ABSTRACT

The objective of this study was to evaluate the English Language needs of learners of engineering colleges of Mumbai University and Gujarat Technical University. The main purpose was to examine the current syllabus and how effectively English language is practiced and implemented in the engineering classroom, and whether ESP is helping the engineering students to gain the purpose. It also attempted to find out how language skills along with life skills can be learnt effectively by Engineering students’ for proper utilization by them in real life situations.

The study basically attempted to answer the following questions:

First there is a gap existing between the present ESP course for engineering and technical college students based on their academic and professional needs.

Second to fulfill the gap is there a need to modify and raise the present communication skills course so that it meets the engineering students’ needs to apply it in real life situations?

Since the English language skills of students who enter into the portals of engineering colleges differ considerably it has become imperative to assess their capability to manage the syllabus prescribed for them. In absence of adequate competency in English Language skills, a majority of learners find it difficult to master the proficiency in technical terminologies and compete with the global positions.
The study involved 120 students and 18 communication skills faculty from Mumbai University and Gujarat Technical University. 5 placement officers too expressed their views. The tools used for data collection comprised of questionnaire survey among students and teachers and personal interviews faculty of communication skills. After validating the validity and reliability of the research tools, the questionnaire was given to the 1st 4th and 8th semester students. Bachelor of Engineering and Bachelor of Technology the survey was conducted during the academic year 2010-2011. The data collected from the questionnaire were analyzed both quantitatively and qualitatively.

Based on the study, the findings were the following.

1. The goals and objectives of the present syllabus are only partially being fulfilled.
2. There is deficient acquisition of English language skills among students for proper application in the workplace context and also in real-life situations, and hence necessary measures need to be taken.
3. Teachers basically are from English Literature background and are not getting adequate training in the latest language teaching methods so that effective classroom teaching becomes a norm rather than an exception.

Based on the findings of the study it is recommended that learners be involved more in interactive sessions in the classrooms so that they were able to strengthen their communicative competence. Additionally teaching technical, business communication and soft skills, and technology assisted language learning are areas that should be taken on a priority basis while learning English for Engineering purposes. Thus, designing tasks and
activities accordingly would help to achieve the goals and objectives of the course. It is also recommended that teachers are given enough opportunities for professional development so that they gain knowledge on effective teaching strategies that can be implemented at the classroom level, in the engineering context.

**Key Words:** English for specific purposes (ESP) needs analysis, learner-centered curriculum, and globalization, technical writing, Soft Skills, learner autonomy, innovative measures, constructive feedback, self-directed learning, self-access language centres.