, SCT, 2009)

Because I’m not efficient in speaking and using English, I wish to improve my speaking skills. It can express my personality and talent in the interview.
(Nivetha, R., IV year, IT, KCT, 2010)

Writing has to be improved because reports and technical communication are done through it. Hesitation is there in speaking, so speaking has to be improved.
(K. Karthiga, IV year, ECE, MCE, 2009)

We are able to read and write in English. But we are struggling to speak in English. Based on our educational system, we are reading and writing in English. So I wish to improve to speak in English.
(M. Vanitha, IV year, CSE, KCT, 2010)

To listen, read or even write may be easy, but to speak well without errors is little hard. Therefore, I concentrate in speaking skills.
(S. Sukumar, IV year, CSE, MCE, 2009)

Most of the students considered speaking and writing as difficult skills. Radha Rajan, IV year, FT, SCT, 2009, said that students should develop their own interest to converse in English. Though the students cite their difficulties in engaging in speaking and writing activities, they are aware of their importance as it is the basic requirement in professional communication.

**Ques. 5** Students revealed their disappointment in their prescribed academic Communication Skills Laboratory course. The syllabus content is segregated in two parts, one for online listening and reading as Part I, and the other for developing oral presentation skills and group discussion as Part-II. Though it is restricted in developing listening and speaking skills, the
allocation of periods for these two sessions – language lab and communication lab is not satisfactory. Though the Anna University prescribed communication skills laboratory schedule is allocated with the prescribed time table, students expected more sessions for practicing speaking and listening. They often regret that they are not able to practice the tasks assigned in communication laboratory.

No interview session. Only oral presentation, online and GD. Due to short duration only less exposure we had on those too.

(Karthikeswari, G., IV year, Civil, SCT, 2009)

In the present syllabus, there is lack of practical session. They didn’t help us to improve our speaking skills.

(Bhuvaneswari, K. IV year, IT, KCT, 2010)

Language lab is not communication oriented, much theory (grammar) oriented (useless). More of practical works should be added up like compulsory seminars.

(Nandhini, V., IV year, CSE, SCT, 2009)

Present syllabus does not concentrate in a business oriented language. The syllabus still carries the basic levels and it is not so vast. We need a vast syllabus which includes all the technical and business levels of English language. Oral communication should be promoted as such in a business world using telephone etc.

(Deepa, R., IV year, IT, KCT, 2011)

The exercises pertained to Part-I Listening is basic as the software provides grammar and vocabulary. Students specifically revealed their dissatisfaction for exercising grammar in the language lab. Though listening skills are practiced, students felt that they are not sufficiently exposed to the prescribed language software. They regretted that online examinations are not really helpful in developing their listening skills. J. Anandram, IV year, CSE, MCE, 2009, claimed that online exam is not important because it is not
interactive. G. Muthupriya, IV year, CSE, MCE, 2009, revealed that online examinations are not effective as mock interviews are not conducted. Anupriya, E., IV year, FT, SCT, 2009, revealed that practical session to get exposure to online voice exercise is not enough. N. Jeevitha, IV year, IT, MCE, 2009, asserted that online examinations are not really developing their communication skills as it is generally machine oriented.

In online communication for certain options, time is required. But as time is constraint, we can’t perform better.
(S. Sindhiya, IV year, IT, SCT, 2009)

Computer based online exam does not help us in interviews. Mock interviews need to be conducted.
(P. Sathy, IV year, CSE, MCE, 2009)

Online language lab exam is not effective and it is not useful for real communication. Mock interviews are not included in the syllabus.
(R. Subramaniyam, IV year, EEE, MCE, 2009)

Only listening capability is developed through online examination. Interviews and written examination are not included in the syllabus.
(S. Prabaharan, IV year, EEE, MCE, 2009)

Online assessment can’t find the person’s ability correctly. So general speaking and writing is required. Time limit must be extended.
(Saranyaa, K. R., IV year, IT, SCT, 2009)

Online examination is not effective. It can be made more interactive than machine oriented. Allocation of marks for online examination can be made less.
(D. Ramya, IV year, CSE, MCE, 2009)

Online classes are not helping us to improve since their teaching methodology is not adaptable for all.
(Senbagavalli, K., IV year, CSE, SCT, 2009)
Writing work sheets are given for internal assessment. 40 marks is allocated for online listening task, 60 marks for oral presentation and group discussion, students conveyed their dissatisfaction for limited tasks. Priyadharshini, B., IV year, CSE, SCT, 2009, reflected, “30 marks is awarded for a single presentation, just one presentation is not sufficient”. Students are expected to make only one presentation which they felt did not justify the marks awarded for the task.

No conversations, no letter writing, content of syllabus is less, no report, 60 marks for Group Discussion (GD) and Oral Presentation (OP).
(J. Banupriya, IV year, ECE, MCE, 2009)

Practice sessions are less. How to present interview well. These are not correctly match with companies needs.
(S. Keerthana, IV year, IT, KCT, 2011)

Interview preparation is important in our life but the present syllabus is not suitable in preparing for the interview. Same way, chatting and industries based education is not provided.
(S. Maheswaran, IV year, CSE, KCT, 2010)

While discussing the less importance given to writing skills, Ragavendran, S., IV year, IT, KCT, 2010, stated that even telespeaking is ignored in the syllabus. M. Syed Imadhudeen, IV year, ECE, MCE, 2009, also highlighted that video conferencing and teleconversation is not included in the syllabus.

Telephone communication was not there. There was not much time given for us to give presentations. There was only limited part allocated for writing. The syllabus was hastily completed. They did not explain how to face the interviews and about the projects.
(Sneha Jayakumar, IV year, CSE, KCT, 2010)

In our syllabus we have only limited writing skills and does not have any model interview tips. Didn’t encourage
the conversation and telephone interview skills. The practical application is not more efficient.
(Ramesh Kumar. K., IV year, IT, KCT, 2011)

Conversation practice was not there. Model interviews were lacking. Report and letter writing practice has to be there. Online examination doesn’t help practically.
(K. Karthiga, IV year, ECE, MCE, 2009)

There is not enough time to present the skills that are available with the student. Social and telephone communication is not included in the syllabus. We can’t able to write or explain the thoughts what we are having in mind. There is no practice for live ideas.
(E. Vanitha, IV year, CSE, KCT, 2010)

The present syllabus deals only with oral presentation and GD. But when we are taking the general life, the practice in mock interviews, phone interviews, friendly conversations etc., are so important. Also the guidance for improving the writing skills is not provided. Research writing, different forms of e-mails etc. should be given practice. But this is not provided in the syllabus.
(Dona Mareena Matthew, IV year, IT, KCT, 2011)

The present syllabus does not have provisions to conversation that develops speaking skills. Interviewing skills are not included. Letter writing, business e-mail practices are also not included.
(F. Riswana, IV year, CSE, MCE, 2009)

Students expected free conversation practice. Some students generally preferred and also did take seminars in their subject classes. They therefore expected that practical assignments need to be given to them for conducting seminars. Most students said that they were not happy with their performance when interacting in real life contexts. They also shared their discontent that they were not given adequate learning points on making presentations, group discussions and attending job interviews. This notion of students is a reflection of the standard of education in the engineering
colleges, in particular. Most ESL teachers are completely unaware of the latest happening in their field and therefore are unable to help students to prepare effectively for job interviews. They regretted that teachers generally give much importance to presentations and discussions, but still, they are not properly informed and hence most students have to resort to seeking the help of professional institutes or friends in other colleges or family. Though business letters are assigned as writing work sheets, they are not seriously handled by teachers, as the written examination is not conducted. Writing business letters, emails, project proposals and reports are some of the items expected in the syllabus. Some students also suggested that they need to be exposed to research writing which would help them to develop their technical writing skills.

**Ques. 6** When asked about their expectations from a language syllabus in the third year of engineering programme, all the students uniformly stated that as the placement interviews are mostly in English, they need to be comfortably fluent in it. In this regard, the new syllabus should help the students participate in all the practical sessions. P. Yuvaraj, IV year, CSE, KCT, 2010, stated that the new syllabus should be completely related to the working environment. Most students recommend job interviews, report writing, business and technical communication to be included in the syllabus. They stated that they need to be constantly updated with the company profile and the industrial demands. Raicy Roy, IV year, CSE, KCT, 2010, said that the new syllabus should provide ample opportunities to all the students to improve their employability skills. S. Lathifa Benazir, IV year, IT, KCT, 2010, revealed that it should contain all the essential skills which are required by the multinational companies.

Syllabus should be relevant with the oral and written needs of the industry.
(R. Subramaniyam, IV year, EEE, MCE, 2009)
We need practice for speaking and writing. We should provide with opportunities to improve.
(Shalini, V.K., IV year, IT, KCT, 2010)

I need to know the international journals. And also, the expectations of software companies. Need to concentrate in email writing.
(Lokeswari, P., IV year, IT, KCT, 2012)

New syllabus should improve employability skills, article writing, research writing and the skills that the software industry demands.
(N. Abirame, IV year, IT, KCT, 2011)

We expect to make us expose to read international journals, more of practical exercises of knowing English. It must be in such a way that it should seek an employment for all.
(Shalini, S., IV year, IT, KCT, 2010)

We need good communication knowledge, timing sense, what the company expecting nowadays. We want group discussion practice etc.
(D. Roopiya, IV year, EEE, SCT, 2009)

I need to speak in English and wish to know more about international journals. I need to speak in a good accent and to fulfill the professional requirement.
(Deepa, R., IV year, IT, KCT, 2011)

All the students are enthusiastic about practicing speaking in English. Students expect that they need to be given more practice on speaking skills. Instead of assigning on theory classes, they prefer that interactive practical sessions need to be conducted. Karthikeswari, G., IV year, Civil, SCT, 2009, is keen to have more time to be spent on oral presentations. Bhuvaneswari, K., IV year, IT, KCT, 2011, anticipated including more practical session on the speaking skills. Most students expected mock interviews need to be conducted and they wish that the exact interview process be shared with them. In other words, students wanted more
interaction with the industry which can be in the form of their seniors who are employed. It is obvious that all the students prefer more interactive tasks with extended sessions. On discussing about the students involvement on practicing interactional tasks, Amala, A., IV year, Civil, SCT, 2009, insisted that each and every student should be given practice to improve their skills.

We expect to include more session for improving our communication skills. We need more speaking related sessions. It is the easy and fastest way to improve communication skills.
(Nivetha, R., IV year, IT, KCT, 2011)

I expect more number of GD’s in formal and technical topics, role plays, working together, business and technical writing.
(R. Sivagami, IV year, ECE, MCE, 2009)

Mock interviews are necessary. Role plays and conversations should be included in the syllabus.
(D. Balaji, IV year, ECE, MCE, 2009)

I expect more number of GD about technical topics, small talk with everyone is necessary.
(J. Banupriya, IV year, ECE, MCE, 2009)

Mock interviews can be added in the syllabus, Oral presentations timing can be increased. Business emails, technical correspondences need to be included in the syllabus.
(J. Anandram, IV year, CSE, MCE, 2009)

Some students also suggested that internal conversations need to be practiced to keep up the rapport in the social working environment. They even considered that informal conversations will definitely boost their communication skills in job related situations. Some students prefer both formal and informal conversation for correlating both business transactions and social relations with all level of employees and other companies.
Chatting, conversation more number of group discussions, oral presentations, role play, letter writing, report writing must be added in new syllabus.
(K. Karthiga, IV year, ECE, MCE, 2009)

More interactive session like skits, plays, and interactive activities should be given on the spot.
(Raadha Rajan, IV year, FT, SCT, 2009)

As most of the students find difficulty in developing speaking skills, they share that more open ended, interactive tasks in speaking to be conducted rather than simply teaching grammar.

Grammar part should be reduced and main focus could be given for speaking skills.
(Jenolin Rex, IV year, CSE, MCE, 2009)

On discussing the importance of written communication in the workplace, Sneha Jayakumar, IV year, CSE, KCT, 2010, revealed, “I want to know about project writing and technical writing”. Ramesh Kumar, K., IV year, IT, KCT, 2011, reflected, “I need to know how to write articles or technical report”. When discussing about the focus to be given for technical writing, students expected that more tips need to be given on writing technical articles on a given topic.

Formal and technical writing, formal and informal conversations are to be included in the new syllabus.
(R. Pavithra, IV year, FT, SCT, 2009)

Formal and informal interviews, GD in speaking and formal and technical correspondences are needed.
(Malavizhi, K., IV year, FT, SCT, 2009)

M. Syed Imadhudeen, IV year, ECE, MCE, 2009, stressed on technology based language learning and said that video conferencing and internet communication is specifically needed in the syllabus. V. Sankar, IV
year, CSE, KCT, 2009, considered speaking practice, self introduction, body language and writing case studies are needed to be given more priority. G. Sasikala, IV year, IT, KCT, 2011, said that they need to improve management skills to handle critical situations at the workplace. Students generally prefer nonverbal communication to be included in the syllabus.

Way of speaking (eye contact, hand shake) and what we want in current situation in interview, GD are expected in a new syllabus.
(Belinda Arul Dharshini, T., IV year, CSE, SCT, 2009)

I expect situation management exercises and more interactive sessions in the new syllabus.
(V. R. Ponni, IV year, ECE, SCT, 2009)

Some students considered that they need to be given enough practice on strategic management skills. S. Keerthana, IV year, IT, KCT, 2011, expected more tips to improve communication, self confidence and motivation. Students also suggested that besides including items on developing speaking and writing skills, their critical and analytical skills need to be improved.

Ques. 7 Most students reflected that though they are generally satisfied with the introduction of a communication skills course in the third year of the engineering programme, they expected certain modifications in terms of content, process of teaching, learning and evaluation.

Despite the limitations mentioned in the answers to the former questions, SCT students revealed 100% moderate response to the present syllabus for its support in developing employability skills. MCE students reflect that 97% were moderately satisfied and 3% provided maximum
support to the syllabus. 5.5% of KCT were not happy with the syllabus. They provided 44% moderate and 40% maximum support to the present syllabus.

Table 4.2 Usefulness of present communication skills course

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (min)</td>
<td>%</td>
<td>1 (mod)</td>
</tr>
<tr>
<td>SCT</td>
<td>33</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>-</td>
<td>29</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Overall</td>
<td>136</td>
<td>4</td>
<td>94</td>
</tr>
</tbody>
</table>

Overall, 3% of the students responded their minimum support, 69% of the students moderately responded to the syllabus, while 22% were happy with the syllabus. 2% of the students responded negatively with minimum support and 3% with moderate support and on the whole, only 1% of the students reacted with a negative response at the maximum level.

Ques. 8 All the students consented that a new course on communication is essentially needed to meet the growing demands of the industry.

Table 4.3 Need for learning industrial demands based course

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (min)</td>
<td>%</td>
<td>1 (mod)</td>
</tr>
<tr>
<td>SCT</td>
<td>33</td>
<td>-</td>
<td>33</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Overall</td>
<td>136</td>
<td>-</td>
<td>35</td>
</tr>
</tbody>
</table>
SCT responded with a 100% moderate support, while MCE responded 3% moderate and 97% maximum support and KCT provided 1% moderate and 99% of maximum support in favour of conducting a needs based communication skills course. In general, 26% of moderate support and 74% of the maximum support is provided for conducting a new course to specifically develop employability skills. None of the students responded negative for the conduct of a new ESP course.

**Ques.9** To understand the conceptual and practical aid to be provided in the communication skills course, this question alarms the student whether they prefer theory or practical based learning or both.

**Table 4.4 Preferred means of learning English Communication skills course**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Theory</th>
<th>Practical</th>
<th>Theory cum Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 (min)</td>
<td>1 (mod)</td>
<td>2 (max)</td>
<td>0 (min)</td>
</tr>
<tr>
<td>SCT</td>
<td>33</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>136</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

Only few students responded for theory based learning. 21% of the students revealed that they are interested in practical sessions to develop performance based learning. About 76% of the majority of the students expected both theory and practical sessions to be included in the syllabus as to develop both conceptual and performance based learning. They regarded that both understanding the theoretical concepts and practically performing the genres and tasks are essential to display effective communication skills.
Ques.10 In view to the students’ preferences in selecting contents, a choice of twelve topics is given. Topics like grammar, vocabulary and phonology, literature, translation and translocation, reading and listening comprehension, crossword puzzles, language games and entertainment, technical literature – essays and articles, general and technical topics leading to discussion and debate, interpretation of graphics, computer aided software tools, role play, group discussion and mock interview, functional and technical writing and direct and indirect communication aids like face to face, telephone and internet communication are provided for scrutinizing their interests and needs in developing their communication skills.

Table 4.5 Expected content to be included in the syllabus

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Essential resources</th>
<th>0 (min)</th>
<th>1 (mod)</th>
<th>2 (max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Grammar and phonology</td>
<td>7</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Literature</td>
<td>29</td>
<td>21</td>
<td>95</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Translation &amp; transliteration</td>
<td>30</td>
<td>22</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension</td>
<td>5</td>
<td>4</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language games</td>
<td>22</td>
<td>16</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technical literature</td>
<td>7</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General and technical topics</td>
<td>5</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpretation of graphics</td>
<td>16</td>
<td>12</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer aided software</td>
<td>3</td>
<td>2</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role play, GD, &amp; interview</td>
<td>1</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Functional &amp; technical writing</td>
<td>1</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Direct and indirect communication</td>
<td>1</td>
<td>1</td>
<td>39</td>
</tr>
</tbody>
</table>

Students revealed their interests in all the topics but marked their preferences to the level of their needs. Students marked grammar, vocabulary and phonology with 5% least, 61% moderate and 34% maximum importance. Some engineering students revealed their interests in literature too. Though, they understand that the literary genres like drama, fiction, and poetry are not
related to the syllabus and their workplace needs, they wanted it to read for pleasure and satisfaction. 21% of the students said literature had little use for them; 70% of the students said it has some use and 8.5% of the students said that it was of great value to them. The notion that literature has no use is not unusual because most middle-aged people do not read and most of them have not read literature not just English but Indian writings in English. Hence, it is understandable that their children also do not read. Reading today is an elitist activity and most Indians cannot relate to the literature of the European. With the advent of the mobile and extreme use of the internet by the urban, middle-class Indians are beginning to read the text messages. Reading is an activity very few Indians find time to indulge in. As most students are interested in watching news, films, and animations, they revealed their interests in doing translation and transliteration in mobile texts and messages. 22% said these activities have minimum importance, 61% moderate and 17% maximum.

For reading and listening comprehension skills, students revealed that they required it with 4% minimum, 58% moderate and 38% maximum levels. To understand the students’ curiosity in learning language through crossword puzzles, language games and entertainment, students were asked to reveal their interests. Though they initially rejected the idea of learning language through entertainment, they revealed that they wish to learn English through television programmes with 16% minimum, 67% moderate and 17% maximum requirements.

With regard to developing their technical reading and writing, students are more concerned in stating their needs in learning technical essays and articles relevant to their discipline. 5% of the students said that it as minimum, 50% of the student considered it as moderate, while 44.5% of the students regarded it as a maximum requirement to develop their writing skills. In addition to this, students also entrusted in developing their discursive skills
through general and technical topics. They considered that topic based reading will help them to participate in discussion and debate. 4% of the students stated that they required it minimum; 12% of the students revealed that they required it moderately, whereas 84% of the students confirmed that they entail it with maximum requirements.

Students were also asked to reveal their interests in learning language through the interpretation of graphics. 12% replied in the affirmative, 79% moderately and 9% expected to use it extensively. Students are also examined to understand their preferences in CALL. They reveal their interests with 2% minimum, 70% moderate and maximum 28% in using computer aided software tools for language learning. Their responses also show that they were more interested in performance based learning. 1% regarded it as minimum, 33% moderate and 66% maximum in developing their communication skills.

Students were also asked to reflect on their needs with regard to functional and technical writing. 1% said minimum, 44% moderate and 55% said that they needed help in developing writing skills. Students were also asked to reflect on their learning preferences through direct and indirect communication like face to face, telephone and internet video conferences. 1% said minimum, 29% moderate and 70% of the students wish to extensively use language through both face to face and teleconversations.

It can be noted that 84% of the students preferred general and technical topics leading to discussion and debate as essential. The second preference is direct and indirect communication mode through face to face, telephone and internet with a maximum requirement of 70%; the third is role play, group discussion and mock interview with 66%; fourth is functional and technical writing with 55% and the fifth is technical essays and articles with 44.5%. Though the students opted for the other content with moderate and
minimum requirements, they are aware of the need to improve their discursive skills in speaking and writing,

**Ques. 11** Students were given four choices relating to the use of varieties of English accent to their workplace needs. A maximum of 60% of the students preferred neutral English.

**Table 4.6 Preferred varieties of learning English**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Essential resources</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Standard UK English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Standard US English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>General Indian English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>Neutral English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>82</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UK &amp; US English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>US &amp; Indian English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UK, Indian &amp; Neutral English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>US, Indian &amp; Neutral English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0.7</td>
</tr>
</tbody>
</table>

13% of the students preferred general Indian English and 12% of the students preferred UK English and 10% of the students preferred US English respectively. 3% of the students preferred to learn both UK and US English. Some students preferred learning a combination of two or three varieties. They generally consider the use of neutral accent in international communication.

**Ques. 12** In response to the question where they were asked to identify the skill which they found difficult in mastering, most students identified speaking. With a maximum of 81%, most of the students revealed that they are experiencing more difficulties in displaying speaking skills. About 7% of the
students reflected that they have problems in writing. 6% of the students claimed that they have difficulties with both speaking and writing skills.

**Table 4.7 Specific skill problems in communication**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Essential resources</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Listening</td>
<td>- -</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Speaking</td>
<td>- -</td>
<td>4</td>
<td>3</td>
<td>110</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Reading</td>
<td>- -</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>- -</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening &amp; speaking</td>
<td>- -</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking &amp; writing</td>
<td>- -</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking, reading &amp; writing</td>
<td>- -</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ques. 13** In response to the question on the skills that meet the communicative needs of the industry, 90% of the students specified that speaking and writing skills are both essential and hence they wish to develop productive skills. Around 71% of the students reflected that they wish to develop speaking with soft skills and 20.5% of the students noted the importance of managerial skills with maximum requirements.

**Table 4.8 Specific skills needed to meet the demands of the industry**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Essential resources</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Productive skills</td>
<td>- -</td>
<td>14</td>
<td>10</td>
<td>122</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Speaking with soft skills</td>
<td>- -</td>
<td>40</td>
<td>29</td>
<td>96</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Receptive skills</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>110</td>
<td>81</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soft skills only</td>
<td>6</td>
<td>4.4</td>
<td>116</td>
<td>85.3</td>
<td>14</td>
<td>10.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managerial skills</td>
<td>5</td>
<td>3.6</td>
<td>103</td>
<td>75.7</td>
<td>28</td>
<td>20.5</td>
</tr>
</tbody>
</table>
Ques. 14 Students were given a list of both speaking and writing genres and tasks which are important when seeking interviews and at the workplace. In response to this question, 94% of the students considered group discussion as the most preferred task, while 79% of the students considered oral presentation as the second most preferred. 76.5% of the students considered mock interviews and face to face direct communication as the third most preferred activity.

Table 4.9 Skills needed to seek placement in the industry

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Essential resources</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Oral Presentation</td>
<td>-</td>
<td>-</td>
<td>29</td>
<td>21</td>
<td>107</td>
<td>79</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Group Discussion</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>6</td>
<td>128</td>
<td>94</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Mock Interviews</td>
<td>3</td>
<td>2.2</td>
<td>29</td>
<td>21.3</td>
<td>104</td>
<td>76.5</td>
</tr>
<tr>
<td>136</td>
<td>136</td>
<td>Face to face communication</td>
<td>1</td>
<td>1</td>
<td>32</td>
<td>24</td>
<td>103</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telephonic conversation</td>
<td>5</td>
<td>4</td>
<td>106</td>
<td>78</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video conferences</td>
<td>7</td>
<td>5</td>
<td>108</td>
<td>80</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing business e-mails</td>
<td>4</td>
<td>3</td>
<td>48</td>
<td>35</td>
<td>84</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business correspondences</td>
<td>3</td>
<td>2</td>
<td>54</td>
<td>40</td>
<td>79</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technical reports</td>
<td>3</td>
<td>2</td>
<td>41</td>
<td>30</td>
<td>92</td>
<td>68</td>
</tr>
</tbody>
</table>

About 68% of the students considered technical writing; 62% of the students considered email and 58% of the students considered writing business and technical correspondences as the maximum preferred writing tasks. About 80% of the students preferred video conferences and 78% of the students preferred telephonic conferences moderately. Few students stated their minimum preferences in face to face conversation, mock interviews, business and technical correspondences and technical report writing as being not so important to them.
Ques. 15 To understand the option of selecting genres and tasks for developing speaking skills, students were given a list of oral tasks like oral presentation, small talk, mock interviews, chatting, extempore talk, seminar, group discussion, face to face communication, telephonic conversation and video conferences. When asked to list the task they most preferred for developing speaking skills, 90% of the students considered group discussion as the most required activity for developing interpersonal and discursive skills. 80% of the students revealed oral presentation is important for developing individual public speaking skills.

**Table 4.10 Skills needed to develop oral communication**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Essential resources</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Oral Presentation</td>
<td>-</td>
<td>-</td>
<td>30</td>
<td>22</td>
<td>106</td>
<td>80</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Small Talk</td>
<td>8</td>
<td>6</td>
<td>87</td>
<td>64</td>
<td>41</td>
<td>30</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Mock Interviews</td>
<td>1</td>
<td>1</td>
<td>39</td>
<td>29</td>
<td>96</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>Chatting</td>
<td>9</td>
<td>7</td>
<td>103</td>
<td>76</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extempore talk</td>
<td>10</td>
<td>7</td>
<td>68</td>
<td>50</td>
<td>58</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seminar</td>
<td>2</td>
<td>1</td>
<td>75</td>
<td>55</td>
<td>59</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Discussion</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>10</td>
<td>122</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Face to face communication</td>
<td>2</td>
<td>1</td>
<td>32</td>
<td>24</td>
<td>102</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telephonic Conversation</td>
<td>9</td>
<td>7</td>
<td>99</td>
<td>73</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video conferences</td>
<td>7</td>
<td>5</td>
<td>101</td>
<td>74</td>
<td>28</td>
<td>21</td>
</tr>
</tbody>
</table>

75% of the students reflected that they preferred face to face communication to engage in conversing skills. 71% of the students viewed mock interview as the formal communication activity to present oneself with formal interaction skills. 44% of the students revealed that they are interested in seminars as it will help them to present on any general and technical topic. On the basis of moderate requirements, 76% of the students reflected that they are interested in chatting as it develops their social interaction skills. 74% of
the students expressed that they prefer video conferences as the second most preferred task, while 73% of the students stated that telephonic conversation as the third most preferred task with moderate requirements. Few students stated mock interview, seminar and face to face communication for minimum requirements. And 7% of the students also revealed that chatting, extempore talk and telephone conversation tasks are minimally needed.

**Ques.16** In response to develop their writing skills, 81% of the students reflected email writing as the most preferred writing skills.

**Table 4.11 Skills needed to develop written communication**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Essential Resources</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Writing formal and informal letters</td>
<td>7</td>
<td>5</td>
<td>35</td>
<td>26</td>
<td>94</td>
<td>69</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Writing business e-mails</td>
<td>6</td>
<td>4.5</td>
<td>19</td>
<td>14</td>
<td>110</td>
<td>81</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Business correspondences</td>
<td>7</td>
<td>5</td>
<td>44</td>
<td>32</td>
<td>85</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>Writing technical reports</td>
<td>1</td>
<td>1</td>
<td>26</td>
<td>19</td>
<td>109</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay and paragraph writing</td>
<td>12</td>
<td>9</td>
<td>88</td>
<td>65</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note-making, paraphrasing and dictation</td>
<td>6</td>
<td>4</td>
<td>102</td>
<td>75</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Definition and description</td>
<td>13</td>
<td>9.5</td>
<td>96</td>
<td>70.5</td>
<td>27</td>
<td>19.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drafting, noting and documentation</td>
<td>7</td>
<td>5</td>
<td>95</td>
<td>70</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case presentation and case analysis</td>
<td>4</td>
<td>2.9</td>
<td>81</td>
<td>59.5</td>
<td>51</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing messages and short information</td>
<td>7</td>
<td>5</td>
<td>82</td>
<td>60</td>
<td>47</td>
<td>35</td>
</tr>
</tbody>
</table>

80% of the students considered report writing as the second most preferred skill. 69% of the students expressed writing formal and informal letters as the third, while 63% of the students regarded business and technical correspondences as the fourth most preferred writing skill with maximum requirements. 75% of the students expressed note-making, paraphrasing and dictation; 70.5% of the students considered definition and description; 70% of the students regarded drafting, noting and documentation; 65% revealed essay
and paragraph writing and 60% of the students reflected case presentation, case analysis, writing messages and short information as the moderately required writing skills. 10% of the students revealed definition and description; 9% of the students expressed essay and paragraph writing and 5% of the students considered writing formal and informal letters, business and technical correspondences, drafting, noting and documentation and writing messages and short information and even 1% of the students reflected writing technical reports as not much important to them.

**Ques.17** When asked about formal and informal communication in social and workplace contexts, 42% of the students regarded formal with informal as the most preferred form to develop productive skills, whereas, 28% of the students considered both formal and informal forms with maximum requirements.

**Table 4.12 Preferred form of communication**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Forms</th>
<th>0 (min)</th>
<th>1 (mod)</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Formal only</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Informal only</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Formal with informal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>57</td>
</tr>
<tr>
<td>136</td>
<td></td>
<td>Both formal and informal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal only &amp; Formal with informal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal only, Formal with informal &amp; Both formal and informal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal only &amp; Both formal and informal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal with informal &amp; Both formal and informal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22</td>
</tr>
</tbody>
</table>

16% of the students stated that they prefer both formal with informal and both formal and informal forms in developing productive skills.
Ques.18 Students were given an option for selecting conventional and radical approaches that they used to learn productive skills. 94% of the students conveyed that they are more interested in attending sessions taught through communicative approaches. They regarded it as the most important approach to learn productive skills. 69% of the students considered performance based approaches are better to develop functional speaking and writing skills and around 43% of the students expressed task based approaches as being influential in developing language productivity.

Table 4.13 Preferred approaches to adopt in learning productive skills

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Learning approaches</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Structural approach</td>
<td>9</td>
<td>7</td>
<td>93</td>
<td>68</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Audiolingual approach</td>
<td>12</td>
<td>9</td>
<td>89</td>
<td>65</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Communicative approach</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>6</td>
<td>128</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>Learner centred approach</td>
<td>5</td>
<td>3.6</td>
<td>77</td>
<td>56.6</td>
<td>54</td>
<td>39.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance based approach</td>
<td>4</td>
<td>3</td>
<td>38</td>
<td>28</td>
<td>94</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task-based approach</td>
<td>9</td>
<td>6.6</td>
<td>69</td>
<td>50.7</td>
<td>58</td>
<td>42.6</td>
</tr>
</tbody>
</table>

With a view to adopt learning approaches, 68% of the students moderately preferred structural approach to develop grammar, vocabulary and pronunciation; 65% of the students were interested in audiolingual approach to learn language through technology and 57% of the students said that they wished to learn productive skills through learner centred approaches. 9% of the students conveyed that they prefer audiolingual approach; 7% of the students preferred structural and task based approaches; 4% of the students reflected learner centred approach and 3% of the students expressed performance based approaches as the minimal preferred approach to learn productive skills.
**Ques. 19** With regard to the methodology they preferred, 83% of the students claimed that they are very much interested in learning the language through a method that allows them to interact with the peers. They regard learning communication skills through interaction as the maximum requirement prodigy. 35% of the students conveyed that they wish to develop productive skills through using computers. 71% of the students expressed that they are moderately interested in learning productive skills through grammar translation and the lecture methods. 61% of the students preferred computer mediated communication is moderately preferred to learn productive skills.

**Table 4.14 Preferred methodologies to adopt in learning productive skills**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Learning methodology</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Direct method</td>
<td>24</td>
<td>18</td>
<td>81</td>
<td>60</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Grammar translation method</td>
<td>15</td>
<td>11</td>
<td>96</td>
<td>71</td>
<td>25</td>
<td>18</td>
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<tr>
<td>KCT</td>
<td>73</td>
<td>Lecture methodology</td>
<td>6</td>
<td>4.4</td>
<td>97</td>
<td>71.3</td>
<td>33</td>
<td>24.2</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>Interactional methodology</td>
<td>-</td>
<td>-</td>
<td>23</td>
<td>17</td>
<td>113</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer mediated communication</td>
<td>5</td>
<td>4</td>
<td>83</td>
<td>61</td>
<td>48</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Games &amp; entertainment</td>
<td>22</td>
<td>16</td>
<td>80</td>
<td>59</td>
<td>34</td>
<td>25</td>
</tr>
</tbody>
</table>

60% of the students claimed that they wish to learn productive skills through direct methods like immersion and memorization. They consider memorization as a fairly good method to learning productive skills. Most schools in India teach students to learn by memorizing concepts. The teaching of English is also done in much the same way as the content subjects. In view to the minimal requirements to adopt methods, 18% of the students articulated that they consider direct methods; 16% of the students expressed games and entertainment; 11% of the students preferred indirect methods like grammar and translation and 4% of the students revealed that
lecture methods and computer mediated communication are least required to develop productive skills.

**Ques. 20** This question is put to examine the views of the students on their expectation to practice certain strategies for learning productive skills. 88% of the students regarded understanding the information as the maximum requirement to language learning. 79% of the students considered observing and analyzing and conversing and discussing as the second most requirements to learn language. 71% of the students claimed that they are in need to adopt critical thinking to language learning.

**Table 4.15 Preferred techniques to adopt in learning productive skills**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Learning strategies</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Memorizing</td>
<td>32</td>
<td>24</td>
<td>90</td>
<td>66</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Intensive and Extensive learning</td>
<td>4</td>
<td>3</td>
<td>76</td>
<td>56</td>
<td>56</td>
<td>41</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Understanding the information</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td>12</td>
<td>120</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>Observing and analyzing</td>
<td>-</td>
<td>-</td>
<td>29</td>
<td>21</td>
<td>107</td>
<td>79</td>
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<tr>
<td></td>
<td></td>
<td>Acquiring the language tools</td>
<td>-</td>
<td>-</td>
<td>56</td>
<td>42</td>
<td>79</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical thinking</td>
<td>1</td>
<td>1</td>
<td>38</td>
<td>28</td>
<td>97</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conversing and Discussing</td>
<td>-</td>
<td>-</td>
<td>28</td>
<td>21</td>
<td>108</td>
<td>79</td>
</tr>
</tbody>
</table>

In reflections to the moderate requirement of language learning, 66% of the students regarded memorizing; 56% of the students expressed intensive and extensive learning; 41% of the students revealed acquiring language structures and 28% of the students suggested critical thinking are necessary to learn language. 24% of the students consider memorizing as the minimally required technique to language learning.

**Ques. 21** When asked to comment on the language laboratory and their views relating to the learning of English in the lab, 63% of the students said
that they liked practicing communication skills in the communication laboratory. They consider it as the most preferred venue for developing communication skills. 8% of the students expressed that they prefer language laboratory and communication laboratory to learn the language. 7% of the students revealed that they wish to learn communication skills through technology based language learning in the language laboratory, while 1% of the students stated that their interest was to learn language in the traditional classroom. 4% of the students stated that they wish to perform language skills in seminar hall.

Table 4.16 Learning mode of communication skills

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Learning mode</th>
<th>0 (min)</th>
<th>1 (mod)</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>In Traditional Classrooms</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
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<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>In Language Lab</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>In Communication Lab</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
</tr>
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<td></td>
<td>-</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>In Seminar Halls</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Traditional Classrooms &amp; Language Lab</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Traditional Classrooms &amp; Communication Lab</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Traditional Classrooms &amp; Seminar Halls</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
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<td></td>
<td></td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Language Lab &amp; Communication Lab</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Communication Lab &amp; Seminar Halls</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
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<td></td>
<td></td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Language Lab, Communication Lab &amp; Seminar Halls</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
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<td></td>
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<td>-</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Ques. 22 A list of the essential resources for learning English for effective communication was given and students were asked to list them in their order of preference. A majority of 89% of the students regarded browsing the
internet as the most preferred and maximum required aids for developing productive skills.

**Table 4.17 Usefulness of aids and resources in learning productive skills**

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Essential resources</th>
<th>0 (min)</th>
<th>%</th>
<th>1 (mod)</th>
<th>%</th>
<th>2 (max)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>Computer aided software</td>
<td>4</td>
<td>3</td>
<td>85</td>
<td>62</td>
<td>47</td>
<td>35</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>Multimedia tools</td>
<td>11</td>
<td>8</td>
<td>84</td>
<td>61.7</td>
<td>41</td>
<td>30</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>Videography</td>
<td>11</td>
<td>8</td>
<td>94</td>
<td>69</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>136</td>
<td></td>
<td>Browsing internet resources</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td>10</td>
<td>121</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher guided materials</td>
<td>7</td>
<td>5</td>
<td>91</td>
<td>67</td>
<td>38</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lectures</td>
<td>7</td>
<td>5</td>
<td>95</td>
<td>70</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Group Information</td>
<td>3</td>
<td>2</td>
<td>72</td>
<td>53</td>
<td>61</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Textbooks, newspapers &amp; other printed materials</td>
<td>5</td>
<td>4</td>
<td>61</td>
<td>45</td>
<td>76</td>
<td>51</td>
</tr>
</tbody>
</table>

51% of the students said that textbooks, newspapers and other printed materials were useful, while 45% of the students said that peer information as essential for developing productive skills with maximum requirements. In regard to the moderate requirements, 70% of the students revealed that they were more benefitted to collect information through listening lectures. 69% of the students chose videography; 67% of the students considered teacher guided instructional materials and handouts and 62% of the students expressed audiolingual and audiovisual tools are moderately required resources to learn productive skills. 8% of the students claimed multimedia tools and videography; 5% of the students expressed teacher guided instructional materials and handouts lectures and 1% of the students revealed browsing the internet resources as the minimally required aids and resources in learning productive skills.
Ques. 23 This question on the exclusive use of technology for developing productive skills received the following response from the students.

Table 4.18 Usefulness of technology and media in learning productive skills

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Minimum %</th>
<th>Moderate %</th>
<th>Maximum %</th>
<th>No use %</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>-</td>
<td>3</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>10</td>
<td>14</td>
<td>18</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>10</td>
<td>22</td>
<td>16</td>
<td>104</td>
</tr>
</tbody>
</table>

76.5% of the students said that the use of technology and media is essential in learning productive skills. They regarded it as the maximum requirement tool to learn productive skills. 16% of the students claimed it as a moderate requirement, while 7% of the students chose it as the minimal requirement for language learning.

Ques. 24 This question on students’ interest levels relating to participation in the class received the responses given below. They reflected a positive response in engaging in communication tasks.

Table 4.19 Interest to perform in English Communication classes

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of students (Total)</th>
<th>Active participation %</th>
<th>Just participation %</th>
<th>Least participation %</th>
<th>Not intended %</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT</td>
<td>33</td>
<td>27</td>
<td>82</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>MCE</td>
<td>30</td>
<td>30</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>KCT</td>
<td>73</td>
<td>67</td>
<td>92</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>124</td>
<td>91</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>
91% of the students reflected that they were actively participated in the tasks given to them in the classes. 9% of the students said that they are just participated because of the teacher instructs them to do so, while none of the students stated they were least interested in participating the classes.

4.1.3 Summary of Findings and Discussions on the Survey and Observations

Based on the findings of the questionnaire based survey and subsequent observations in the interviews, it can be widely noted that all the HR personnel emphasized on the importance of English language in corporate communications. With regard to the notion of language and communication, all the HR personnel generally consider understanding the message and responding appropriately is the core process of communication. They regard speaking and writing as the essential skills for effective communication. They claim communicating in English is quintessential to attract international clients and to expand business in global markets. All the HR personnel consider ‘brevity’ and ‘clarity’ as the prime features of good communication. They expect that the information can be easily transmitted, if there is no complexity in language and the nonverbal cues.

As the professionals need to interact with the international clients, the HR personnel stressed the need for young recruits to develop their interpersonal skills in face to face communication, telephonic and online communication. They insisted that the students need to develop discursive skills in both speech and writing. They should be able to share and express their opinions in meetings and converse with the top level managements, their peers and subordinates. They should be able to discuss their ideas clearly in video conferences and emails. As most business transactions today are done via internet and mobile network, technology in communication is becoming indispensable. The recruits need to cope electronically transmit their messages
in both speech and writing. They should be competent in handling interviews, taking part in discussions, updating their job domain activities in both online and offline network and presenting their company’s achievements and profile to the clients and business associates. It is apparent that the emerging professionals need to have sufficient skills to organize, present, and discuss their views and should be able to convince and negotiate on any plans and issues pertaining to developing and expand their business.

HR personnel specifically reveal that speaking and writing skills are essentially needed for transacting messages through the oral and written mode. They exclusively focus on formal and social conversation, telephonic short messaging, client interaction, describing about the products they need to sell, revealing customer services, sending enquiries through letters and emails, promoting orders, responding to intra and intercompany networks, discussing on the business strategies, values and issues in meetings, convincing and negotiating with business counterparts, writing proposals and reports on the project and presenting and discussing about the business developments in international business seminars and conferences. As Ms. R. Geetha, HR Manager, Qatalysis Software Technologies Ltd., Chennai envisaged,

Effective communication is important. It should convey proper meaning. Good conversation, oral presentation, group discussion, business e-mail and report writing are the core activities to be improved in both speaking and writing skills.

All the HR personnel agree that the engineering students are not sufficiently prepared to enter into their domain industry. They are not able to perform effectively in their jobs due to their incapability to communicate effectively in English. They should be able to render their job responsibilities and discuss on their work accomplishments. They should be equally efficient in displaying social, business and technical skills. The engineers need to have
both interpersonal and public speaking skills. They should be able to put forward their technical knowledge and should be keen to update their relevant job skills to compete in their business environment. It is massively felt that the students are unable to explain their technical knowledge in the interviews. Most engineering graduates however, fall short of the expectations of the industry, though they are familiar with the subject knowledge, they are not practically exposed to it. Their language and communication difficulties are the prime reason that hinders their literal and professional ability.

Mr. Pradeep Jumani, Manager-HR, Telcordia, Chennai affirms that the students lack productive skills right from their schools. Due to the various limitations found in the school education, students are not trained in speaking and writing skills. This is carried over when they gain admission into institutions of higher education. They are not able to sufficiently express, interrogate, explain, discuss on the technical topics in interviews and group discussions. They lack good writing skills as their emails, letters and reports are not properly drafted and well written (Eraut 2007). Their written communication is found to be unsatisfactory, as grammar, spelling and punctuation mistakes are apparently seen. With regard to speaking, the HR personnel particularly stressed on developing presentation skills.

As a company is to interact with the international clients, it is crucial for the business firms to demand English communication skills from the employees. Though, some of the HR personnel regard verbal skills as essential when compared to soft skills, some of them stressed that nonverbal and managerial skills are much required than speaking and writing. Some HR personnel regretted that the students need to be able to display their study skills through interaction. They said that engineering graduates need to have sound technical knowledge, learning skills and interaction skills to excel in both education and profession. They bemoaned the fact that examinations are
not truly promoting engineering graduates’ knowledge of a subject. They expect that the syllabus content should be widely promoted through good choice of examination techniques (White 1992). Examinations should not promote restricted learning of a subject, rather it should promote sound knowledge of the prescribed content of the syllabus and also encourage them to do further study beyond the given syllabus.

Level of practical application in communication is lacking in the educational market today. Education and profession is not much correlated. Syllabus and examination should be more based on practice and application.

(Mr. Goutham, Executive-HR, SELLASYNERGY INDIA LTD., Chennai)

They also regard that along with technical efficiency, language proficiency, interactional ability and social skills, strategic communication ability is must for all the professionals, irrespective of their job positions. As social interactive and discursive skills are found to be essential in understanding business and workforce, it is specifically commended. All the HR personnel interviewed suggested providing job specific training for engineering graduates related to their respective technical job domains, oral and written communication, managerial skills and personality development. They specifically focus on developing professional attitudes to help them excel in their jobs.

Questionnaires were issued to the final year students to elicit their views on the present syllabus of Communication Skills Laboratory course for the fifth and sixth semester engineering students in the affiliated colleges of Anna University. They are consulted to analyze the limitations of the present syllabus and to reveal their expectations in a new course. Technical students are clear that as they need to become professionals, they need to communicate in English. They also recognize the importance of literal skills along with managerial ability. They consider speaking and writing as the most essential
skills to communicate effectively. They regard that knowledge can be gained and expressed only through communication. As English is the language of the corporate world, students are specifically aware of the importance of the need to be communicatively competent. In the software and the IT industry, productive skills are prominently used in both internal and external communication.

Almost all the students equally shared that English communication can be developed through interacting with their peers in English, watching news and movies in English, reading English newspapers and technical content of their disciplinary subjects. Most of them emphasized that the syllabus needs to be revised in terms of allocating time and increasing pair and group interaction tasks. They stressed on providing more practical sessions to engage in oral and written communicative tasks. Students expected that all the students need to be given equal opportunity in engaging in the oral tasks. It is evident that the students are aware that they need to actually perform to understand and experiment the real and practical difficulties they faced during the oral tasks and to gradually overcome their fears when communicating in English. Though the students agree that they are worried about their language errors, fear, hesitation, shy and nervousness, they need to communicate in English.

As the present academic syllabus is not designed with a thorough needs analysis of present and target situation, they stated that it does not really help them. The product and process orientation to syllabus design needs to be given more precedence to understand the conduct of the course. A positive response of 74% maximum and 26% moderate requirements for conducting a needs based course to develop employability skills is a constructive view for designing the proposed syllabus. 84% of the students considered general and technical topics leading to discussion and debate as the most required content
to be included in the proposed language syllabus. The students unambiguously reveal that they wish to improve both speaking and writing skills for effective communication (Al-Khatib 2005; Li So-mui & Mead 2000). They are much worried about their inadequate speaking and writing skills (Turner & Upshur 1995; Esteban & Canado 2004). They expect to practice interactional activities like group discussions, mock interviews and oral presentation to improve speaking skills and formal letters, email, business and technical reports to develop writing skills (Edwards 2014).

Limited English Proficiency (LEP) students wish for an improved syllabus that will help them to competently communicate in workplace contexts. With the thorough investigation of communicative needs and demands analysis, it can be concluded that the engineering students need to develop sufficient oral and written skills to execute job related tasks.

4.2 PLANNING AND IMPLEMENTING THE PROPOSED ESP COMMUNICATIVE SYLLABUS

4.2.1 The Scope and Relevance of the Proposed New ESP Syllabus

The scope and rationale for designing ESP syllabus is to develop a needs based communicative course to address the needs of the engineering students and the demands of the industry on seeking employability. With the help of the needs analysis, the proposed ESP course will foster in students the ability to transfer knowledge, language and skills from the present to the target situation. Instructional and performance objectives will help the teachers to do a learning process analysis, strategy analysis and gap analysis to identify the potential of the students to develop relevant skills to meet their target demands. Strategies and error analysis can also be undertaken to practice remedial measures at the discretion of the teacher to train and assess students’ oral and written performances. It attempts to train the students to
achieve the purposes, process and product objectives of learning and transfer the skills acquired at the college to the workplace.

4.2.2 Planning Aim, Objective and Goal of the Proposed New ESP Syllabus

Planning an ESP course and framing a learner-centred negotiated curriculum with the three major aspects of learning why, what and how exemplifies the state of purpose, ends and means of language education. By analyzing the purpose, product and process specifications of curriculum design, a new model framework for ESP course was designed. By binding the needs and demands of education and workplace, the proposed syllabus discusses the theoretical and practical base for the framework of syllabus design and provides necessary skills and strategies for language learning (Kaewpet 2009; Zohrabi 2008).

The aim of the course is to help the fifth and sixth semester students develop the relevant competency skills to be readily employable in campus recruitments. The purpose of this study is to design and trial a needs based ESP syllabus to help the engineering students meet the job criteria in their prospective employment (Sageev & Romanowski 2001; Manakul 2007; Radzuan & Kaur 2010). Students need to understand why it is essential to learn English language and the purpose of communicating in English. The learning objectives may be exclusively given in general and specific terms and it is extremely focused on both product and process orientations. The general objective of the syllabus is to make the student obtain the necessary skills and knowledge of the language items to use in the target situation. The specific objective of the proposed course is to develop capability and relevant skills to confidently communicate in target situational contexts. The performance objective of the course is to develop target level communicative competence and performance. It also envisages equipping the students with
the required employability skills for facing the recruitment board. It focuses on promoting critical and extended discursive skills in both oral and written forms (Wedell 2003).

The students need to realize the importance of language productivity in both oral and written communication. They need to competently communicate in personal, social, business and technical contexts. The goal of the course is to promote potential competence to transfer required communication skills from academic to the workplace. This proposed ESP course attempts to develop language productivity and capability to communicate in present and target situational contexts.

4.2.3 The Role of Purpose, Process and Product Specifications in Designing the Course

The major framework of a curriculum or a course is generally based on the purpose, product and process specification of the syllabus design. The aim, objective and goal of the course can be visualized through the three functional domains of the syllabus design – analyzing the purpose of the course through pragmatically understanding about ‘why’ the course is needed, and why the students are in need to undertake a specific needs based course. Secondly, the focus lies on ‘what’ to learn in the course. It reflects about the specification of the content, knowledge and information through exercising what type of form, contexts, genres, topics, content, tasks, and skills need to be undertaken (Krahnke1987). And thirdly, the specification of ‘how’ of teaching-learning process and the procedures and the techniques involved in exercising the form, contexts, genres, topics, content, task and skills. The ‘what’ and ‘how’ should inform with the ‘why’ of language learning. The purpose (needs) of language learning should aid and control the process (means) and the product (end) of an ESP course.
An ESP syllabus is basically designed through integrating and interrelating purpose, product and process orientations (Krahnke 1987; Diffey 1992; Nation & Macalister 2010). A thorough understanding of the theoretical and pedagogical issues of language learning is the immediate criteria to analyze the needs of the learner and learning situation (Holliday 1995, Nunan 1988b). The ‘why’, ‘what’ and ‘how’ of language teaching is completely based on investigating the communicative needs and demands analysis of the student, institution and the professional community. It embodies a detailed analysis of needs and demands of the student to understand the purpose, process and product specifications of the course.

The criterion of the syllabus design is to identify and relate the required genres, skills and tasks of the target situation with the instructional practice. It should reflect the purpose, process and product of language learning (Wette 2011). The instructional and learning objectives should focus on the realization of course objectives throughout the course. The planning of aim, objective and goal of the course should accommodate the needs of the students in the target situation. The purpose of the syllabus is to train the students to develop required competence to satisfy the needs of the profession. It should enable them to be really productive while engaging in interactive tasks.

The grading of the tasks and organizing of the time and duration to conduct the tasks and developing relevant genres and skills reflects the process objectives in implementing the syllabus. Adopting relevant skills and strategies, use of appropriate aids and resources and specifying the role of the teachers and students in the course reflects how process objectives are administered in the course. The pedagogic tasks need to be specified with the relevant genres, topic, content and skills required in the target situation and should speculate the designs and devices of instruction and evaluation.
A needs based ESP communicative syllabus augments necessary competency skills to meet the requirements of academics and industry (Munby 1978; Nunan 1988b). After analyzing the language, learner and learning needs in the present and target situation, it is clear that the engineering students lack productive skills to communicate in personal, social and business contexts. The data collected from all the stakeholders involved in this research unanimously reveal the limitation of the present syllabus. After scrutinizing the learning deficiencies of the young engineering students in academic and professional contexts, strategies and means for conducting a new ESP course is explored (Luka 2007; Bouzidi 2009; Radzuan & Kaur 2010).

While discussing on the process and product orientations for developing target level communicative competence, Prakasam (2011) reflected, “One of the most important reasons for our children not being able to pick up adequate command of all the skills required for a good career is the ‘dissociation’ we see between ‘goals’ and ‘strategies’. When teachers and students do not set for themselves any ‘goals’ and just drift with what is happening we can’t expect any results”. It can be interpreted that while designing a syllabus, the components of product orientations like grammar, vocabulary, notions, functions, skills, genre, text and type needs to be associated and interrelated with the procedural and process based tasks and situational contexts to vindicate the aim, objective, purpose and goal of language learning.

The approaches to design a syllabus can be made with the linguistic and non-linguistic elements like structure, notions, functions, situations, content, topic, theme, genre, skills and task (Dudley-Evans & St. John 1998). The influence of one component with the other can be determined through the specific purposes of language learning. As the objective of the course is
specified through the learners’ present and target needs, language learning is specified through the required content and methodology and relevant skills and strategies. Teaching methodology needs to aim at providing the “knowledge of a language” and “the ability to use the language” in situational contexts (Johnson 1982). Both product and processes of language teaching is important as it determines the knowledge and skill to use it. As ESP is more concerned in adopting relevant content and methodology, skills and strategies to meet the requirements of learner and learning, the traditional distinction between syllabus and methodology is not found. The emergence of alternative and humanitarian approaches does away from single method concept to adopt eclectic approaches in language pedagogy (Rivers, 1968/1981 cited in Stern 1983; Kumaravadivelu 2006). The interrelatedness of syllabus and methodology is inevitable as they affect one another even in today’s post method era too.

The emergence of ESP courses to accord with the learners’ needs and their learning experiences facilitates a process based instructional strategies to the decision making of syllabus design. ESP emphasizes on developing teachers’ and learners’ knowledge and critical insight and making them to understand and comment on developing required genres, skills and tasks and revising teaching-learning and assessment strategies. As an ESP course is more inclined in developing needs based purpose and process specifications to design a syllabus, it is much focused to develop learner’s autonomous and collaborative learning skills to develop their research tasks. ESP facilitates self directed learning skills to develop students’ capability and potentiality to engage in relevant tasks to achieve their communicative purposes (Liming 1990; Klapper 2003; Lester 2014). The most prominent characteristic of ESP is pragmatic and effective learning as it implies not only with the procedures of learning but also with the measures of training the
student to perform efficiently in the target job-specific situations (Morley 2001; James 2010; Magogwe et al 2014).

4.2.4 Teachers’ and Students’ Role in the Proposed Syllabus

The teacher’s role as a monitor, facilitator, counsellor and motivator helps them to teach, direct, instruct and support the students in their explicit learning process. Teacher education on the handling of the course is inevitable as the teacher needs to know what the student really expect from the course, and to discriminate what are their strengths and limitations in their language learning programme (Louhiala-Salminen 1996). Whether actually the students are good in their knowledge and performance, what actually they know and what actually they lack and what are the skills and strategies the teachers need to focus for their better language teaching and learning are the crucial observations teachers need to understand while they conduct the course.

The teachers should possess a wide range of ‘speculating ability’ to scrutinize students’ personal and professional needs (Jackson 2005). The focus of teaching should envisage the purpose of language learning. The teachers should be given enough exposure and training on syllabus expertise. When the teachers understand and are familiar with the intentions and guidelines of the language and syllabus experts, it is feasible for them to follow the purpose, aim, objective and goal of the course. The teachers need to show their impeccable talents and skills to facilitate self access language learning and should promote communicative performances in both oral and written tasks (Belcher 2006; Mulcahy 2011; Yahanpath et al 2013). They need to know about how to investigate their students’ potential and innate ability when engaging in communicative tasks. They should make their students improvise their cognitive and affective skills and regulate them in displaying their knowledge and personality in presentations.
Students need to organize potential skills to communicate in both present and target situations. All the students need to be encouraged to act as an observer to evaluate their self and peers’ performances in oral and written tasks including presentations, pair interactions, group discussions, mock interview, report and project writing (Zhu 2004; Blanco et al 2010; Marais & Perkins 2012). As ESP is concerned with learners’ needs and their learning experiences, it emphasizes on developing negotiated syllabus. It facilitates to include both teachers and students to discuss and negotiate relevant content, genres, skills and tasks to engage in language learning. And also students’ potential to engage in communicative tasks and their subsequent progress can be monitored and assessed to provide feedback and to apply remedial measures to promote capability and efficiency.

Students need to know about the importance of English communication skills for formal and business communication and should be able to understand what they actually know, expect and need to learn and acquire, what and how to learn, exercise and execute in institutional and workplace contexts. A prospective student is entangled to communicate in English for learning higher education, and for seeking a career and for sustaining best rankings and position in their entire academic and professional endeavor (Evans 2010; Fox 2011). The students originally produced, preferred and referred material aid as a necessary tool in their language learning and communicative performances. Language awareness and target demands infuse the students to use language by actually performing open tasks and to put their thought, information, knowledge and skills for oral production (Bruton 2002). The students need to develop discourse and pragmatic competence while performing group discussions, role plays, debates and job interviews. Information exchange is vital in communication as the students’ comprehensible input and receptive skills will make them
really productive in articulating their gained knowledge and insight in job related business situations.

**4.2.5 Use of Aids and Resources in Implementing the Proposed Syllabus**

The conventional classrooms are not convenient to conduct performance based activities. Small talk, conversations, interview, group discussions, panel discussions, debate and interpersonal activities cannot be practiced in the traditional classrooms with fixed desks and benches. Students have to be provided with adequate furniture like round tables, rectangular tables, oval-shaped tables with chairs in the communication laboratory. In group discussions, they need to be given adequate practice to learn table manners for displaying appropriate postures and gestures. They need to be seated in the seminar halls while delivering power point presentations. In seminar halls, electronic resources like LCD projector, white screen, podium with mike, collar mike, sound system and tape/video recorder have to be provided for participating in public speaking activities. Students prefer to use technology for gaining knowledge through internet but are not inclined to read the restricted packages of language software. The Language laboratory needs to be well equipped with sufficient computers with an interconnected server. All the labs need to be furnished with air conditioners and uninterrupted power supply. Wifi internet facilities for continuous downloading and browsing should be provided. Printed and e-library facilities for extensive reading needs to be provided for reading printed and online journals for authentic and updated information. Students need to be made computer savvy and use internet as they need to do extensive reading to review literature in their specific areas of interest. Their exposure to reading articles and research reports from the leading journals will help them to
prepare for writing presentations. This will also help them to be more informed to discuss on any desired general or technical topics.

4.2.6 The Role of Performance Assessment and Feedback in the Proposed Syllabus

Yalden (1983) visualized that testing should be correlated with the syllabus. Yalden’s (1983, 19) appeal on the extensive role of the syllabus that “…it should also include an approach to testing” reflects the importance of proposing an approach on how the content of the syllabus should be examined. Evaluation procedures and techniques should be coordinated with the syllabus objectives and should produce feasible results in teaching, learning and evaluation. The process of testing, measurement, assessment and evaluation should be widely focused with the aim, objective and goal of the syllabus. The process and procedures of language evaluation need to be transparent and concrete and should be free from ambiguity.

Content, skills and tasks in respect to oral and written genres need to be evaluated through adopting performance oriented approaches in context to respective listening, speaking, reading and writing skills. Speaking skills need to be tested through conducting oral 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 in both language and communication. The evaluation process should go along with the specifications of the syllabus to cover the whole content and process of the programme and finally, it should focus on achieving the objective of the course. In formative assessment, self assessment, peer review and teacher feedback are the testing tools used to analyze the progress of the student (Esteban & Canado 2004). By employing the techniques of self-monitoring, noticing, providing and understanding feedback on their oral and written performances, students can better understand and realize their progress in
interactional communication (Mennim 2007; Nakatani 2010; Nassaji 2011). For summative assessment, involving both internal and external examiner is mandatory for authentic evaluation of both oral and written performances of the students.

4.2.7 Proposed Syllabus for III year V Semester Engineering Students

Refer to Appendix. 1

4.2.8 Proposed Syllabus for III year VI Semester Engineering Students

Refer to Appendix. 2

4.3 FINDINGS AND DISCUSSION ON THE TRIALLED SYLLABUS – (PHASE - II)

4.3.1 Trial of the Proposed Syllabus with New Batch of Students

The proposed syllabus was put to trial to 388 third year, Information Technology and Electrical and Electronics Engineering students at Maha College of Engineering in 2009 and at King College of Technology in 2010, 2011 and 2012. A total number of 63 students from MCE and 325 students of KCT were participated in this study. Including the present researcher, two other English teachers in MCE and KCT were also involved in the study. In both the colleges, though the respective heads of departments (4), subject teachers (4) and placement and training coordinators (4) were not directly involved in the process of the study, their casual interactions and discussions held in the periodic meetings with the Principal (2) and Management representatives (2) were particularly useful in understanding the progress of the students.
4.3.2 Learning Process Analysis

Professional and technical colleges extend their responsibility in making engineering students develop English communication skills to seek placement. The college management and the principal were concerned in conducting job fairs and campus interviews for promoting placements of their engineering students. The students were able to use these opportunities in both on and off campus interviews. They get ample occasions to face the diverse interview panels from various companies in the job fairs organized by various colleges. In the periodical meetings held with the principal and management level meeting, English teachers communicated their proceedings of the conduct of the course. As the management was quite serious about developing English communication skills of the students, the heads of the respective departments were keen to provide technicians for the smooth functioning of the lab. Further, the English teachers shoulder the responsibility in handling remedial measures for conducting additional add-on classes to develop the language skills of the students. Class committee meetings were weekly conducted to keep abreast with the learning experiences and difficulties of the students. Further, teachers log books and diaries were referred by the Principal to update their class proceedings. Further, the class advisors conduct classroom discussions with the students to understand the practical realities of the classroom. The managements, principal and the language and respective subject departmental heads’ randomly call the students to receive feedback on their participation, performances, learning experiences, understanding of the subject and faculties support in training them.

The first two unit of the course are meant to develop students speaking skills, third unit is exclusively based on writing skills and the fourth units are based on the mechanism of speaking and writing skills and the fifth
The present study involved formal and informal discussions, interview and performance observation during the communication laboratory practice. Students are asked to form a team with 7-10 members to participate in group discussions. All the groups comprise both male and female students. All the group members are interviewed to discuss about difficulties faced during discussion. The group leaders mutually discuss and consulted the teachers for the selection and preparation of the topic. It is awesome to find that all the students take their tasks very seriously and they collaborated in preparing the topic as well. Limited proficiency students are found to prefer the use of their mother tongue during the discussions. But gradually, as they need to perform in English in placement rounds, they try to communicate in English with their fellow peers in the group. It is also feasible to say that the participation of mixed level students helped them to adopt the better performance of their peers. To motivate the limited proficiency students gain confidence and communicate in English, group discussion rounds with same topic were repeatedly conducted for a minimum of two times with fifteen minutes duration.

Productive skills are considerably important to convey ideas and share knowledge with others. All the students accept that the sharing of knowledge through speech and writing is important. By communicating and interacting one can get placement. The HR personnel were keen to examine that the students should not get excuses for lack of communication and information. As HR personnel, 11 claimed,

See, the students, the teachers and the management should have sufficient awareness of the professional scenario and should not get excuses with their old statements of their limited exposure to both communication and profession. They should be informative in sharing their technical knowledge and literally, proficient in language to interact both in formal and social situations.
They were much concerned in analyzing the communicative level of the professionals. They emphasized on developing interpersonal, social, business and technical communication. In adopting measures to develop their speaking skills, most students suggested that they need to participate and perform in speaking activities like small talk, oral presentation, group discussion, mock interviews and brain storming (Lockwood 2012). They also said that they were researching their domain interests and applying relevant strategies for developing their employability skills. Further, the learning difficulties, preferences and styles were observed to understand the actual communication problems prevailed in the workplace contexts.

With the views of the stakeholders, it is noted that the students need to improve communicative competence and performance in both academic and professional situations. Competency based task interaction is specifically needed for performing and evaluating both pedagogical and real tasks (Weir 1988; Nunan 1989). Linguistic competence is possible through both implicit and explicit language learning; discourse competence through speaking with various registers and styles of discourse; sociolinguistic competence through the use of language in any interactive situation and strategic competence by applying apt communication techniques during the interaction. Strategic competence in verbal and nonverbal mode is quintessential for successful personal, social and business interaction. Communicating in English is vitally recognized as the prime source when seeking a job. Commenting on the new syllabus, students stated their learning experiences,

Through this trialled syllabus, I was able to improve my communication skills in English. I am able to speak both in formal and informal ways. As English is the global language, I am able to develop my English communication skills for my future profession.

(P.Y. Kirthuga, III year, IT, MCE, 2009)
By attending this programme, I can speak in English without fear and can write formal and informal letter, report etc.

(Aarthi, S., III year, ECE, KCT, 2012)

As English is the global language, we would use English for communication. For improving English communication skills, the trialled syllabus helped me a lot. It helped me to improve my fluency in English. Now I am able to communicate well.

(A.V. Deepak Muthu Kumar, III year, IT, MCE, 2009)

HR personnel informed the students that they will recruit the technical students for the position of Technical Support Executive, Software Engineer, Trainee Engineer, Team Leader, Project Leader etc. They demand that the students need to be informative and communicative about their technical subjects for their future participation in the projects. HR personnel introduced their company, their aims, objectives and vision of the company through power point presentations and it is revealed about how keen they are for selecting a suitable candidate for their projects,

Sometimes, we conduct an exclusive technical online test to assess their technical knowledge in their respective domains. As speaking skills is the immediate requirement of the placement, writing skills are not generally tested. Once we screen the students through online test, they will be called to perform GD’s and finally we shortlist the students to the HR interview. Ultimately, the creamy students will be called for a board interview at the company venue for the purpose of final screening, and further to receive offer letters.

HRM.8 discussed on how the students need to prepare for the interview. He asserted,

Most of the interviews will be focussed on testing their personality, attitudes and skills. In the final round board interviews, a compulsorily question on ‘Tell me about yourself’ will be asked and it is expected that the students need to brief their CV, they need to express all the details
on academic background, they should refer about their achievements and should reveal their personal profile.

The notions of the HR personnel on conducting interviews are to scrutinize the students’ potential in their respective technical, communication and soft skills. They preferred to test their technical knowledge through conducting oral presentations and group discussions on any desired topic. Topics on current affairs and technical subjects are duly considered for presentation. HR personnel.10 reflected,

Oral presentations on any technical domain specific topic and theme will be definitely conducted. We look for their nonverbal cues while they formally present a topic. We wish to examine the students’ level of confidence in presenting a topic and how far their kinesics features support their presentations. This helps us to understand their assertive attitudes, behaviour, leadership and managerial skills.

Role-plays, oral presentations, group discussions and small talk were specifically conducted to develop their speaking ability. To develop comprehending and understanding skills, interactive discussions were practiced (Savignon 1991; Swain 1995). Students need to be more informative and should update their topical and thematic knowledge to confidently present their ideas in presentations, discussions and interviews. When they were not aware of the current affairs on the subject they were found to be reserved, isolated and neglected and hence they fail to explore communication skills (Cummins 1984). Students were involved to select their own topics of interest and prepare the content with the approval of the faculty concerned. Social, business and technical presentations were practiced and the students therefore can specifically strengthen their communicative discourse. Students shared their views on developing speaking skills,
The suggested syllabus is very good because here the students have the right to choose their subject for their presentations. So the students have to select a topic and have to collect information on that. Hence their reading and speaking skills are improved.

(Digin. C. James, III year, ECE, KCT, 2012)

The trialled syllabus had helped to improve my speaking and writing skills. It helps to present topics in front of audience and improved the interaction between group members. By this syllabus, I understand how to browse and how to explain the topics and how we can write about different topics.

(Chinju John, N. J., III year, ECE, KCT, 2011)

To improve our skills, we must conduct the activity such as JAM (Just a Minute), oral speech and personal interview etc.

(Aiswarya, T.S., III year, ECE, KCT, 2012)

The activities like small talk, just a minute and extempore have helped to improve the skills like speaking and listening.

(M. Nivesh Kumar, III year, ECE, MCE, 2009)

Due to continuous speaking practice, students were able to self assess their gradual improvements in speaking and were also able to find overcoming from communication apprehension problems. Students shared their interest and participation in the activities during the trial of the new course.

The trialled syllabus has helped me to improve my communication skills in English. I feel better now from stage fear. I practice every day to improve my body language and speaking skills.

(M. Arun Prakash, III year, IT, KCT, 2011)

Group discussion is used to improve my speaking skills. Oral presentation used to reduce my stage fear. Personal interview is going to use in future when I get job.

(R. Adarsha, III year, ECE, KCT, 2012)
The trialled syllabus has improved my communication skills. The oral presentation in the syllabus was very advantageous. It helped to reduce stage fear and my language really improved. The group discussion (GD) developed cooperation among teammates and we were able to agree and disagree with their points.

(Rahul Raveendran, III year, ECE, KCT, 2011)

The exercises for personality development helped me to improve my soft skills. Earlier I am afraid to stand in the stage and express my thoughts, but after the exercises, I am very confident to stand anywhere and express my thoughts. Now, I improved my pronunciation and voice modulation. In group discussion, I am able to reduce my pauses and wait for turn taking and it has helped me to communicate professionally and technically.

(K. Kanagavalli, III year, IT, MCE, 2009)

The HR personnel specifically stressed more on developing productive skills as the emerging professional needs to execute their business with their sheer knowledge and expression. Therefore in the proposed syllabus there were tasks to help students exhibit their cognitive and pragmatic ability to use appropriate language in facing the recruitment panel. They were also given adequate training to write business letters, emails and reports. They were asked to describe their personal profile in both speaking and writing. They were able to describe their achievements in CV and were found to draft letters of application. Students shared how they were able to develop communication skills through oral and written performances.

(Akhil Samkutty, III year, IT, KCT, 2011)

Group discussion and oral presentation is helpful to improve my speaking ability. Interaction between the GD members and faculties improves listening skills. While browsing the internet, we seek more information on the topic and writing of letters, email and autobiography, CV improves our writing skills in English.

(Akhil Samkutty, III year, IT, KCT, 2011)

The group discussion and report writing has helped me to improve my speaking and writing skills. It will be more
helpful for attending interviews. The listening and reading skills improve my technical knowledge to present topics on my discipline.
(Nikhil, P. G., III year, IT, KCT, 2011)

Through the oral presentation and group discussion speaking skills are improved. Through the debates, PPT presentations my listening capacity is improved. Through the practice of writing emails and reports technical writing skills are improved.
(Sruthi, T.S., III year, ECE, KCT, 2012)

Mr. G. Sivaraman, Systems Engineer, TCS, Chennai, remarked that finding meanings and developing appropriate vocabulary is an essential feature for developing communication skills. M. Arun Prakash, III year, IT, KCT, 2011, admitted, “When I listen others speech, I get more new words from them”. Students recognized the use of online dictionaries more compatible in developing their word power and pronunciation skills. The use of the mechanics of speaking and writing is required to evoke clarity and precision in the expressions. Tone, stress, pause and turn taking is inevitable in understanding and exchanging messages in interpersonal and group communication. They were made to understand the differences found in spelling and pronunciation in British and American English. They were motivated to use acceptable and intelligent pronunciation and adequate practice was given to develop neutral accents as it was generally found as part of their professional requirements.

I was able to improve my pronunciation skills during speech. With the help of our English faculty, group discussions and oral presentations are conducted. Through continuous writing practices, our reading and writing skills are also developed.
(Sonia Paul, III year, ECE, KCT, 2012)

First, I understood more English word meanings. Then I learned where the words have to put to speak and write. Step by step, I learned good communication skills.
(Murali, V., III year, IT, KCT, 2012)
I started to talk with others in English and I read a lot of books and searched internet for it. Once I come across a new word, I never happened to avoid it and with the dictionary in hand and in my computer, I find out the meaning and I study it. I listen to others speech and learn from it and I watch a lot of English movies. With confidence, I personally applied for data entry job with the resume I prepared. I understand how people behave with others and how to do collaborative processes and I got so much inspiration from it.

(Jeffry George, III year, ECE, KCT, 2011)

Mr. P. Kartick Pai, Manager, Coramandel Electronics, Chennai claimed the essentiality of soft skills in communicating as it distinguishes the personality of an individual. Mr. S. Arun Kumar, HR Manager, Elcompo Electronics, Chennai emphasized that approaches and behaviours should be pleasant. Mr. S. Prakash, Executive-Marketing, Current Electricals Limited, Chennai, regarded soft skills are important to handle superior and subordinates. Most of the HR personnel regarded the role of soft skills in shaping the personality and identity of an individual. Mr. N. Velumani, Manager, Thambi Modern Spinning Mills Pvt. Ltd., Salem, considered soft skills were necessary to identify their talents and personality. Mr. J. R. Lesley, DGM-HR, Areva, Chennai regarded positive attitude and behaviour as good ideals to build soft skills. As Mr. Karthikeyan, HR Executive, ISGN, Chennai, claimed, “Soft skills cannot be taught to all the individuals. They have to inherit by themselves”. It needs to be an inborn skill reflecting the approach, style and personality of an individual. All the HR personnel uniformly entrusted that soft skills need to be an ingrained skill for developing personality.

Soft skills should be inbuilt. Controlling and suppressing emotions are soft skills. A professional needs to be flexible and adjusting to the business situation. It is more important than the technical tests. Good approach and positive attitude is the tool of the personality.

(Mr. Pradeep Jumani, Manager-HR, Telcordia, Chennai)
English teachers keenly observed students’ participation in pair and group tasks. Their frequent interactions with the students helped them to scaffold and monitor their learning process. English teacher 2 reflected on the importance of structures and the use of paralinguistic features in speaking. They insisted that the students should employ necessary verbal and nonverbal cues for meaningful communication. Amal Peter, III year, ECE, KCT, 2012, regarded oral speech and personal interviews were very helpful to develop personality. R. Raghul, III year, IT, KCT, 2012, claimed, “Soft skills are necessary to avoid stage fear and I change my way of speaking by loudly and clearly”. As soft skills and strategic skills are essential for personal and professional developments, students find self analysis as the credit to understand and evaluate performances of self and others.

Personality development was exercised along with the group discussion activity as it taught us how to communicate in a society, how to listen patiently to our fellow friends and how to admire them on their innovative ideas. A self analysis about my own and my colleagues’ attitude were done in personality development classes.

(Jeffrin George Jose, III year, ECE, KCT, 2011)

By the exercises for personality development given by the faculty, I am able to improve my body language along with my facial expression during the speech. I have also improved listening others views in group discussions.

(Sandeep Sebastian, III year, ECE, KCT, 2011)

The influence of cognitive skills, psychological attitudes and behavior are reflected through facial expressions and gestures. In speaking, facial expressions and eye contact receives much attention. Facial expressions and gestures reveal communicative behaviour and it embodies a great source of information on the audience minds (Gullberg & McCafferty 2008). In oral task performances, the integrated features of facial expressions, postures and
gestures distinguish how paralinguistic and nonverbal cues shape the personality of an individual. Students are able to monitor and understand to develop appropriate attitudes and expressions through their peers’ performances.

4.3.3 Strategies Analysis

In the conduct of needs analysis, it is evident that the technical students are aware of their limitations in communicating in English. They are particularly anxious to develop oral tasks like small talk, presentation, group discussions and interviews and written tasks like writing business emails and reports. The students are able to work on their familiar topics and they are gradually trained to develop their extensive reading skills to acquire adequate informative knowledge. Their involvement in adopting strategies to autonomous and collaborative learning helped them to develop interpersonal and group communication skills. Felder & Brent (2005) stressed on equipping the students to accommodate with various learning styles to meet the challenges and demands of academics and employability. Autonomous learning, guided learning and cooperative learning are the three learning strategies that direct and stimulate the process of language learning (Chamot 2005; Schaap et al 2012). It promotes communicative performances through individual, pair and group tasks. Students opine how they are able to perform in speaking and writing activities.

By speaking, I have overcome stage fear and improved to speak English in a flow. By listening, I had improved understanding capacity and the pronunciation of new words. By reading, I had improved the speed of speaking. By writing, spelling and grammar mistakes have been reduced.

(Satheesh Kumar, C., III year, IT, KCT, 2012)
At the time of group discussion, I could express my own ideas and views about any assigned topics. I became a good listener when my group members are speaking. If I become a professional, I can write reports, proposals and emails. While preparing records and assignment, I was a reader because I have to understand what I did in the records. So by this syllabus, my communication skills are improved to a good level.

(Chinju John, N. J., III year, ECE, KCT, 2011)

The oral presentations helped me to improve my personality skills. When I go to the stage for oral presentation, I was not able to present the topic completely at the first time. But now I studied a lot how to present a topic on the stage and what body language I have to use in front of the audience.

(Digin. C. James, III year, ECE, KCT, 2012)

With the major influences of Long’s (1983, 1996) psycholinguistic theory of interaction and Vygotsky’s (1978) sociocultural theory of mind, Storch (2007) reflected on the use of second language in peer interaction and collaborative learning. Students generally prefer both self-directed and co-operative learning styles according to the need of the tasks (Watanabe & Swain 2007). They often feel comfortable when they are associated with their peers in pair and group learning (Toth 2011). They are able to monitor their progress as they find themselves engaged with performance based language learning. The scaffolding of the English teachers helped them to identify individual differences in performances. Their regular practice of self-directed learning helped them to improve disciplinary knowledge and their engagement in co-operative learning developed social and strategic skills.

In regard to develop speaking skills, oral speeches and group discussion were conducted. Oral presentation increased the level of confidence and reduced my stage fear which was the major difficulty that I was facing. Group discussions enabled me to communicate with other members and exchange ideas with them. Regarding writing, the autobiography writing improved my narrative
skills and it was when I self evaluated for the first time. Reading and listening to the contributions of the colleagues inspired me a lot.

(Jeffrin George Jose, III year, ECE, KCT, 2011)

Through this trialled syllabus, I am able to develop my speaking skills. I am able to improve my pronunciation and even I am able to improve my eye contact, and even to improve my dressing styles while delivering a speech. Madam helped us to use linkers and discourse markers while delivering a speech. The video clips provided by her helped me a lot to improve my presentation skills. Now I have no fear to deliver any speech about any topic.

(G. Sathish, III year, IT, MCE, 2009)

Group discussion and oral presentation helps us avoid stage fear and improves fluency in speaking. Everyone got the chance to read or to speak about some topics which will helps us in our placement.

(R. Amuthavalli, III year, ECE, KCT, 2012)

This trialed syllabus has helped to avoid my stage fear and to communicate with others. Through this I get more knowledge from my faculties, and also oral fluency is improved by instantly communicating with my friends. In group discussion I am able to understand the language and the manners of my friends and I understood the difference in presenting oneself with others.

(S. Yuvaraja, III year, IT, MCE, 2009)

With the help of OP and GD, speaking skill was improved. During GD, we were able to cooperate and cope up with our friends ideas. Since we had to explain what our friends said during OP, we keenly listened to their topics. With the assignments given, we were able to read and browse. Through many articles, reading and thinking skills improved. The report writing, autobiography, project proposal was helpful in developing writing skills.

(Rahul Raveendran, III year, ECE, KCT, 2011)

The task, genre and skills based course planning directed the teachers to analyze the students’ proficiency levels and their strategic
competency skills. The students were engaged in open tasks for developing oral and written discourse (Lehtanen 2008). The English teachers deliberately act to monitor, notice and scaffold their students’ knowledge, language generating ability and skills potentiality and were able to provide substantiate evaluations in terms of oral and written task performances. The teachers encourage them to self-scaffold their language and communicative abilities. They get motivated with self, peer and teachers’ appraisal on their performances. When the teachers’ continuous guidance and feedback helped them to revise their performances, they gradually perform efficiently. This led them to be really productive to exchange their sheer knowledge and information with their peers.

4.3.4 Gap Analysis

Gap analysis is very instrumental in understanding and revising the course to the learning needs of the engineering students. Self noticing, teacher feedback and peer review of the oral performances helped them to assess their abilities and deficiencies in the course of their communicative act (Swain 1995; Sheen 2004). To exercise open tasks like small talk, oral and written presentations and group discussions, students require both cognitive and language skills. Cognitive factor implies thinking and understanding skills, transforms ‘ideas’ and ‘informative content’ to ‘verbal knowledge’ in both oral and written forms. To sustain the importance of content, expression and style, students need to balance seeking knowledge and in displaying better communication skills. The students were generally motivated to articulate their knowledge on any thematic content through oral and written discourse. They need to read and refer diversified topics to substantiate their views on any topic and theme. They were eager to participate and determine their topic of interest with the concurrence of both peers and the faculty. With information and thinking, they are found to lead the discussions and interact
with the peers in questionnaire sessions in oral presentations and job interviews.

During personality development sessions we had the chances to face the audience and we understood how to interact with the audience. We also understood how to effectively communicate with others by using perfect postures, gestures etc.

(Anjana, V. T., III year, ECE, KCT, 2012)

With the aid of gap analysis, both the teachers and students are able to assess their progress and pitfalls in the process of teaching and learning. Acknowledging the importance of written communication, N. Karthikeyan, IV year, EEE, MCE, 2009, reflected letter writing, report writing, official correspondence should be practiced more. L. Elampiraivelavan, III year, IT, KCT, 2011, admitted, “The syllabus improved my communication skills through group discussion and chatting. It also improved my presentation skills”.

Through this trialled syllabus, I had overcome my stage fear. I have improved my fluency in my language with instant communication with my friends. With the help of our faculty, I am able to improve my personal skills. I had speaking problem in my pronunciation and accent. Now my stress, accent and style is improving. Through my conversation practice, I had improved speaking skills and to present amiably with others.

(P.Y. Kirthuga, III year, IT, MCE, 2009)

Students were given initiative to involve with active participation in communication classes. They were encouraged to present and discuss topics of their interests. When the students were engaged in conversation and discussions, they were able to confidently share their ideas and information (Savignon 1991). When they fail to interact, their level of perception and communication is poor. Hence, they need to be given much attention and time to improve language and discursive ability. Some students lack planning and
organizing skills. These language issues were highlighted through the class discussions. With subsequent observation and responses to the feedback, their learning issues were specifically addressed throughout the course.

4.3.5 Error Analysis

As oral grammar is significantly different from written grammar, the students were guided to identify the differences in context to semantic and pragmatic use of language. Students need to recognize the importance and use of varied structures and discourse in target contexts (Heikki 1995). They need to develop confidence in displaying innate, learned and acquired knowledge with adequate structure, style and expression. They need to equip themselves in terms of interpersonal and social communication and should be able to meet the requirements of the industry (Ziegler et al 2014). It can be noted that though the trialled course is much concerned on developing oral presentation, group discussion and interview skills, the students were equally eager in developing grammar and vocabulary (Kamimura 2000; Myhill & Jones 2007). It is also found that the proficient and able learners consider ignoring grammar and vocabulary as they have learnt them in school, but the limited proficiency students expected learning structures for good sentence construction (Kayi 2008). In the peer review session, G. Sathish, III year, IT, MCE, 2009, reflected on the students’ readiness for using appropriate grammar and vocabulary in their presentations. Students preferred error correction during and after their presentations. They anticipated understanding their language errors through their performances.

Instead of giving more theory class on explanation about English, give more chance to students to practice in speaking English and correct while speaking.

(Anupriya, E., IV year, FT, SCT, 2009)

By speaking skills, I can able to speak continuously without any struggle and it improves the pronunciation of each and every words. I correct mistakes while speaking.
Reading skills creates individual interest to know the unknown. Writing helps to develop language skills in grammar.

(S. Dinesh Kumar, III year, ECE, KCT, 2011)

In this syllabus, it helps me to improve my soft skills. When I am speaking my staff and my friends make a correction what mistakes I did. It helps me to improve my personality.

(G. Kaviniza, III year, ECE, KCT, 2012)

When I have listened to my friend’s speech, I realized the faults in them and I corrected them in my speech also. I had enough confidence to perform communication in English.

(Naveen. M. Mohan, III year, IT, KCT, 2012)

Grammar, vocabulary, punctuation and spelling are found to be the major areas where the students need to refine their writing skills (Honaoka 2007; Toh & Hocking 2010). Spelling and punctuation errors need to be rectified (Truscott 2007). Acknowledging the difficulties of the students in adopting standard spelling, English teacher.1 revealed,

Most of the students used to adopt both British and American spelling. They were advised to consistently follow either British or American spelling, but not mixing the both.

The importance of grammar in communication was acknowledged but the mere knowledge of grammatical rules was scarcely applied in interactional discourse. Hence instead of solely trying grammar and lexis in discrete forms, the students were helped in integrating structures in interactional communication.

I am able to improve grammar and vocabulary while I participate in interpersonal and group communication activities.

(S. Jaganathan, III year, ECE, MCE, 2009)
In the oral presentation, I improved my eye to eye contact. I just want to arrange the sentences and speak fluently.
(S. Sriram, III year, IT, KCT, 2012)

Indeed the syllabus has improved my communication skills in English to a great extent. I have become more fluent in conversing English with my friends. My grammatical errors were corrected and I became more fluent in communication.
(Brillet George, III year, ECE, KCT, 2012)

Further, the students realized the importance of self analysis, peer response and teachers’ feedback on their oral performances. They are ascertained that their teachers and peers will help them to correct their mistakes and encourage to continuously practicing speaking in English. Their frequent comments on their trial, error and improvement helped them to gain confidence and capability to communicate.
(G. Muthupriya, IV year, CSE, MCE, 2009, claimed that the slow learners must be focused on practicing more number of sessions in group discussions, oral and written presentations. They need to be given more support till they complete the given oral or written task.

4.3.6 Performance Assessment: Self assessment, Peer Review and Teachers’ Feedback

Self scaffolding, peers response, students’ and teachers’ feedback are encouraged for the participatory appraisals throughout the course (Hyland 2003; Esteban & Canado 2004; Mennim 2007). In analyzing oral presentations, group discussions and job interviews, teachers’ feedback and peer review helped the students to understand their abilities in communicating (Rizwi 2005; Toh & Hocking 2010). Students were encouraged to understand and self realize their communicative ability through noticing and self scaffolding their performances. They also expected to follow positive responses of the peers in the oral performances (Holme & Chalauisaeng 2006;
Nassaji 2011). Students recognized how self assessment, peer review and teachers’ feedback helped their oral and written performances.

Oral presentations (OP) and group discussions (GD) help us to improve our soft skills. In OP we will perform in front of our class, we can learn about how we present on the dais. We can improve our confidence level and improve our soft skills and reduce fear. In GD, we listen our group members and then we speak about our points.

(Ashish James, III year IT, KCT, 2011)

Before entering this semester, I have no ideas about my soft skills. But after that, I understood the style of speaking, standing on the dais etc. The important thing is, I understood about the eye contact and the pronunciation.

(Jasmine. K. Matthew, III year, ECE, KCT, 2012)

The trialled syllabus has improved my communication skills both in the speaking and writing aspects. The practical sessions improved my confidence level and avoided my stage fear. When I evaluate myself from the beginning to the end, my speaking skills have developed and I am able to write freely from my mind.

(Jeffrin George Jose, III year, ECE, KCT, 2011)

Faculty’s comment on my oral presentation is very useful to change my personality. When taking seminar, my friends comment on my presentation is useful to change my expectations on stage.

(N. Arun Kumar, III year, IT, KCT, 2012)

R. Makeshwari, III year, ECE, KCT, 2012, said that the trialled course was helpful to self analyze and improve soft skills. Lijo George, III year, ECE, KCT, 2012, stated that her body movement and voice modulation in speaking had been controlled by this syllabus. The non-verbal cues, paralinguistic features and the originality in speaking were evaluated by the peers and their realistic feedback helped them to develop their presentation
skills in individual oral presentations, group discussions and mock interviews (Taillefer 2007).

In my first stage performance, I feel stage fright and my facial and physical expression is very wrong. Then my teacher and friends gave some suggestions. Then I changed my style. Now I perform better.
(Jinu Thomas, III year, IT, KCT, 2012)

I developed my personality and soft skills. I followed teachers’ instruction to improve my soft skills. It helped me to remove stage fear. I make daily practice with my friends and family. And I am ready to improve my soft skills and update my knowledge. And I learn about how to speak positively, what to speak and when to speak with others in corrective manner.
(Elangovan, N., III year, IT, KCT, 2011)

Oral activities are conducted to present the performance details on the stage. By developing soft skills, I got confidence to stand on the stage for a presentation. My friends and faculty encourages me.
(Bala Murugan, K., III year, ECE, KCT, 2012)

There was a little problem with me while I am speaking on stage, that how to use my body language. Friends and my faculties had given me proper advice and I feel I am good now. When compared to last semester, I have improved a lot and gained confidence.
(Vineeth Anand, III year, ECE, KCT, 2012)

English teachers always stressed the need to develop discursive skills to promote interactional communication. They were aware of what they need to teach and how they need to make the student as effective communicator. They were able to create an amiable environment in the class discussions and drive the students to reflect on their learning difficulties (Knouzi et al 2000). As the students are motivated by self-directed and collaborative learning approaches, they find it convenient to practice communication skills (Holme & Chalauisaeng 2006; Kayi 2008). Students
specifically claim that they are able to see progress in learning integrated skills.

In speaking, I could develop my fluency. In listening, it helps me to listen carefully about others view to get more idea about the topic. In reading, it helps me to read the passage fastly and without any pauses and in writing, I could write the passage without any mistakes and I could develop my vocabulary.

(Sona Rahim, III year, IT, KCT, 2012)

The activities given by the teacher is much helpful for standing in front of the audience. She trained me how to stand on the dais and to present the oral presentation. Such a way soft skills are developed.

(Nethaji. J., III year, ECE, KCT, 2012)

I can communicate with the people and I can face a hall full of audience. The syllabus improved my knowledge to prepare on any topic. Now I am eligible to propose a project by my own within three days. I am confident for that.

(Haritha, C. M., III year, ECE, KCT, 2012)

This trialled syllabus has helped me to produce my own language and made me to face the difficulties occurring in my communication. I am able to create original ideas and I am able to write project writing for about 10 pages. My diary writing has helped me to understand about my personal agenda and motivated me to do some great achievement in future.

(P.Y. Kirthuga, III year, IT, MCE, 2009)

I have improved my soft skills, I remove my fear while speaking on stage and also improved my gestures. I have the ability to speak without any stress or delay because of the exercises conducted such as oral presentation and group discussion. And also I am able to listen to others’ views and ideas.

(Ramesh Krishnan, III year, IT, KCT, 2011)
Students need to be consulted to understand their learning needs and to plan communicative activities to perform in classes. They cannot be underestimated for identifying their perceived learning needs. The role of the students as stakeholders in providing the source of information on their needs, expects, likes, wants, lacks and preferences on subject content and learning styles is crucial for a syllabus designer. Though all the students were not able to understand and judge their needs in the present and target situation, some students were really informed and have adequate knowledge and awareness on language use.

4.3.7 Results Analysis

Most students who reviewed the proposed syllabus participated in both on campus and off campus interviews. In the subsequent campus recruitment drives, most of them are able to get placement in their core companies. King College of Technology organized a campus Job Fair 2013 on 23rd and 24th of February 2013. Given below is the list of top companies which participated in the Job Fair 2013.

- HCL Technologies Limited – Business Unit
- HCL Technologies Limited – Comnet
- HCL Technologies Limited – Learning
- Accenture
- HP Mphasis
- The Real Image Media Tech Limited
- Care IT Solutions for Wipro Infotech
- Williams Lea
- Quatro Global Solutions
- Vertex
- Muthoot Fincorp
• Kochar Infotech
• E4E Health Care Limited
• Reliance Capital
• Reliance HR Service
• HCL Career Development Centre

All the campus recruitments are normally conducted with a preplacement talk presented by the HR personnel briefing about their company profile, their employers’ demands and the present industrial needs. They highlight about the process of recruitment and explained what actually they want to screen and how they evaluate the student. This information is quite useful to design and construct a new ESP course for training the students for placement. The tables provided below summarize the placement details of the third year IT and ECE students.

**Table 4.20 Placement details of the third year IT and ECE students**

<table>
<thead>
<tr>
<th>Total no. of students</th>
<th>Placed in Software Companies</th>
<th>Placed in Electronic Companies</th>
<th>Placed in MNC</th>
<th>Obtained more than one offer letters</th>
<th>Not placed</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT - 48</td>
<td>24</td>
<td>-</td>
<td>19</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>ECE- 108</td>
<td>39</td>
<td>27</td>
<td>33</td>
<td>57</td>
<td>9</td>
</tr>
</tbody>
</table>

**Table 4.21 Placement score of the third year IT and ECE students**

<table>
<thead>
<tr>
<th>Total no. of students</th>
<th>Placed</th>
<th>Placed %</th>
<th>Not placed</th>
<th>Not Placed %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT - 48</td>
<td>24+19=43</td>
<td>89.58</td>
<td>5</td>
<td>10.41</td>
</tr>
<tr>
<td>ECE - 108</td>
<td>39+27+33=99</td>
<td>91.66</td>
<td>9</td>
<td>8.33</td>
</tr>
<tr>
<td>Grand Total - 156</td>
<td>142</td>
<td>91.02</td>
<td>14</td>
<td>8.97</td>
</tr>
</tbody>
</table>

A total no. of 156 students, 48 IT and 108 ECE students attended the job fair. In the department of IT, 24 students were able to get placement in software companies and 19 students were able to get placement in MNC
companies. In the department of ECE, 39 students in software companies; 27 students in Electronic companies and 33 students in MNC companies were able to get placement. A total of 26 IT students and 57 ECE students were able to get more than one offer letters in both on and off campus interviews. A total of 14 students – 5 IT students and 9 ECE students were found to be ineligible and therefore they were not permitted to attend interviews. As they had arrears in their end semester university examinations, they were not qualified to register for campus recruitments.

It can be worth mentioning that all the eligible candidates were able to seek placements in both on campus and off campus recruitment drives. The placement percentage of IT department was 89.58% and the ECE department was 91.66%. The overall percentage of both the departments was 91.02%. The college Management, Principal, respective department Heads and the placement and training coordinator complimented the English faculties and the students for their assiduous efforts and determination to seek placements. It can be significantly noted at the time of writing this thesis, most of the students who got placed in the tier two companies were working towards seeking placements in MNC companies.

Given below are series of statements of the students on how the proposed syllabus helped them to develop and practice their language skills.

This syllabus fully covers placement activities to face job interviews.
 (G. B. Karthik Ragu, III year, IT, KCT, 2011)

The syllabus specifically gives intensive practice on speaking. We are able to improve our speaking skills. It helps us in performing role plays, interviews and group discussion.
 (K. Bijugirba, III year, ECE, MCE, 2009)
This syllabus fully covers the placement activities and so it is very useful to face interview.
(M. Govindaraj, III year, IT, KCT, 2011)

The syllabus has helped me to improve my communication skills in English. It is very helpful for my future career.
(Abinaya, M., Chitra, P., III year, ECE, KCT, 2011)

This trialled syllabus has improved my speaking skills. Now I am so confident to talk in front of people and to attend interviews. Reading helped me to gain more knowledge and it improved my writing.
(V. Kartikeyan, III year, IT, MCE, 2009)

Through this trialled syllabus, I was able to improve my English communication skills. I was able to understand what communication is and how to communicate more effectively and efficiently.
(T. Deepika, III year, IT, MCE, 2009)

The trialled syllabus has helped me to improve our communication skills in English. It is helpful for my placement.
(E. Elankavi, P. Priyadarshini, III year, IT, KCT, 2012)

The trialled syllabus improved my speaking skills. Now I am confident to attend any interviews and group discussions. Writing skills helped me to express my ideas as my reports and articles are found to be good by the teachers. Listening and reading skills are also improved as I collect more ideas to discuss on presentations.
(S. Baranitharan, III year, IT, MCE, 2009)

The elite student community is confident in communicating in English in job interviews. They are inclined to seek better job opportunity in MNC companies. The slow learners struggle to interact in English, but they keep on trying to acquire English through interpersonal communication skills. They may be failing and eliminated in group discussion and technical presentation but they persist to practice English communication for entering into global job market. With subsequent exposure in both on campus and off
campus interviews, they manage to get placed in Tier II companies and other IT enabled services. The success of the trialled course can be better recognized through the outcome of the students’ placements in the reputed companies. The prime objective of the course is accomplished as the students were capable to develop communicative competence and relevant employability skills to seek placement.

4.3.8 Feedback of the Students on the Trialled Syllabus

In response to the first question (Refer to Appendix. 5), all the students provided a positive note that the trialled syllabus has helped them to develop productive skills to communicate in English. All the students unanimously revealed that they increased their capability to communicate in English. They introspected on their placement experiences and counted that they were confident to face the recruitment team. Some of the students revealed that they were able to think and express themselves effectively in English. They also revealed that they were able to witness marked improvement in their performances in group discussions and job interviews.

Yes. The trialled syllabus has helped to improve our communication skill in English. And also it focuses to develop speaking and writing skills to get employment.
(R. K. Vignesh, III year, IT, KCT, 2011)

This syllabus made us to think in English and hence we can easily communicate with others.
(J. Keerthana, III year, ECE, MCE, 2009)

We are able to speak and write in English. We are able to originate our ideas in English. We are able to express our thoughts effectively.
(S. Lavanya, III year, ECE, MCE, 2009)

Yes. It will improve our communication skills especially in placement time and I am satisfied.
(G. Guna Sekar, III year, ECE, KCT, 2012)
It improves our communication skills. We can speak fluently in English by practicing this syllabus.
(Sukanya, V., III year, ECE, KCT, 2012)

The trialled syllabus has helped me to improve my communication skills. I am now confident to speak to any persons in English. My writing skills also increased when compared before. It also improved my language fluency.
(K. Kanagavalli, III year, IT, MCE, 2009)

Yes. I think the trialled syllabus will help to improve communication skills in English. Only through communication skills we will be appointed in the company for a job.
(Abi Cherian, III year, ECE, KCT, 2012)

The students confidently stated that they were satisfied with the proposed syllabus as it covers all the placement activities required for developing employability skills. Without any bias, all the students recognize that the proposed syllabus entirely focuses on placement coaching. Almost all the students asserted that they were able to face both on campus and off campus interviews and keen to seek employment in the corporate world.

The new course helped us in improving the communication, and also it gives more importance to placement coaching.
(Sarath M. Sasi, III year, ECE, KCT, 2012)

English communication skills are mainly helpful in the placement interviews for getting a good job.
(S. Muralitharan, III year, ECE, KCT, 2012)

This trialled syllabus helped me to improve my communication skills for placement.
(Sonia Paul, III year, ECE, KCT, 2012)

This syllabus fully covers above the placement activities and so it is very useful to face interview.
(M. Govindaraj, III year, IT, KCT, 2011)
The trialled syllabus has been helpful to improve my communication skills in English. That is very useful to my career.

(D. Vimal Kumar, III year, IT, KCT, 2011)

I develop my speaking, listening, reading and writing only by this communication skills lab. It is used to face the problems in placements.

(M. Silambarasan, III year, ECE, KCT, 2012)

Yes. the trialled syllabus has helped me to improve my communication skills in both speaking and writing. It is helpful in placement interviews.

(R. Adarsha, III year, ECE, KCT, 2012)

Yes. This trialled syllabus has helped us to improve our communication skills. It is much helpful for my future placement and my job.

(R. Suguna, III year, IT, KCT, 2012)

Yes. The trialled course is more useful for all the engineering students to get placed in corporate through developing English communication skills.

(G. Syed Kadharr, III year, IT, KCT, 2012)

This trialled syllabus helped us to improve our communication skills and this helped us to prepare for our placement.

(T. V. Varsha, III year, ECE, KCT, 2012)

In response to the second question, students assert that the syllabus has helped them in developing the four LSRW skills. As the HR personnel and the students reflect speaking and writing skills as the most requisite skills for employability, the proposed syllabus is specifically oriented with developing the productive skills. The statements by students stand testimony to the fact that students recognize their improvement in speaking and writing.

The trialled syllabus has helped me to improve my oral as well as written communication skills in English. Now I am
confident to communicate with others both formally and socially.

(V. Karthikeyan, III year, IT, MCE, 2009)

The trialled syllabus has helped me to improve my speaking, reading and writing skills through group discussion and presentation of seminars and browsing the internet. Through this, I have developed my technical presentation skills. I am able to face campus interviews through group discussions and presentations.

(S. Yuvaraja, III year, IT, MCE, 2009)

The speaking skills have been developed because of the group discussion, conversation as well as oral presentation. During GD, the listening skill has been developed. Report writing, letter writing, email writing, writing autobiography are all the activities used to improve my writing skills.

(M. Jayaraman, III year, ECE, KCT, 2011)

This trialled syllabus has helped me to improve communication skills in English. It helped me to improve pronunciation while delivering speech. It had reduced my fear while I speak in front of others. In future it will help me in job while giving presentation. Now I can report or send email to any company without hesitation. It helps me to patiently listen the viewpoints of my colleagues and to read some document or any reports.

(Biswa Subrata, III year, ECE, KCT, 2011)

This syllabus has helped me to increase my speaking skills. Now I am confident to attend group discussions and interviews and to communicate with others. It has improved my writing skills. Now I can create my own ideas for writing technical letters, reports etc. I am able to face the interview board.

(V. Karthikeyan, III year, IT, MCE, 2009)

Students reflect that they were able to develop positive attitudes and assertive behavior in executing oral tasks. They reflect that they were able to speak confidently overcoming their shyness and fear. Jinu Thomas, III year, IT, KCT, 2012, claimed that this course is particularly useful to
understand what and how to speak and write and how to manage themselves in real life contexts. The proposed course generally focuses on developing all the integrated skills to communicate completely in English. Most of the students realized that they were able to develop listening, speaking, reading and writing skills. Students generally considered practicing speaking and listening as much as reading and writing skills. They were able to understand the use of relevant genres and tasks to develop listening, speaking, reading and writing skills to communicate effectively in group discussions and job interviews (Xu yun-Zh 1999; Hyland 2006).

All the four skills improved my communication. It helped me to speak without shy in GD’s and interviews. Through OP and GD listening and speaking skills are improved.
(Sarat Sasi Kumar, III year, IT, KCT, 2012)

Each of the four language skills was improved during the lab sessions. Listening and reading skills were improved while friends were performing. But main emphasis was given to speaking skills through performance and writing through record submissions.
(Vineeth Anand, III year, ECE, KCT, 2012)

It is very useful to know how to communicate with others and how to present OP. It is useful to me to write formal and social letters and to listen the lectures. It is very helpful to develop my browsing and downloading skills to gather more information for my project.
(K. Arun, III year, IT, KCT, 2011)

Speaking activities like oral presentation and group discussion improves knowledge on the topic. It also helps to develop the way of speaking and gives the chance to present our ideas to others. By exercising letter writing, email writing, report writing, proposal writing we will be confident to submit report in our professions. It helps to know how the reports should be. Listening skills are developed while listening to the discussions and understanding our team members’ ideas. Reading skills
are developed as I read and collect more ideas for my own topic presentations.

(Abinaya, M., III year, ECE, KCT, 2011)

Students particularly find oral presentations, group discussions, interviews, small talk, just a minute and extempore to be very effective for developing discursive skills. They understand that these activities improve their communicative ability and information on the subject. They were found to be aware on the topic of discussion. As they understand that knowledge on the topic is a must for developing discursive skills, they were keen to seek information on both general and technical disciplines. They were found to be confident to face campus interviews with their topical knowledge and discourse. They also said that their pronunciation had been considerably improved. They also stated that due to practicing discursive skills, they were able to improve their vocabulary.

The trialled syllabus has helped me a lot to improve my communication skills, mainly speaking and writing. Through group discussion and seminars, I have developed my speaking skills. I am also able to complete technical presentation with my writing skills. I am confident to face campus interviews and group discussions.

(Tamil Selvan, III year, IT, MCE, 2009)

I came across many new words during the practical session which helped my vocabulary. We had many discussions in classes which improved my speaking and listening. And for reading and writing we were trained to prepare articles, we also had some phonetics session which improved my diction and slang.

(E. Sujirtha Beena, III year, IT, MCE, 2009)

In speaking, we conduct group discussions and paper presentations. It highly helps us to speak English without any mistakes. And by listening and reading, we learn more new words and vocabulary.

(G. Nathiya, III year, IT, MCE, 2009)
Students recognized they were able to write both formal and social letters. They also felt the proposed syllabus was particularly useful in developing their technical writing skills. They revealed report writing was particularly useful to them as they are able to distinguish business and technical project reports. Most students identified they were able to develop their technical ability as they need to use the internet for browsing and downloading required topics and materials for reading and presentation. They understand the need to gather more information for developing reading, speaking and writing on varied topics. Students find oral and written presentations and group discussions as particularly useful in delivering knowledge and information.

In response to the third question, students specify that how the oral tasks have really helped to develop their personality and soft skills. They find that speaking activities like oral presentations and group discussions improve their soft skills. They also reflected that their attitudes and behavior were more positive in engaging in interpersonal communicational activities. M. Satheesh Kumar, III year, ECE, KCT, 2012, stated that personality development activities helped as “we had speech for a long time”. It also helped to ‘wipe out stage fear and improves attitude and behavior’. Almost all the students realize that they were able to improve their decorum and etiquette besides developing their strategic management skills.

The personality development helped us to improve our self confidence and it mainly reduces our fear.
(Josmin Joseph, III year, ECE, KCT, 2012)

The personality development helped to develop our dressing sense, way of presenting a topic, visual contact during the speaking. It improves our attitude and self realization.
(Shabna Aayesha, A. H., III year, ECE, KCT, 2011)
When I interact with my friends in English, I have no fear. At the time of interaction, I can stand straightly and my hands are loosely kept. I have no stress. In group discussion, I can interact with all fellows with no fear and stress.

(Murugesan, A., III year, IT, KCT, 2011)

There are lots of changes in our personality and now we know how to behave and how to be on the stage. We are able to know all the gestures and postures which make us perfect in our profession.

(T. V. Varsha, III year, ECE, KCT, 2012)

My personality development has been inbuilt by the oral exercises. Now I’m able to maintain an eye contact with the audience. Moreover I have learnt the basic norms of body language which should be followed in public speeches. I have got good command over the language and improved my pronunciation. I can now make the audience listen to me without being distracted. I have good command over my posture and my sense of voice modulation.

(Brillet George, III year, ECE, KCT, 2012)

With the personality development, it was helpful to present oral presentations and speech delivery in the proper manner. It helped a lot to maintain our personality and body languages in a proper way in front of the audience. And that improved my confidence a lot.

(Anilamol M. Varghese, III year, ECE, KCT, 2012)

When we were in the beginning of our session, we were new to personality development but this greatly helped us to develop our soft skills. We got to know how to behave like trained professional and we do come across sessions which taught us body language, time management, positive attitude, verbal ability and many more. It helped me to be more confident and courageous enough.

(E. Sujirtha Beena, III year, IT, MCE, 2009)

The exercises for personality development helped me to improve my attitude and character. By this exercises I could understand how to face an interview and to communicate in the public. I understood the way of
presenting things. I wasn’t good in eye contact and the way of presenting matters but now I understood the problems and changed the way of my presentation. Now my body language and dress code highlights my personality development.

(S. Baranitharan, III year, IT, MCE, 2009)

I understood what personality development is. I did few exercises such as eye contact, how I need to stand, how I make face expression and improve body language. Initially, I had stage fear. After this communication class, I am very clear in my stage performance.

(Murali, V., III year, IT, KCT, 2012)

The exercises for personality development helped me to improve my soft skills. Earlier I am afraid to face public and to mingle with others. But now I am able to face public and can communicate with others. By seeing many video clips about how to perform in front of peers, I am able to know about voice modulation and the use of body language while speaking. Now I am able to perform in front of interview board by getting their full attention by voice modulation, dressing and eye contact.

(V. Karthikeyan, III year, IT, MCE, 2009)

The video clips which were showed in the lab helped me to improve my observing skills. Now I am able to know how to present in a discussion and how our personality plays an important role in this. Before, I have no contact with people but, now I am very serious to talk in front of people, faculty and friends.

(P. Senthil, III year, IT, MCE, 2009)

Management skills like self-motivation, reacting with team members, balancing both with IQ and EQ in both personal and business situations has helped me to control work pressure and stress in formal and informal conditions.

(K. Bijugirba, III year, ECE, MCE, 2009)

Most students claimed that the soft skills helped them to improve their self confidence, attitude, behavior and reduces stress and stage fear. Silpa, P. T., III year, ECE, KCT, 2012, revealed that the exercises on
personality development have “helped me to become a confident person without any fear”. Elamaran, A., III year, ECE, 2011, reflected that “It is used to improve my confidence and also reduces the stress”. P. Renuka Devi, III year, IT, MCE, 2009, reflected that it “helped me to remove my stage fear and the courage to come front and speak out”. Anita K. Joseph, III year, ECE, KCT, 2012, claimed that “the exercises we had through trialled syllabus helped me to increase my personality, attitudes, expressions and vision on the topic”. P. Divya Bharathi, III year, ECE, KCT, 2012, asserted that it improves speech, knowledge and talent. All the students responded positively that they were able to develop their soft skills and personality.

The syllabus helps to improve personality development. Now I am confident to say any particular topic on the stage and it also helps to remove my stage fear.
(Krishna Chandran, III year, ECE, KCT, 2012)

The personality development helped to our dressing code, way of presenting a topic, visual contact during the speaking. It improves our attitude and self realization.
(Shabna Aayesha, A. H., III year, ECE, KCT, 2011)

The exercises for the personality development helped me a lot in increasing my soft skills. These exercises increased my efficiency of speaking and have also brought great impact in my personality lure.
(Naveen. M. Mohan, III year, IT, KCT, 2012)

The exercises for personality development helped me a lot to improve my soft skills. I think I got developed not only in communication but also in my behavior. To get a good personality, audible voice and good presentation skills are also necessary. I was able to develop my positive attitudes.
(Sonia Paul, III year, ECE, KCT, 2012)

It helps us avoid stage fear. It makes us to talk fluently and louder. It also guides us how to talk before our superior and how to behave ourselves. It helps us more to improve our soft skills.
(R. Amutha Valli, III year, ECE, KCT, 2012)
Case studies on constructive and deconstructive communication have helped me to develop an optimistic approach and in creating a better atmosphere in my career, in my personal and professional life.  
(Maragathamani, III year, ECE, MCE, 2009)

Regarding soft skills, I had improved my personality. It improved my body language while delivering the speech in front of others. It helped me to judge or examine others performances. By this, I have much confidence that by examining others, I can improve my skills more and more in future. It has given much confidence to interact with my colleagues. Soft skills will help me to impress others.  
(Biswas Arup Subrata, III year, ECE, KCT, 2011)

The exercises for personality development were focused to improve the soft skills of the students. R. Deebika, III year, ECE, KCT, 2012, reflected, “Good speaking and listening skills helps to develop my soft skills”. Sarath M. Sasi, III year, ECE, KCT, 2012, asserted that “the exercises for personality development helped me in way of analyzing, commenting and practicing to improve my soft skills. Now I am much more developed in the soft skills than in the past”. R. Adarsha, III year, ECE, KCT, 2012, affirmed that “By just a minute program, I used to improve my speed of communication. And oral presentation made me to reduce my stage fear and improves my attitude”. Students affirmed how soft skills in interaction shaped their personality,

By the exercises for personality development given by the faculty, I am able to improve my body language along with my facial expression during the speech. I have also improved in listening the ideas of others in group discussions.  
(Sandeep Sebastian, III year, ECE, KCT, 2011)

The personality development helped us to improve our soft skills. Oral presentation helps us how we should present with our movement on stage, what are the
characteristics that we should be followed on stage including body language, speaking styles, physical and mental presentations and keeping sense on dress code.

(Abinaya, M., III year, ECE, KCT, 2011)

The oral exercises improve language clarity and reduce stage fear. Then the group discussion helped me to know that how we can start the GD and conclude it. Then the oral presentation gives the idea about how I can tell something about a topic.

(Amrutha Babu, III year, ECE, KCT, 2012)

I used to have stage fear, even though I prepare well. I forget points in front of people. But with the help of oral presentation, my stage fear was gone. I could communicate with good vocabulary. The gestures and attitude while delivering speech were correctly understood. Listening skills were improved by proper eye contact and proper positioning of body.

(Rahul Raveendran, III year, ECE, KCT, 2011)

By this trialled syllabus, I upgraded my attitude, style of communication and personality. While speaking towards the mass or a group, I am so much feared. Later, I was not able to stand on the dais. It has helped me to decrease my stage fear by following suggestions of the English madam. Now I am confident to face the public and to speak towards the crowd and concentrate on my dressing, appearance, eye contact and voice modulation.

(A. V. Deepak Muthu Kumar, III year, IT, MCE, 2009)

The greatest achievement of this trialled syllabus is the personality development. The syllabus had moulded us stiffly both internally and externally. It had helped me to improve my behavior and communication skills. It had guided me a lot in removing stage fear and how to maintain eye contact. The syllabus had improved my technical language skills and removed pronunciation and fluency problems. It has guided me a lot for conducting group discussion i.e. GD and to maintain proper dress codes. Thus the trialled syllabus helped a lot in understanding how to maintain personality and even provided tips and techniques for personality development.

(Thiyagu, L. III year, IT, MCE, 2009)
The soft skills are much more helped to develop my personality. It reduces stage fear and increases my voice and tone modulation. It also helps to examine how the topics are presented and evaluating the performance of different persons. It is very helpful to take correct decisions and improves my self confidence.

(Sheeba Koshy, III year, ECE, KCT, 2011)

Most students revealed that they were able to manage their speaking ability in communicating with peers, teachers and interview panel members. They asserted that they were able to speak fluently and confidently in oral presentations, group discussions and mock interviews. E. Ramakrishnan, III year, ECE, MCE, 2009, claimed that “Exercises like GD, personal interview, paper presentation built up self confidence and reduced my stage fear”. Sathish Kumar, T., III year, ECE, KCT, 2012, asserted that the speaking exercises helps to develop soft skills and personality development. S. Dhivya, III year, ECE, KCT, 2011, stated that the course helped in giving them confidence and share ideas with clarity when speaking. Group discussion facilitates judging the views of others and is also helpful to evaluate self and peers’ performances. M. Ramraj, III year, ECE, MCE, 2009, said that the personality development exercises are very useful to improve the confidence level while answering questions during paper presentation. Students reflected how speaking and soft skills are taught in a combined manner in the proposed syllabus.

Oral activities give more chances to improve the personality. They are very helpful to avoid the stage fear, shyness and also improve self confidence.

(Reshmi Ramakrishnan, III year, ECE, KCT, 2012)

The personality development helped us to improve our soft skills. While conducting the oral presentation, it helps us to how we should present with our movement on stage, what are the characteristics that we should be followed on stage including body language, speaking styles, physical
and mental presentations, keeping sense on dress code like that while conducting group discussion. The person who present their ideas in front of us will made us to judge the performances and presentation of those people depends on the personality development. The oral presentation on stage is very helpful us to present in perfect manner.

(Abinaya, M., III year, ECE, KCT, 2011)

By engaging in group discussions, presentations and conversations, soft skills reduced our stage fear, changed our attitudes and styles. Now we know how to express our ideas and how to interact or converse with others. It helps us to how to present a topic, how to face a group and how to listen others. It helps to improve our patience to listen and understand others.

(Chinju John, N. J., III year, ECE, KCT, 2011)

The various things like GD, interviews improved our self confidence. It reduced my fear. Nervousness decreased to a greater extent. It helped me to coordinate among all while attending GD.

(T. Dhivya, III year, ECE, MCE, 2009)

The exercises help to me to develop my personality. It will help to me how to interact with others and the way of speaking. It helped in my oral presentation about the particular topic and how to present the Oral Presentation (OP) in the stage how to interact in the OP questionnaire rounds in an effective way. It is very useful because I have no fear to communicate with others in English.

(K. Arun, III year, IT, KCT, 2011)

During the speaking practices like GD and OP, we gained many soft skills, how to perform, how to react to certain situation and how to understand problem and how to face problem. These skills are soft skills that really enrich our personality development.

(G. B. Karthik Ragu, III year, IT, KCT, 2011)

The exercises like oral speech, personal interview, just a minute will help a lot to improve our soft skills. Our stage fear and shyness can be reduced by practicing these exercises.

(Abi Cherian, III year, ECE, KCT, 2012)
The exercises like oral presentation and conversation helps to reduce my stress as well as stage fear. During the group discussion my confidence level is increased. I also get remarkable changes in dress code, body language, styles etc.

(M. Jayaraman, III year, ECE, KCT, 2011)

In response to the fourth question, students reflected on the improvements they had in the proposed syllabus than in the existing syllabus. As it is a specific needs based course, the students were able to identify that the trialled syllabus facilitates interaction and is mainly used for seeking placement. It further boosts the relevant employability skills to sustain in any workplace. Lijo George, III year, ECE, KCT, 2012, believed that the new syllabus is completely oriented to improve job prospects. Sarath M Sasi, III year, ECE, KCT, 2012, considered that the syllabus has been focused on the campus interview. K. Karthick, III year, IT, KCT, 2012, claimed that ‘This syllabus is useful for my placement selection’. T. V. Varsha, III year, ECE, KCT, 2012 understands that ‘this syllabus made us to face the placement and future interviews”. R. Raghul, III year, IT, KCT, 2012, considered that “The syllabus is used for mainly placement and also for my future job and to interact with other people”. The statement below affirm the product and pedagogical value of the trialled syllabus,

This trialled syllabus has helped us to improve our communication skills. It is much helpful for my future placement and my job.
(R. Suguna, S. Sriram, III year, IT, KCT, 2012)

This syllabus was obviously helpful to improve our skills in communication and to be placed in good companies.
(Anilamol M. Varghese, III year, ECE, KCT, 2012)

The syllabus is conducted only for seeking employment. It is completely student oriented syllabus. It will help in placement in any business organization.
(Murali, R., III year, IT, KCT, 2011)
The syllabus is completely an interactional syllabus. The trialled syllabus has improved both oral and written form of communication. Thus the new syllabus is very advisable in our future placements as well as to improve our career.

(Rajneesh, III year, IT, KCT, 2012)

The trialled syllabus is a skill-oriented one. It is a skills based syllabus. It helps to improve my communication skills. It helped me to interact with others. Obviously, it helps me to seek good jobs and better placement.

(A.V. Deepak Muthu Kumar, III year, IT, MCE, 2009)

The trialled syllabus is completely an interactional syllabus. Communication with others is mainly done by interaction. It helps me in getting future jobs and placements. The trialled syllabus motivated me engaging in group discussion and interactional communication. I am able to write technically in paper presentations. It will help me to do my M. Tech.

(S. Baranitharan, III year, IT, MCE, 2009)

K. Bijugirba, III year, ECE, MCE, 2009, claimed that this syllabus helped to understand the importance of speaking and writing skills in communication. L. Mudasar Hussain and Sona Rahim, III year, IT, KCT, 2012, reflected that by preparing paper presentation both speaking and writing skills have been improved. Maichel, C., III year, ECE, KCT, 2012, revealed that it helps to improve mainly the speaking and writing skills among the students. Students reflect their learning experiences while engaging in speaking and writing tasks,

We had many exercises, framing our own comprehension passages, curriculum vitae, business letters and also to undertake a mini project. This not only improved our personality or communication skills, but also we got a clear perspective of how a business letter looks and also how a project looks like.

(Saranya Ganeshan, III year, IT, MCE, 2009)
This syllabus is to improve writing and speaking skills for seeking placement. This course is helpful to join in the industry.

(S. Muthazhagan, III year, ECE, KCT, 2012)

The speaking activities like chatting, GD, interview, meeting and writing activities like letter writing, comprehension, technical report and then project proposal, autobiography, mini project and email writing improve my skills and gained my technical knowledge.

(P. Priyanka, III year, IT, KCT, 2012)

The syllabus included letter writing, resume preparation and the project documents groundwork. It improved our research skills to do the mini project.

(P. Hema Latha, III year, IT, MCE, 2009)

The new syllabus focused the attention of the individuals and helped them improve in all aspects such as communication, interpersonal skills, diction, body language and our vocabulary.

(E. Sujirtha Beena, III year, IT, MCE, 2009)

Oral presentations are used to know my personal interest and also increase my browsing and searching relevant materials. It is a professional communication oriented syllabus and increases our speaking and writing skills for future profession.

(Elda Elias, III year, ECE, KCT, 2011)

The syllabus further aims at facilitating to practice interpersonal communication skills. Students said that they are confident in performing both oral and written activities.

This syllabus is basically oriented for developing interpersonal communication skills. Today, it is very useful for the placement rounds. I think, it is a good practice before attending a placement.

(Josmin Joseph, III year, ECE, KCT, 2012)
The improvements in the suggested syllabus have a capability of speaking clearly and removing stage fear which may be very useful for facing the interview.
(Ritchie D. Sedley, III year, ECE, KCT, 2011)

After attending personality development classes I won’t do loose talk. My stage fear has been reduced. Eye contact must be there while talking to others. I have learned how to dress in a proper manner. Whatever we talk I must be confident. I have improved my presentation skills.
(Satheesh Kumar, C., III year, IT, KCT, 2011)

In speaking skills, it helps to improve me to perform well in the group discussion and the just a minute activities. Now I am able to speak about any topic without any hesitation. On writing portions, the syllabus helps to improved me for writing the official letters, personal letters and complaint letter also. And also, it helps to know how to send the email officially and personally.
(Treema Davis, III year, IT, KCT, 2012)

The suggested syllabus had resulted in the improvement of both oral and writing techniques. When compared to the existing syllabus, the present syllabus is technically implemented which helped us to communicate successfully and to make GD’s. The new syllabus helped a lot in making project works and other practical language application. Thus the new syllabus is very advantageous in our future placements as well as to improve our career.
(Thiyagu, L. III year, IT, MCE, 2009)

This syllabus helped me to develop the skills by the use of conducting seminar and projects. Communication lab has helped me to interact orally and to perform individually. This practice of my performance helped me to get job.
(R. Sathiya, III year, IT, MCE, 2009)

This improved syllabus is only based on developing our career skills. It is very necessary. Because, unlike the studies of grammar and such things, interaction will be more important. It is developed through this syllabus.
(Jasmine. K. Matthew, III year, ECE, KCT, 2012)
The syllabus is mainly oriented for the business and employment. By the syllabus, I will improve my presentation skills. And also, I have to know about the writing skills. By the source of internet and library, we gain more information and participate in the oral activities. By the paper presentation, we also learn more about the writing skills.

(Akhil Samkutty, III year, IT, KCT, 2011)

Jithu Joseph, III year, ECE, KCT, 2012, considered that the pedagogical notion of this syllabus is “to improve each student talent by approaching each and every student in the class”. T. Deeepa, III year, ECE, MCE, 2009, asserted that this syllabus considerably helps them to interact with the teachers and also it entrusts teachers with the responsibility to monitor and help them to perform better in oral activities.

We are able to perform oral activities with our friends. We are also able to think and discuss with one another. The teacher facilitates us to improve our language and communication skills. Discussing and interacting with both teachers and friends has helped us to involve and participate in oral activities and to perform letter writing.

(H. Rehana Sulthana, III year, ECE, MCE, 2009)

This improved our interest towards English. Previous syllabus was not very much effective. But this was very much effective as it enhanced coordination between us and helped us to develop our communication to the extreme.

(Kalaiselvi. K., III year, ECE, MCE, 2009)

K. Tamilvanan, III year, IT, MCE, 2009, entrusted that practicing “the proposed syllabus has reduced my stage fear, improved my confidence and increased my knowledge skills”. Haritha, C. M., III year, ECE, KCT, 2012, revealed that this syllabus helps to “improve the skills, personality and placement oriented knowledge”. M. Prabhakaran, III year, ECE, KCT, 2012, reflected that the proposed syllabus helped to “reduce stage fear, improve my
confidence about job and improve my communication skills in English”. S. Karthikraja, III year, ECE, KCT, 2012, revealed that it develops the placement skills and professional skills. K. Vinoth Kumar, III year, ECE, KCT, 2012, affirmed that “the suggested syllabus is helpful in facing the campus placement, for my own personal development and for holding my position in a company”.

The trialled syllabus has many improvements over the existing syllabus. Interactional communication among the peers made big improvement to develop communication skills. Students asserted that they will be able to place in MNC software companies. Sherlon Boban, III year, ECE, KCT, 2012, asserted that this proposed syllabus helped them to build capability and confidence to face the job interviews. K. J. Jomiya, III year, ECE, KCT, 2012, revealed that this syllabus is specifically conducted for placement training. Aarthy, S., III year, ECE, KCT, 2012, entrusted that “this course gave me the opportunity to participate well in the placement training”. V. Mohan Raj, III year, IT, KCT, 2011, affirmed that it is a complete student oriented syllabus and trains the students to get employment easily.

The suggested syllabus is very useful for our future placement or during the job. This helps to identify our area of interest and it is student requirement based. (Shabna Aywesha, A. H., III year, ECE, KCT, 2011)

The present syllabus is developed to meet the needs of profession i.e. it goes through all the areas in employment developments other than the previous syllabuses. (Sandeep Sebastian, III year, ECE, KCT, 2011)

Improving personal skills, writing skills, leadership skills etc, are very necessary for job interview and placement. This syllabus is completely provided for seeking employment. (Ramesh Krishnan, III year, IT, KCT, 2011)
The improvements are this syllabus helps us to get placed in companies. Where other syllabus are not. It is talented oriented. It is very useful in getting placement.  
(G. Kaviniza, III year, ECE, KCT, 2012)

Through the syllabus, I have developed all the skills only because all the skill development programmes are practically conducted. In this syllabus, we are not following any single procedure, we are working practically in order to obtain a particular result. By this syllabus, the chance of getting good employment got raised up.  
(G. Sathish, III year, IT, MCE, 2009)

Anita K. Joseph, III year, ECE, KCT, 2012, affirmed that the other syllabus increases only the technical knowledge of the students, but the trialled course focuses on improving the attitudes and personality of each and every individual student. It also emphasizes on acquiring topic based knowledge and information for successful communication. Acquiring information through browsing and surfing the internet increases self confidence to present various topics of their interest. Anju Susan Varghese, III year, ECE, KCT, 2011, claimed that this course is particularly useful to develop capability to communicate information based topics.

I am aware about how to write and present some topics without making any mistakes. With the help of this syllabus, I learn new techniques and how to select the topics, how to present the ideas in better way.  
(Chitra, P., III year, ECE, KCT, 2011)

This is a job oriented syllabus. It helped me to improve me in communication skills. It gave me to improve topic selection. I can easily speak and write my point of view regarding any project. I had improved my personality skills. It helped me to improve my skills to browse. I can search any topic through internet.  
(Biswas Arup Subrata, III year, ECE, KCT, 2011)
My technical as well as nontechnical skills are improved. The main focus is on student prepared materials. Freedom to speak self chosen topics helps to imbibe the spirit of self confidence. Every individual can express their own ideas of speech.

(Brillet George, III year, ECE, KCT, 2012)

The major improvement is that we learned the technical as well as a business English rather than a normal vocabulary. This improvement helped us to do our final year projects and to face placement. Only useful skills have been provided to us.

(R. Vijayalakshmi, III year, ECE, KCT, 2011)

We were given liberty to select our own topics. We were able to browse over vast amount of articles, journals etc. The syllabus was oriented on our further working in industries. This is helpful than the academic teaching. We can use the help of the syllabus in our successive years for developing projects and in MNC’s.

(Rahul Raveendran, III year, ECE, KCT, 2011)

It is job oriented syllabus. It helps to improve the communicative, interactive skills. It is helpful to understand new topics. It improves the browsing skills to find new topics and present articles.

(Chinju John, N. J., III year, ECE, KCT, 2011)

The suggested syllabus deals with a corporate mode of learning things which is being really beneficial for the future job that we are about to work on. As this syllabus is based on finding our things via browsing it is not bounded to the viewpoints of a single author. It is sure that this syllabus will really help out in the corporate world out there.

(Jeffrin George Jose, III year, ECE, KCT, 2011)

In response to the fifth question, students claimed that to engage in presentation and discussion they need to acquire more information. They need to improve their reading skills for selecting and preparing topics for both oral and written presentation. Further, they expected more library and internet hours for developing extensive reading skills. They insisted that the academic
institutions need to be fully equipped with wifi network and need to be exclusively provided with wide resource of books and journals to update their technical knowledge. They considered that adequate resources and more time need to be provided.

Ask students to interact with each other in English and give them some time to spend in the library. Give separate hour for browsing.
(Jeffry George, III year, ECE, KCT, 2011)

Reading session should be increased. More journals should be given for reading.
(Vipin Raj, V. R., III year, ECE, KCT, 2011)

Reading skills should be improved to become familiar with more vocabulary.
(Sonia Paul, III year, ECE, KCT, 2012)

No need of grammar teaching, as we are advanced level students.
(G. Sathish, III year, IT, MCE, 2009)

Oral presentation needs to be more. All skills need to be done in random places, one after another; all skills need to be implemented.
(Jaice. C. Matthew, III year, ECE, KCT, 2011)

Some change can be made in future to make the student much better so that they don’t have to search for any additional course to improve them further.
(E. Sujirtha Beena, III year, IT, MCE, 2009)

4.3.9 Feedback of the HR Personnel on the Trialled Syllabus

All the HR personnel consented that the syllabus is in accord with their industrial demands. They recognized that the suggested activities are satisfactorily conducted to promote target level competence and performance. Some of the HR personnel realized that the proposed course is exceedingly intense as the LEP students hailing from vernacular medium and the students
with limited aptitude could be incompetent in pursuing the course. The HR personnel ensured that though the course is challenging, it is essential for them as they need to enter into global corporate services. They specifically stressed that the course should not be restricted to the relevance of the local context of the participating institutions, but should focus on the requirements of the target workplace contexts, where the prospective engineering graduates will be placed. Hence, it can be visualized that the students need to be satisfactorily trained to exhibit target level competence and performance to sustain employability in their workplace. Further, all the HR personnel emphasized that as the mixed level students are widely found in any educational contexts, the institutions should extend responsibilities to provide sufficient resources and training to educate them to the target demands.

HR personnel are found satisfied as the students are able to confidently participate in interpersonal and group communication tasks in placement tests. When they are able to display their interactional competence in placement rounds, they found themselves confident to discuss, convince and negotiate their ideas with the recruiters. Their ability to interact with the peers and HR personnel in the group and panel discussions and interviews helped them to get offer letters from the software companies. The students find themselves that they were able to develop their employability skills in context to their industrial needs.

HR personnel regretted that the students need to use discourse markers and necessary pauses and wait for turn taking in performing group discussions. They expected a natural and refined outflow of both verbal and nonverbal cues. Mr. V. Rajesh, HR & Administrative Officer, Mind Engineering (I) Pvt. Ltd., Chennai, claimed that the professionals should be basically sound in English and business communication. Mr. R. Sakthivel, HR Manager, Vibromech Engg. & Service Ltd., Chennai, reflected that “communication errors are there but the recruiters are convinced with their
performances”. All the HR personnel commend that both the teachers and students should be given career oriented training programmes on understanding the actual requirements of the workplace. They should be given awareness on the changing needs of domain industry in perspective to the global challenges found throughout the world. They should be able to develop technical and communication ability to transfer their gained knowledge to workplace contexts.

Continuous orientation programmes should be attended by both teachers and students. Professionals need to develop critical and analytic acumen and should be able to communicate effectively.

(Dr. Padmavathy Srinivasan, CEO, Winspire Language world, Chennai)

Mr. K.S. Balaji, Project Engineer, Wipro Technologies, Chennai, stated that self interest and potential of both the teachers and students need to be improved for interactional communication. The HR personnel revealed that institution needs to give equal importance to both language and technical subjects. They reflected that communication practice should be part of academic studies. Mr. Goutham, Executive-HR, Sellasynergy India Ltd., Chennai, envisaged that other than the English department, the subject teachers need to conduct seminars and group discussions to continuously monitor the students in developing their communication skills. They should conduct technical seminars in their classes to promote speaking ability.

4.3.10 Summary of Findings and Discussions on the Trialled Syllabus

The present research envisages the perceptions of the engineering students and the suggestions of HR personnel in designing and developing a needs based ESP syllabus to cater to the communicative needs of the industry. The data collected fulfilled the anticipation of both the students and industry about the essential changes to be incorporated in the proposed syllabus. The
content of a syllabus is clearly defined as the students’ communicative needs are thoroughly examined (Yalden 1983). The precise use of genre, skill, task, content, topic, theme and context specific language needs are found to be significant in developing advanced level academic and business oriented language discourse (Mustafa 1995; Hyon 1996; Daoud 1998; Zhu 2004; Bhatia 2008; Graves 2008; Basturkmen 2012). The aim and instructional objectives of the course is specified with the relevant content, skills and strategies to meet the target situational needs. The proposed syllabus has great pedagogical value because it attempts to realize the objective and outcome of the course (Widdowson 1990).

It can be considerably noted that all the students, teachers, HOD, Principal and Management representatives are keenly aware of the importance of communicating in English in the recruitment processes. The researcher was also an active participant and observer along with other English teachers, it is quite convincing to understand the gap analysis in respect to the process of learning. It is generally noted that the slow learners are beginning to participate in individual, pair and group tasks, but their inability in displaying appropriate language components, postures and gestures are apparent. Some of the students are not able to converse in connected discourse in chatting and conversations. As they are often found to lack adequate language productive ability, they are not able to execute their communication skills (Spratt 1999; Siebert & Costley 2013).

Students’ informal and social use of language is of immediate concern as they are not able to converse and convince the HR personnel in casual interactions. Though they are able to express their ideas in technical discussions, they generally commit language errors. It can be visualized that irrespective of the teacher’s support, they generally commit grammar and spelling mistakes. Hence, it is significant that remedial language learning
needs to be given to help the slow learners to use appropriate structures in interaction. As the students are not able to transfer their discrete language learning to apply in their course of interaction, grammar learning and error correction is integrated while they perform the language in discourse. The use of phonology is considered as it reflects one of the predominant measures in improving oral communication. Teachers give adequate practice to the students to ingrain appropriate pronunciation, stress, accent, style, rhythm, pause, tone, voice modulation and other paralinguistic features that are related with phonology.

English teachers discussed the communication problems of the students and their lack of readiness to participate immediately. They also referred the nature of slow learners and shared how they prompted them to practice in the open ended language production activities. They often reflected that though the inner drive and awareness was there to get employed in the reputed industries, slow learners sometimes lack the dedication as they were keen to develop communication skills within the stipulated lab schedule but were not ready to dedicate time for extensive reading through printed and online resources. Though the slow learners were constantly motivated and supported by the faculties, they were unable to perform the tasks as they lack sufficient preparation. This has led the English teachers to reflect that the receptive skills needs to be developed through their self-directed autonomous learning, while productive skills can be developed when they are collaboratively involved in interpersonal and group communication activities. When slow learners are able to be better prepared, it is feasible for them to get involved with the other mixed level students to perform with a desired output. As the desired results cannot be expected within the laboratory timings, social communication activities like conversations and chatting needs to be practiced out of class hours and technical presentations can be done in the technical discipline classrooms. HR personnel consented and share the same
view as they added the students need to be involved in group discussions and seminars in their subject classes too. They stressed that the technical teachers should be involved in engaging seminars through specifying technical topics in their disciplinary classes. This will help students to develop discursive skills and become more informed on the topics undertaken. Hence the students will be much benefitted when they participate and perform in the communication skills laboratory as the language faculties will be provided with more space and time to correct their language errors, communicative inaccuracies and strategic imprecision.

It is entrusted that the engineering students need to be made capable to meet the employment challenges and seek job prospects through developing target level communicative competence. HR personnel anxiously look forward to develop speaking and writing skills according to the needs of the industry and their growing concern for the revision and change in the syllabus can be noted as a positive notion for developing employability skills. In light of the HR personnel’s perceptions, industrial needs speculate a great range of formal and informal oral and written communication skills.

Language aptitude, group discussions and interviews are found to be the basic criteria for seeking placement. Oral presentations, group discussions, interviews, small talk and business meetings contribute for specializing speaking skills and the students are constantly made to engage in oral tasks (Berman & Cheng 2001). Thus, the specific skill instruction is on speaking, but still the student needs to select the topic, prepare the relevant content in the written form. They need to read intensively and extensively with the relevant content related to the topic. They need to discuss topics of interest and get approval from the subject experts while preparing for both oral and written presentations. Though the English teachers were not familiar with the technicalities of the subject oriented presentations, they were able to
understand the students’ effort in preparing and presenting the topic and content. The peer reviews on the technical presentations helped the teachers to judge about the effectiveness in the compilations of the details. English teacher’s frequent interaction with the subject teacher helped them in discussing the technical topics for individual presentations. They were able to monitor the students to select variety of topics on different themes.

Students’ access to technology based learning is essential as they need to use internet for seeking various information on their area of interest. Both the teachers and students were able to recognize the use of internet and library resources in developing comprehensive input activities (Kern 2006). The students need to be a technical savvy as they need to prepare power point presentation with multimedia aids. To improve their reading skills and to search for resources to prepare the topic for presentation, they felt that they need more library hours. To accumulate references for project writing, they expected internet facilities to be provided in the campus. Where the demand for speaking skills is found, relevant reading, writing and technical skills are also expected. Thus, skills are combined to get a desired competence in executing tasks with language and critical ability skills.

To foster a global tie-up in their dream jobs, students were keen to develop their business writing skills and technical correspondences through writing letters, emails and submitting reports. They were regularly given practice to write a letter of application with CV, formal and informal letters, business e-mails, technical and mini project reports (Rosenberg 1999; Zhu 2004). HR personnel suggested that the tasks like writing brief messages and short communication are also needed. It was also found that they were much concerned in understanding the format and content of writing projects and reports. Some students reflect that narrating as a genre helped them to develop their reflective writing skills. Students uniformly shared that to develop
informal writing skills they were keenly interested in writing informal emails, communicating blogs though social networks like facebook, youtube and twitter (Peterson 1999).

Students were found to be articulating in individual presentation and are interactive in dyadic communication and group communication activities. Both the teachers and students recognize the use of open ended tasks for developing interaction skills. They were able to conduct appropriate open ended tasks for developing language production abilities. HR personnel redefined the skills of expression with the inclusion of soft skills with productive skills and related it as the core feature of personality development. As soft skills and productive skills are interrelated, the students were in need to interact and display their performances with better attitude and expertise. They have to utilize the available technical resources to sharpen their Intelligence Quotient (IQ) and exhibit skill competencies in their career. As the use of soft skills and strategic competence were considered by the prospective employees, they attempted to orient themselves to integrate speaking and soft skills for a successful presentation. They were able to recognize that their language and discursive skills were as important as their facial expressions, gesture and strategic skills. Speech and gesture were the intercomplimentary elements that reflect the personality of an individual. Speech, facial expressions, postures and gestures can be observed through the visual media. The students were found to observe and self analyze their oral presentations and they were also capable to compare and scrutinize peer performances too.

With the self appraisal by the students and critical appraisals of HR personnel, teachers, and peers, gap analysis is extensively done. The students were aided by the teachers to improve their performances by their own self realization. The teachers and the students have found to be keen to kindle
their interest in developing critical ability skills. Students’ learning preferences were discussed through formal and informal meetings in both inside and outside the classroom. As both the present researcher and another English teacher were coordinated in undertaking practical sessions, they were able to monitor the progress of the students from one group to another. The other English teachers were also found responsible to provide remedial measures to grammar based instruction. They also incorporate various techniques and measures for practical testing and evaluation of speaking skills. Students were found interacting with their faculties to share their learning experiences and progress in the due course of the programme.

I had improved a lot by the trialled syllabus. It had given some confidence in me. It has increased my communication skills in English. By giving presentation often, I had reduced my fear. Now in future, while speaking in any situation, I can deliver my views frequently without any fear.

(Biswas Arup Subrata, III year, ECE, KCT, 2011)

This syllabus has helped us to improve our business communication skills. We are able to write advanced email business letters and technical reports.

(G. Dharani, III year, ECE, MCE, 2009)

This syllabus breaks the communication barrier and helps us to think and express our ideas in English. Further it helps us to communicate without any hassles in practical situations.

(J. Sameer Hussain, III year, ECE, MCE, 2009)

Yes. The trialled syllabus has helped to develop my speaking and writing skills. It is more effective for me to seek placement and to join in the organization. English communication skill is useful for the company employment.

(R. Murali, III year, IT, KCT, 2011)
This course is conducted to improve our speaking and writing skills. It is useful for placement and employment. This syllabus is useful for developing my personality and English communication practice.

(Govindaraj, S., III year, IT, KCT, 2011)

Yes. I think that the trialled syllabus will help us to improve our communication skills. And this will help us to get placed in a MNC.

(Josmin Joseph, III year, ECE, KCT, 2012)

Yes. The trialled syllabus helped us more to improve our communication skills in English. It will be very useful for us to get placement in companies.

(R. Amuthavalli, III year, ECE, KCT, 2012)

This syllabus is fully about placement which is helpful to get job in future within both academic and industries.

(R. Adarsha, III year, ECE, KCT, 2012)

This syllabus importantly helped to getting placement and it helps me to improve our communication skills.

(Krishna Chandran, III year, ECE, KCT, 2012)

The existing syllabus is used to improve our communication, knowledge and help us to face the placement.

(K. Vijay, III year, ECE, KCT, 2012)

This syllabus is very helpful in facing the campus placements, for my own personal developments and for holding my position in a company if I am placed well.

(Vineeth Anand, III year, ECE, KCT, 2012)

This syllabus is very helpful to me in the case of getting placement in company.

(S. Anurekha, III year, ECE, KCT, 2012)

Self analysis and self scaffolding secure a reasonable treatment in analyzing language deficiencies in terms of their interests, needs, expects, wants and desires for language learning. Students were also found to organize kinesics, proximics and managerial skills. As soft skills are highly affected
with the changing behaviours and manners of an individual, students were
given adequate training to understand that how positive attitudes will affect
their communication behaviour. Soft skills were displayed verbally through
speaking and writing. It was also observed that in both speaking and writing
activities, language and expressions are affected by the attitude, strategic and
managerial skills of the students (Fordham & Gabbin 1996). Though, all the
student participants were found to be heterogeneous with various proficiency
levels and skill competencies, they were all found to be keen in developing
target level communicative competence.

Students were found to get offer letters in both MNC and Tier II
companies. As all the students were able to confidently participate in on
campus and off campus job fairs, they were able to practically identify the
industrial requirements. The management and the principal extended
industrial interaction for understanding their recruitments trends and
ideologies. They stressed on providing placement training to the students as
they expected all the students to get placed in MNC companies. The effect of
the course is also recognized through the increasing participation of the
students in intercollege symposiums and conferences. This affirmative sign
showed a positive development in their self reliant attitudes and
communication skills. The institutional authorities were quite satisfied with
the students’ fervor in participating in paper presentations and extempore talk
in intercollegiate symposiums and workshops. The HR personnel stated that
the students were able to deliver satisfactory performances, but still they wish
that they need to be more informative in technical rounds. They were able to
recognize marked improvements in their confidence in delivering information
and handling discussions with them. Both the teachers and students intended
to follow the suggestions of the HR personnel and aim to incorporate their
recommendations throughout the course.
4.4 CONCLUSION

This chapter has reported in a detailed manner the study conducted by the researcher. A report of the HR personnel and students’ responses to the questionnaire given to them clearly strengthen the hypothesis of the present study. The responses clearly show that the present syllabus for the fifth and sixth semester students in the affiliated colleges of Anna University is inadequate in meeting the language needs of the students. Though the present syllabus incorporates practical sessions in the language lab, they do not really help students enhance the language skills required in the industry. The proposed syllabus using the suggestions of both the students and HR personnel has included elements that will help them develop employability skills and to get placed in the reputed companies in the placement interims. The trialling of the syllabus also helped the researcher make the necessary changes in the suggested course of study. The next chapter which is the concluding chapter will present the findings and the implications of the study.