Appendix -1
COURSE DESIGNING AND TESTING OF ENGLISH LANGUAGE IN ENGINEERING COLLEGES: AN EVALUATION OF INNOVATIVE PRACTICES

Questionnaire for Students

Dear Students!

The purpose of this questionnaire is to evaluate the effectiveness of your first and second year Communication skills and Presentation and Communication Techniques course to teach English language and to find out the present and future language needs of engineering students. This questionnaire can influence greatly the teaching of English for Engineering students, modify the course content according to the industry requirement, the improvement of which will contribute significantly to preparing students for placement/campus recruitment and thus to the workplace. This will also help me in designing a new course content based on the feedback given by you for Engineering students.

Please, fill in the blanks with appropriate information or bold the appropriate choice.

1. Dept:

2. Batch:

3. Were you satisfied with your first and second year English classes? Yes / No

4. If yes, are you ready to use English in your future job? Yes / No / Not sure

5. Are you satisfied with the length of the English course in to two semesters? Yes / No

6. Do you think you had enough hours of English per week? Yes / No

7. How many hours of English a week do you think is enough for you? ___ hours.

8. You study English to:
8.1 use English for professional purposes
8.2 have access to information via Internet
8.3 I get information from textbooks, journal
8.4 Make presentations at symposiums, conferences, etc.
8.5 Write assignments, reports, proposals, etc.
8.6 Make summaries
8.7 Write business letters, memos, messages
8.8 Use English for oral communication
8.9 Use English for further studies
8.10 Succeed in your carrier
8.11 Get job with MNCs
8.12 Get personal satisfaction
8.13 Pass the exam
8.14 All

9. State whether your first year Communication Skills and second-year PCT an English course helped you develop the following Skills. Tick your choice.

9.1 Understanding spoken English in professional context Yes / No
9.2 Developing oral professional communication skills Yes / No
9.3 Developing reading strategies for professional purposes Yes / No
9.4 Developing professional (business/technical) writing skills Yes / No
9.5 Developing academic writing skills Yes / No
9.6 Developing study skills Yes / No
9.7 Developing fluency Yes / No
9.8 Improving accuracy Yes / No
9.9 Increasing the English vocabulary, including professional Yes / No
9.10 Developing oral presentation skills Yes / No
9.11 Developing professional negotiation skills
9.12 Developing telephoning skills
9.13 Developing ability to take part in discussions / debates
9.14 Developing ability to take part in meetings
9.15 Developing 'social communication' skills

10. Did you have the following activities in your C.S. and PCT class? If 'yes’ tick it.

10.1 Reading for information
10.2 Reading for Knowledge on building communication skills
10.3 Summarizing the texts
10.4 Writing Compositions
10.5 Writing Reports, Technical Documents
10.6 writing business correspondence
10.7 listening for general information
10.8 listening for specific information
10.9 watching videos
10.10 discussions/debates
10.11 role-play
10.12 making presentations
10.13 fulfilling the exercises
10.14 taking tests
10.15 Others:
11. Are the following activities useful (U)/not useful (NU), appropriate (A) / not appropriate (NA) to your level, interesting/enjoyable (I/E) or not interesting/enjoyable (NIE)? (More than one tick is possible in one line.)

<table>
<thead>
<tr>
<th>Activities</th>
<th>U</th>
<th>NU</th>
<th>A</th>
<th>NA</th>
<th>IE</th>
<th>NIE</th>
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<tbody>
<tr>
<td>11.1 Reading for information</td>
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<tr>
<td>11.2 Reading for specialist</td>
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<tr>
<td>information</td>
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<td>11.3 Summarizing the texts</td>
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<td>11.4 Writing compositions</td>
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<tr>
<td>11.5 Writing reports, Technical</td>
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<td>writing</td>
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<td>11.6 Writing business correspondence</td>
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<tr>
<td>11.7 Listening for general</td>
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<td>information</td>
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<td>11.8 Listening for specific</td>
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<td>information</td>
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<td>11.9 Watching videos</td>
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<tr>
<td>11.10 Discussions/debates</td>
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<td>11.11 Role-play</td>
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<td>11.12 Making presentations</td>
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<tr>
<td>11.13 Fulfilling the exercises</td>
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<tr>
<td>11.14 Taking the tests</td>
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</tbody>
</table>

12. Are the following types of class work useful (U)/not useful (NU), interesting/enjoyable (IE) or not interesting/enjoyable (NIE) for you? Type of class work U NU IE NIE

<table>
<thead>
<tr>
<th>Type of class work</th>
<th>U</th>
<th>NU</th>
<th>IE</th>
<th>NIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 Individual work</td>
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<tr>
<td>12.2 Pair work</td>
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<tr>
<td>12.3 Group work</td>
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<tr>
<td>12.4 Team work</td>
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<tr>
<td>12.5 Project work</td>
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<tr>
<td>12.6 Autonomous work</td>
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</tbody>
</table>

13. Did the different English tests (unit, mid-sem, etc.) and examinations (model and end-semester) that you had during your first-year programme assess the following language skills? Skills Yes/ No

<table>
<thead>
<tr>
<th>Skill</th>
<th>Yes/ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Listening</td>
<td>Yes/ no</td>
</tr>
<tr>
<td>13.2 Speaking</td>
<td>Yes/ No</td>
</tr>
<tr>
<td>13.3 Reading</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

219
13.4 Writing

14. Do you think it is easy to score high marks in C.S. And PCT without having good proficiency in English? Justify your answer.  Yes / No

15. Do you have any suggestions to make tests and exams effective?

16. Do you have any suggestions to make the Engineering English course effective?

THANK YOU FOR YOUR COOPERATION

Mrs. Shyamlee Solanki


For Ph. D. Dissertation
Appendix -2

COURSE DESIGNING AND TESTING OF ENGLISH LANGUAGE IN ENGINEERING COLLEGES: AN EVALUATION OF INNOVATIVE PRACTICES

Questionnaire for Ex-Students

Dear Respondents,

I'm working on English for Engineering for my PhD. The research topic is "Innovative Practices in testing of English Language in Engineering colleges and course designing: A Critical Evaluation." I would like to get your feedback on the Communication Skills and Presentation and Communication techniques an English course offered during the first and second year of the four-year engineering programme at engineering colleges affiliated to the Mumbai University and also your suggestions to improve the quality of the course. Your feedback about the course and suggestions on how to modify the course content and how the course should be taught and learnt are very valuable to my research. Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

Name: ___________________ Year: ________________ Dept: _____________

AN EVALUATION OF ENGINEERING ENGLISH COURSE

Given below are 50 questions. Please answer ALL the questions by ticking the appropriate number.

0=None 1=Low 2=Average 3=Good 4=Very Good 5=Excellent

Tick the appropriate number:

A. Level of proficiency in English (please put a tick mark)

   English Medium School/ Vernacular Medium
2. How would you describe your proficiency level in English?

0  1  2  3  4  5

3. How would you describe your skills in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
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<tr>
<td>Speaking</td>
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<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Interpersonal skills</td>
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<tr>
<td>Working in groups</td>
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</tbody>
</table>

4. Rate your level of proficiency in the following writing skills. Tick the appropriate number. 1=low  2= average  3= good  4=very good

- Organizing and drafting documents  1  2  3  4
- Memos, letters, and e-mail  1  2  3  4
- Proposals  1  2  3  4
- Progress reports  1  2  3  4
- Reports and journal articles  1  2  3  4

5. Rate your level of proficiency in the following speaking skills. Tick the appropriate number.

<table>
<thead>
<tr>
<th>Skill</th>
<th>1=low</th>
<th>2= average</th>
<th>3= good</th>
<th>4=very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing yourself clearly</td>
<td>1  2  3  4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking on the phone effectively</td>
<td>1  2  3  4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking part in group discussions</td>
<td>1  2  3  4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewing others</td>
<td>1  2  3  4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making oral presentations</td>
<td>1  2  3  4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Motivating and directing others 1 2 3 4
• Being tactful and diplomatic 1 2 3 4

6. Are you satisfied with your language proficiency?  A) Yes  B) No

7. If =yes‘, list the factors that contributed to your language ability. If =no‘, state the reasons for having not reached the required level of proficiency.

B. Need awareness

9. Do you agree that the most successful engineers and scientists are skilled writers?
   A) Yes  B) No

10. Do you agree that the most effective engineers and scientists have good oral communication skills?
    A) Yes  B) No

C. Present and Future Needs

11. What language skills are required in order to succeed during the four years of the undergraduate programme? List the skills in the order of priority.
12. What language skills are required in order to get placed in a good Industry/Company/ Organization?

List the skills in the order of priority.

13. List the skills that you think are important in future (at the workplace)?

D. Evaluation of the Engineering English Curriculum

14. During the first and second year of your engineering programme, you had Communication Skills and Presentation and communication techniques as an English course. How do you rate the following?

<table>
<thead>
<tr>
<th></th>
<th>0=none</th>
<th>1=low</th>
<th>2=average</th>
<th>3=good</th>
<th>4=very good</th>
<th>5=excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>the syllabus</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>the content</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>skills taught</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>teaching methodology</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>assessment (tests/exams)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
15. Give your feedback on the following:

the syllabus 0 1 2 3 4 5
the content 0 1 2 3 4 5
skills taught 0 1 2 3 4 5
teaching methodology 0 1 2 3 4 5
assessment (tests/exams) 0 1 2 3 4 5

16. Which of the following language skills are important for you during your four-year engineering programme and later at work? Rate them 1 to 10.

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Interpersonal skills
- Group skills
- Problem solving skills
- Critical thinking skills
- Verbal reasoning

17. Which of the following skills were given importance during the first and second year C.S. and PCT programme?

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Interpersonal skills
- Group skills
- Problem solving skills
- Critical thinking skills
- Verbal reasoning
18. Which of the following skills were overlooked or not given adequate importance?

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Interpersonal skills
- Group skills
- Problem solving skills
- Critical thinking skills
- Verbal reasoning

19. Has the C.S. and PCT courses been designed to meet your present and future needs and the requirements of the recruiters?

A) Yes  B) No

20. Do you think that the C.S. and PCT courses prepares you for the campus recruitment / placement?

A) Yes  B) No

21. If =yes‘, explain how it helped you. If =no‘, explain the drawbacks of the course.

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22. Did the course cover the following skills?

- Interaction skills
- Presentation skills
- Seminar participation skills
- Oral skills
- Aural skills (listening skills)

23. Was the course student-centered?

A) Yes  B) No  C) Don’t know
24. Did you have computer-assisted language learning, web-enhanced language learning or any sort of technology-integrated language learning during your first-year Engineering English programme?
   A) Yes  B) No  C) Don’t know

E. Placement Training

25. Was there a placement training in the College?
   A) Yes  B) No

26. How useful was the placement training? List the benefits.
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------

27. How was the placement programme different from the C.S. and PCT courses?
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------
   ----------------------------------------------------------------------------------------------------------------------------------

28. What aspects of the placement training programme should be incorporated into the English course in order to make it more effective?
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   ----------------------------------------------------------------------------------------------------------------------------------
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   ----------------------------------------------------------------------------------------------------------------------------------

F. Communication Skills Lab Course

29. Did you find the Presentation and Communication Techniques course introduced by the Mumbai University for the 5th semester students useful?
   A) Yes  B) No  C) Don’t know
30. How was it different from your first-year Engineering English course?

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31. What were the strengths and limitations of the course?

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G. System of Assessment

32. Do the tests and exams assess your skills properly?

A) Yes B) No C) Don’t know

33. Comment on the type of tests and exams given.

34. Do the scores that you get in English tests/exams reflect your proficiency level?

A) Yes B) No C) Don’t know

35. Should equal weight be given to internal assessment marks? Give your reasons.

A) Yes B) No C) Don’t know

Reasons:
H. Suggestions

36. What are your suggestions to improve the following areas of the Engineering English course: syllabus, materials, skills, teaching methodology, assessment pattern (tests/exams)?

37. List the changes that you would like to bring in the Engineering English course.

In your view, the Engineering English course should contain---------

38. Do you think that technology-enhanced language teaching and learning will be relevant and useful for you? Give your reasons.

   A) Yes   B) No   C) Don’t know

Reasons:

39. Blended Learning refers to a language course which combines a F2F (face to-face) classroom component with an appropriate use of technology. Do you like the idea of blended learning? Explain how it will help you.

   A) Yes   B) No   C) Don’t know

Reasons: --------------------------------------------------

40. Do you think it is important to develop critical thinking competence in learners?

   A) Yes   B) No   C) Don’t know

Reasons: --------------------------------------------------
41. Do you think it is important to incorporate critical thinking tasks into course materials and examinations?

A) Yes  
B) No  
C) Don’t know

Reasons:  

42. Do you think it is important to involve students in the design of course materials? Why?

A) Yes  
B) No  
C) Don’t know

Reasons:  

43. How do you want to involve yourself in the course design? (Proposing professional topics...)

44. Comment on the idea of treating students as partners of teaching/learning process.

45. Do you think it is good to have a skills-oriented syllabus?

A) Yes  
B) No  
C) Don’t know

Reasons:  


46. Do you think it is good to teach job-related language skills in the first year of your engineering programme?

47. Give your suggestions on modifying the Engineering English course based on the corporate needs (placement). What should be incorporated into the syllabus? What type of tasks (exercises) should be included? Given below are some examples of activities that can be incorporated into the course.

Add a few more activities that you think are important to the list.

- Problem-solving games
- Group discussions
- Role-plays
- Interviews

48. How do you want to be taught?

Tick your choice.

Face-to-Face lecture, Group Discussion, Take-home assignments, PC-based learning

any other (please add)______________

49. How do you want the following skills to be taught?

- Listening (eg. by doing more listening exercises in the English multimedia lab)
- Speaking
- Reading
- Writing

50. How do you want to learn? List your preferences. Any other comments. Please contribute your views related to the research.
Thank you for your patience and timely help.

Mrs. Shyamlee Solanki


For Ph. D. Dissertation
Dear Respondents

I'm working on English for engineering students for my PhD research. The research topic is “Innovative practices in testing of English Language in Engineering Colleges and course designing: A Critical Evaluation”, “I would like to get your feedback on the Communication Skills and Presentation and Communication techniques, an English course offered during the first and second year of the four-year engineering programme at engineering colleges affiliated to Mumbai University and also your suggestions to improve the quality of the course. Your feedback and suggestions on how to modify the course content are very valuable to my research. Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

PERSONAL DETAILS
1. Gender: Male / Female
2. Qualification:
3. Name of the Organization:
4. Designation:
A. Professional Details

1. How long have you taught the course Communication Skills for Engineering / Presentation and Communication Techniques? Please mention the semesters where you taught the course.

2. What are your educational qualifications?

3. Have you had any special training in ELT?

4. If ‘yes’ give details.

5. Do you think a teacher without any specific ELT training can teach the course “Communication skills and Presentation and Communication Techniques”? Give your reasons.

6. What competencies does an ELT teacher need to have in order to be successful in teaching the course Engineering Students?

B. ESP practitioners’ views on their students

7. Which language skills do your students need most?

8. Which language skills do they lack most?
C. ESP practitioners’ views on the “Communication skills and Presentation and communication Techniques” course.

9. What do you think of the first-year Communication Skills course?

10. Does the English course cater to the needs of students?

11. Does the course prepare them for the workplace?

12. Do you use any course book in the class? Name the course book. If Not name the reference books you use.

13. Are you happy with the course book?

14. What are your reasons for selecting the course book?

15. Do your students have practice in English language lab (technology enhanced ELTL)?
16. What are your suggestions to improve the quality of the course?

D. Testing and Evaluation

17. Are you happy with the way the students are assessed?

18. What are your views on the tests and exams?

19. Do you think the students should be tested in all the four skills: listening, speaking, reading and writing? Please give your reasons.

20. What are your suggestions to improve the quality of assessment?

E. Teaching methods and approach

24. Do you carry out needs analysis before starting a course?

25. How do you teach each of these skills: Listening, Speaking, Reading and Writing?
26. Do you think computer-assisted language teaching and learning is essential to develop your students ‘language skills’? Give reasons to justify your answer.

Thank you for your patience and timely help.

Mrs. Shyamlee Solanki


For Ph. D. Dissertation
Appendix -4

COURSE DESIGNING AND TESTING OF ENGLISH LANGUAGE
IN ENGINEERING COLLEGES: AN EVALUATION OF
INNOVATIVE PRACTICES

Questionnaire for Subject Teachers

Dear Respondents

I'm working on English for Science and Technology for my PhD research. The research topic is “Innovative practices in testing of English Language in Engineering Colleges and course designing: A Critical Evaluation”. I’d like to get your views related to the topic. Your feedback on the students’ study needs and suggestions on how to modify the “Communication Skills and Presentation and Communication techniques” English course are very valuable to my research.

Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

PERSONAL DETAILS

1. Name:
2. Gender: Male / Female
3. Qualification:
4. Name of the Organization:
5. Designation:
6. Years of teaching:

1. What is your subject area?
2. Which of the following language skills do your students need and which do they have difficulty with?
   2.1 Speaking
   a. Presentation skills
b. Participating in informal meetings

c. Giving instructions

d. Other (please specify)

2.2 Listening

a. Following lectures

b. Understanding Discussions

c. Other (please specify)

2.3 Writing

a. Taking Notes at Lectures

b. Writing Assignments

c. Writing Essays

d. Writing Lab Reports

e. Summarizing Texts

f. Other (please specify)

2.4 Reading

a. Reading Technology related textbooks

b. Reading Journal Articles

c. Other (please specify)

Mrs. Shyamlee Solanki


For Ph. D. Dissertation

THANK YOU
Appendix -5

COURSE DESIGNING AND TESTING OF ENGLISH LANGUAGE IN ENGINEERING COLLEGES: AN EVALUATION OF INNOVATIVE PRACTICES.

Questionnaire for Placement Trainers

Dear Respondents,

I’m working on English for Science and Technology for my PhD research. The research topic is “Innovative practices in testing of English Language in Engineering Colleges and course designing: A Critical Evaluation”. I’d like to get your views related to the topic. Your feedback on the students’ study needs and suggestions on how to modify the Communication Skills and PCT course are very valuable to my research. Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

A. Professional Details

1. Name:

2. Name of your organization:

3. How long have you been involved in recruitment?

4. What is your area of specialization?

B. Skill sets for Engineers

1. What skill sets do engineering graduates need to be placed in reputed IT companies or core engineering firms?

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2. What skill sets do they need to achieve success at the work place?

C. About candidates applying for jobs (engineering students)
1. In your estimate, what is the percentage of students who have employability skills?

2. What skills do most engineering students lack?

D. Role of English language teachers and engineering colleges
1. Do you agree that soft skills incorporated in the syllabus are helpful for the students to acquire skills required in the corporate market? Please justify your answer.

2. Do you agree that teachers of English at institutes of technology can play the role of soft skills trainers? Please justify your answer.
3. How do you see the role of English language teacher evolving over the next 5 years?

4. What steps should be taken by institutes of technology to improve the employability skills of Engineering students?

E. Any other

Please feel free to add your comments related to the topic.

Thank you for your patience and timely help.

Mrs. Shyamlee Solanki


THANK YOU
Appendix -6

COURSE DESIGNING AND TESTING OF ENGLISH LANGUAGE
IN ENGINEERING COLLEGES: AN EVALUATION OF
INNOVATIVE PRACTICES

Questionnaire for Professional Engineers

Dear Respondents,

I'm working on English for Science and Technology for my PhD research. The research topic is “Innovative practices in testing of English Language in Engineering Colleges and course designing: A Critical Evaluation” I’d like to get your views on the corporate needs and expectations and also get your suggestions on modifying the Engineering English curriculum.

Your contribution is very valuable to my research.

Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

A. Professional Details

1. Qualification:

2. Name of the company:

3. Designation:

4. How long have you been with the present company? Years:

5. Have you had any special training in communication skills and Presentation and Communication Techniques? Yes / No

6. Please specify the nature and duration of the course?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
B. Professional Communication Needs

6. Do you agree that highly effective engineers have good writing skills?  Yes / No
7. Do you agree that highly effective engineers are good communicators?  Yes / No
8. What skill sets do students of engineering need in order to be placed in reputed IT companies or core engineering companies?

9. What skill sets do recruiters look for in prospective employees?

10. What skills do professional engineers (various positions) need in order to be effective at the workplace?

C. Suggestions

11. What are your suggestions to improve the following areas of the Engineering English curriculum: syllabus, materials, skills, teaching methodology, assessment pattern (tests/exams)?
12. List the changes that you would like to bring in the Communication Skills And Presentation and Communication Techniques course.

In your view, course should contain

1. ---------------------------------------------------------------
2. ---------------------------------------------------------------
3. ---------------------------------------------------------------
4. ---------------------------------------------------------------
5. ---------------------------------------------------------------

13. Do you think that technology-enhanced language teaching and learning will be relevant and useful for the learners? Give your reasons.

   A) Yes    B) No    C) Don’t know

Reasons: ---------------------------------------------------------------
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14. Blended Learning refers to a language course which combines a F2F (face-to-face) classroom component with an appropriate use of technology. Do you like the idea of blended learning?

   Explain how it will help the learners.

   A) Yes    B) No    C) Don’t know

Reasons: ---------------------------------------------------------------
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15. Do you think it is important to develop critical thinking competence in learners?

   A) Yes    B) No    C) Don’t know

Reasons: ---------------------------------------------------------------
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16. Do you think it is important to incorporate critical thinking tasks into course materials and examinations?

A) Yes  B) No  C) Don’t know

Reasons:  

17. Do you think it is important to involve professional engineers in the design of course materials? Why? How?

A) Yes  B) No  C) Don’t know

Reasons:  

18. How do you want to involve yourself in the course design? (proposing professional topics, ………………)

Reasons:  

19. Do you think it is good to have a skills-oriented syllabus?

A) Yes  B) No  C) Don’t know

Reasons:  

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20. Do you think it is good to teach job-related language skills in the first year of your engineering programme?

21. Give your suggestions on modifying the Communication Skills and Presentation and Communication Techniques Course based on the corporate needs (placement). What should be incorporated into the syllabus? What type of tasks (exercises) should be included? Given below are some examples of activities that can be incorporated into the course. Add a few more activities that you think are important to the list.

- Problem-solving games
- Group discussions
- Role-plays
- Interviews

22. How do you want the following skills to be taught?

- Listening (e.g. by doing more listening exercises in the English multimedia lab)
- Speaking
- Reading
- Writing

23. Any other comments. Please contribute your views related to the research.

Thank you for your patience and timely help.

Mrs. Shyamlee Solanki

Course Designing & Testing of English Language In Engineering colleges: An evaluation of Innovative Practices.

For Ph. D. Dissertation