CHAPTER-2

Conceptual Framework

2.0 Origin of ESP

2.1 Development of English for Specific Purposes

2.2 ESP Program Design

2.3 Materials Evaluation

2.4 English Proficiency Enhancement Program for Potential Immigrants

2.0 Origin of ESP

English for specific purposes (ESP) is a need-based teaching of English for professionals at work places or would-be professionals with very unique contexts of language use. These include Business English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, etc. ESP like any form of language teaching is primarily concerned with learning English. ESP is not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. One can identify three main reasons for the origin of ESP.

Firstly, the end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world of new learners who were unified and dominated by two forces: technology and commerce. Thus, the relentless progress soon generated a demand for learning the international language. This reformation produced a new generation of learners who knew specifically why they were learning a language- businessmen and women who wanted to sell their products, technicians who had to read instructional manuals, doctors who needed to keep with developments in their field and whole range of students whose course of study included textbooks and reference books available only in English. The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but as English was the key to the international currencies of technology and commerce. The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods.

Secondly, the demand was growing for tailor – made courses in English; influential new ideas began to emerge in the study of language. Traditionally the aim of linguistics had been to describe rules of English usage, that is, the grammar. The new studies shifted attention away from defining the formal features of language usage to discovering the way in which language is actually used in real communication (Widdowson, 1978). One finding of this research was that the language we speak and write varies considerably, and in a number of different ways, from one context to another. In English language teaching, this gave rise to the view that there are important differences between, say, English of commerce, that of engineering and the English that we use in our daily routine. These ideas matched well with the development of English courses for specific groups of learners. The idea was simple, if

language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course. "Tell me what you need English for and I will tell you the English that you need" became the tag-line of ESP.

Thirdly, focus on the learner in educational psychology also contributed to the rise of ESP. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on effectiveness of their learning. The direct relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster. The standard way of achieving this was to take texts from the learners' specialist area- text about medicine from medicine, engineering from engineering etc. This reformation succeeded as language was a vehicle to acquire the subject matter besides the language.

The concept of ESP is an outcome of combination of three important factors:

  i.   Specialized study of learning strategies
  ii.   Analysis of language variety according to the character of work
  iii. Linguistic factors involved in this language variety used.

2.1 Development of English for Specific Purposes

The term English for Specific purposes has been applied to situations where learners have some specific reason for wanting to learn the language. English for specific purposes (ESP) has for over twenty five years been a separate branch of English Language Teaching (ELT). It has developed its own approaches, materials and methodology and is generally seen as a very active movement that has had considerable influence over the more general activities of TESOL and applied linguistics. ESP has always seen itself as materials-driven and as a classroom- based activity concerned with aspects of teaching materials production and text analysis rather than with the development of a theory of ESP. As Kristen (2001) defines it:

> "The focus of the word 'SPECIAL' in ESP ought to be on the purpose for which learners learn and not the nature of the language they learn. Therefore, characteristics of ESP courses include authentic material, purpose-related orientation and self-direction."

The key defining feature of ESP is that its teaching and materials are founded on the results of 'needs analysis'. The questions that one needs to ask are ----what do participants need to do with English, which of the skills do they need to master and how well, which genres do they need to master, either for comprehension or production purposes, etc. In ESP, one can be more precise about participants' needs. Specific needs can be identified by examining, that situation and the texts in detail.

Apart from the primacy of needs analysis, defining features of ESP can be difficult to identify. Robinson, in her first overview of ESP (1980), suggested that 'limited duration' (i.e. an intensive course of fixed duration) and 'adult learners' are defining features of ESP courses. The key feature of ESP is that majority of ESP learners are adults. Such learners are professionals who learn the language for some or the other purposes or for a specific goal. As an ESP program is of a short duration, it deals with a concept to modify the language of the participants in the respective field.

The ESP teacher needs to bear in mind and exploit the specific subject knowledge, which leads to classroom interaction and teaching methodology that can be quite different from that of general English. However, in some situations such pre-study programs where participants have not started their academic or professional activity and therefore have less subject knowledge, teaching methodology needs to be similar to that of general English.

ESP materials draw on the topics and activities of that specific purpose, in many cases exploiting the methodology of the subject area or the profession (Widdowson, 1983). For example, an English program for science students will use scientific situations to present relevant language and discourse. A business English program will use case studies as these are widely used in business training. ESP is concerned with teaching language, discourse and relevant communication skills. It exploits topics and the underlying methodology of the target discipline or profession to present language, discourse and skills.

2.1.1 Major Characteristics of ESP

i. ESP is designed to meet the specific needs of the learners.
ii. ESP makes use of the underlying methodology and activities of the discipline it serves.
iii. ESP is centered on the language (grammar and register) skills, discourage and genres appropriate to these activities.

2.1.2 Variable Characteristics of ESP

i. ESP may be related to or designed for specific disciplines.
ii. ESP may use, in specific teaching situations, a different methodology from that of general English.
iii. ESP is likely to be designed for adult learners, either at a tertiary- level institution or in a professional work situation. It could, however, be used for learners at secondary school level.
iv. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners as well.

2.1.3 Classification of ESP Varieties

ESP is usually classified into two main categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP largely speaks for itself, it relates to the English needed in an educational context. EOP relates to professional purposes, for example, the English for doctors, lawyers, engineers or business people. The biggest branch of EOP is business English, the teaching of which can range from teaching general business related vocabulary to the teaching of specific skills important in business.

Another key distinction is between more general ESP and more specific ESP. Dudley- Evans and St. John (1998) drawing on an idea from George Blue (Blue, 1988) make a distinction between English for general academic purposes (EGAP) designed for pre-study groups that are heterogeneous with regard to discipline, and English for specific academic purposes (ESAP) designed to meet specific needs of groups from the same discipline. A similar distinction can be made between the teaching of general business- related language and skills(English for general business purposes EGBP) and the teaching of specific business language for skills such as negotiation, or the writing of letters or faxes (English for specific business purposes ESBP).

It is convenient to refer to types of ESP by profession. For example, medical English, English for engineers, English for administration. But then, medical English may include EAP for students following a degree course in medicine where English is the medium of instruction at the same time it may also mean EOP for practicing doctors using English. Similarly, English for engineers may be for students of engineering or for practicing engineers. In USA, ESAP

is often called content-based instruction (CBI), which is seen as separate from ESP. Other commonly used abbreviations are EST (English for Science and Technology), EBE (English for Business and Economics) and ESS (English for Social sciences). In the USA, EVP (English for Vocational Purposes) is frequently used for teaching English for specific trades or vocation. This branch of EOP is often sub-divided into Vocational English (concerning language and skills needed in a job) and pre-vocational English (concerning skills needed for applying for jobs and being interviewed).

ESP should be seen not as any particular language product but as an approach to language teaching which is directed by specific reasons for learning. ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning. Though the content of learning may vary, there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner. However, in an ESP program there are some features which can be identified as 'typical' of a particular context of use and which, the learner is more likely to meet in the target situation. Therefore, the learner's learning proceeds towards his/her needs.

2.1.4 Needs Analysis

The initial needs analysis provides information about the target situation, what learners will have to do in English and the skills and the language needed in the specific contexts. This is generally called 'target situation analysis'. Information about learners is investigated into, particularly their level of proficiency in English, weaknesses in language skills and also their own perceptions of what they need. For ESP programs to be successful the environment in which English is taught versus that in which it is used must be assumed.

2.2 ESP Program Design

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In particular terms this entails use of theoretical and empirical information available to produce a syllabus to select, adopt or write materials in accordance with syllabus to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured.

2.2.1 Factors Affecting ESP Program Design

Figure 2.1: Factors Affecting ESP Program
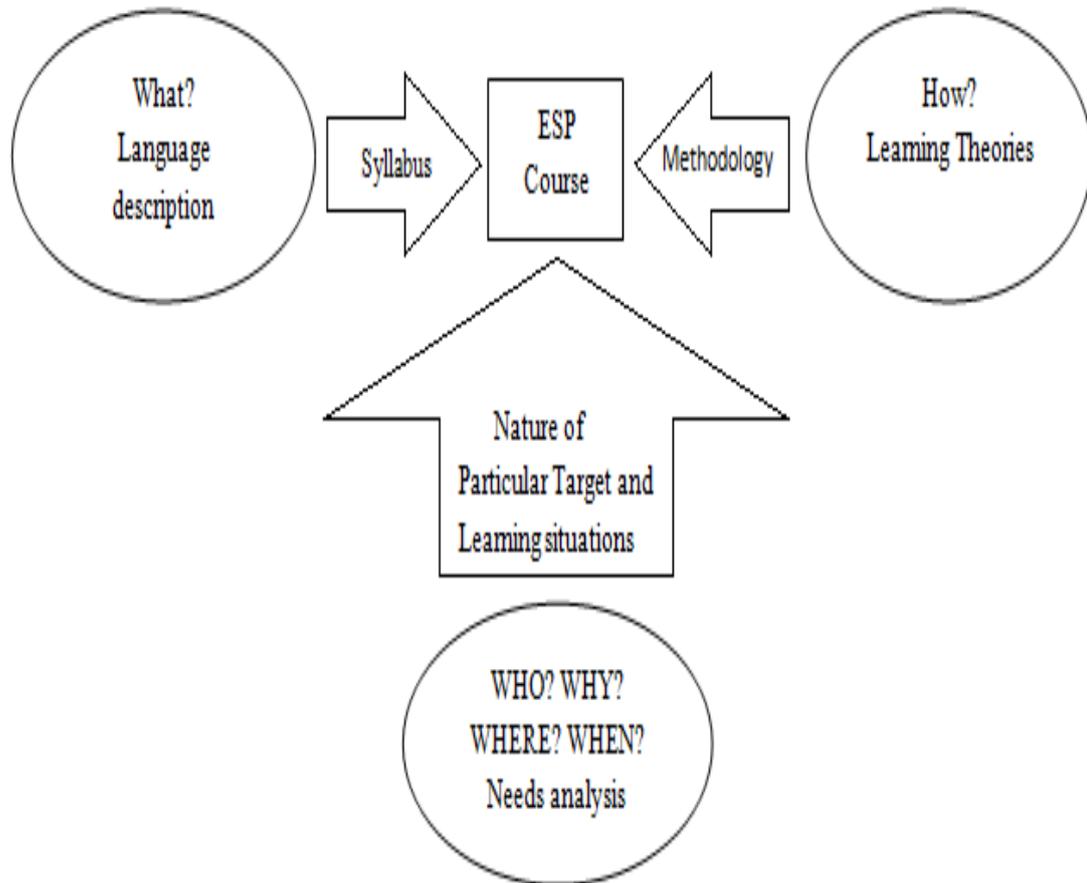
Source: Hutchinson and Waters, 1991

In the early stages of its development, ESP places more emphasis on describing the performance needed for communication in the target language. In the later stage, it leads to the three stages of development: language variation and register analysis, language as function, discourse analysis.

Language variation and register analysis

The concept of language variation gave birth to the ESP based on register analysis, which came with an argument that if language varies as per the context, it should be possible to identify the language associated with a specific context. With the result much ESP work was focused on determining the formal characteristics of various registers to establish a basis for the selection of syllabus items.

Functional/Notional Grammar

ESP has also been influenced by the functional/notional concept of language description. Taking function as a sum of structure + context many ESP courses have opted for functional syllabuses. Brumfit (1981) proposes a similar approach with his 'snakes and ladders' syllabus. A core ladder of structure is intertwined with a spiraling snake of related function. The drawback with this kind of functional syllabus is that it lacks a systematic conceptual framework and does not help the learners to organize their knowledge of the language.

Discourse Analysis

This development has a profound effect on ESP, particularly through the influence of Henry Widdowson. In two key ways the results of studies into the nature of discourse have been used in ESP teaching materials.

i. Learners are made aware of stages in certain set-piece transactions associated with particular specialist fields. One of the most influential projects of this kind has been the analysis of doctor-patient communication by Candlin, Bruton and Leather (1976).

ii. The second use of discourse analysis in ESP is through materials which aim to explain how meaning is created by the relative positions of the sentences in a written text. This has become the central feature of a large number of ESP textbooks aimed at developing a knowledge of how sentences are combined in texts in order to produce a particular meaning (Allen and Widdowson, 1974). This approach has led to the text diagramming type of exercise found in ESP materials.

However, the ESP teacher has to understand that all communication has structural level, a functional level and a discoursal level. They are not mutually exclusive, but complementary and each can have its place in the ESP course. One should also keep in mind that describing a language for the purpose of linguistic analysis does not necessarily carry any implication for language learning. One must make a distinction between what a person does (performance) and what enables him to do it (competence).

Theories of Learning

In ESP, the emphasis has always been on language analysis. Learning factors are not thought about. If they are considered at all, they are incorporated only after the language base has been analysed and systematized. ESP has, in fact, been more concerned with arriving than with the journey. However, if one wishes to improve the techniques, methods and content of language teaching, one must try and base what one does in the classroom on sound principles of learning. But we still do not know very much about learning. It is important, therefore, not to base any approach too narrowly on one theory. As with language descriptions, it is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of one's own experience as a teacher. It is probable that there are cognitive, affective and behaviourist aspects to learning and each can be a resource to the ESP practitioner. That is, one may choose a behaviourist approach to the teaching of pronunciation, a cognitive approach to the teaching of grammar and use affective criteria in selecting the text.
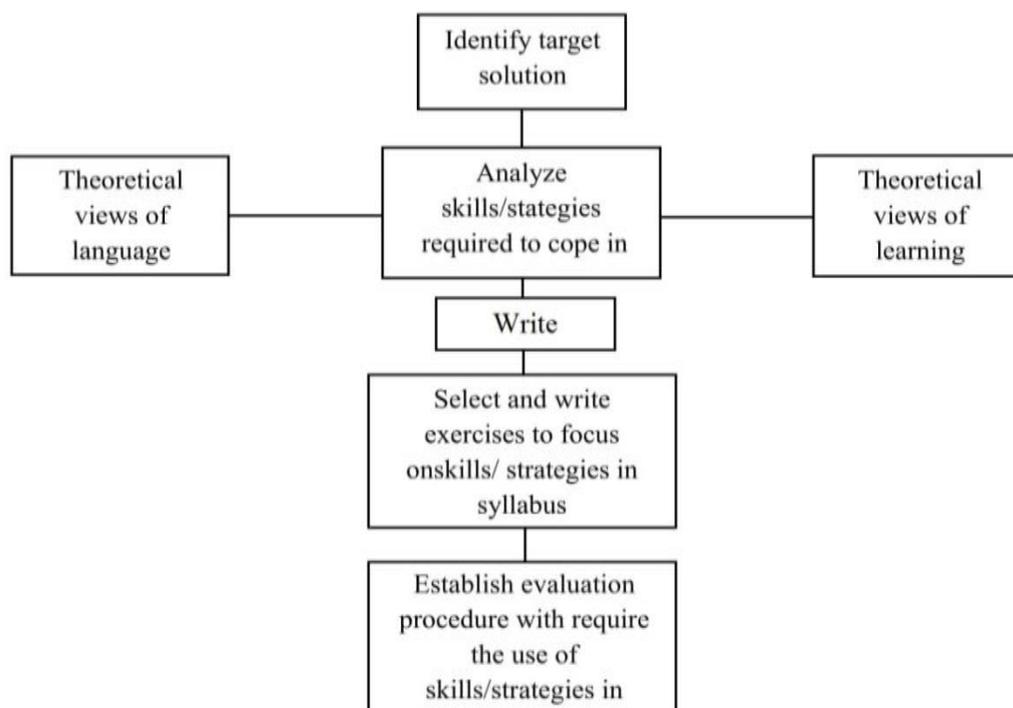
2.2.2 Approaches to ESP Course Design

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In short, this entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured. There are probably as many different approaches to ESP course design as there are course designers. However, three major approaches can be identified.

i. Language – Centered Course Design

This is the simplest kind of course design process and is probably the most familiar to English teachers. It is particularly prevalent in ESP. The language-centered course design process aims to draw as direct a connection as possible between the analysis of the target situation and the content of the ESP course.

Figure 2.2: Language – Centered Course Design

A language – centered approach to course design

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                    ┌──────────────────┐
                    │ Identify target  │
                    │    solution      │
                    └──────────────────┘
                              │
┌──────────────┐   ┌──────────────────┐   ┌──────────────┐
│ Theoretical  │   │    Analyze       │   │ Theoretical  │
│  views of    │───│ skills/stategies │───│  views of    │
│  language    │   │ required to cope │   │  learning    │
│              │   │      in          │   │              │
└──────────────┘   └──────────────────┘   └──────────────┘
                              │
                    ┌──────────────────┐
                    │      Write       │
                    └──────────────────┘
                    ┌──────────────────┐
                    │ Select and write │
                    │ exercises to focus│
                    │ onskills/ strategies in│
                    │     syllabus     │
                    └──────────────────┘
                    ┌──────────────────┐
                    │ Establish evaluation│
                    │ procedure with require│
                    │    the use of    │
                    │  skills/strategies in│
                    └──────────────────┘
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Source: Hutchinson and Waters, 1991

Though this design is quite popular, it has certain limitations. It starts from the learners and their needs and so it might be considered a learner-centered approach but in fact, it is not learner-centered. The learner is simply used as a means of identifying the target situation. Moreover, only a limited area of language is taken care of. It appears to be systematic. But in doing so it endangers the false belief that learning itself is systematic that the systematic analysis and presentation of language data will produce systematic learning in the learner. But the most important factor here is that it must be an internally-generated system not an externally-imposed system. Moreover, data such as that produced by a needs analysis, is not important in itself. Data must be interpreted. What is actually happening in the language – centered approach is that an analytical model is being used as a predictive model. An analysis of what happens in a particular situation is being used to determine the context of pedagogic syllabus and materials. But there are other factors which will influence these learning factors

are not considered to be important at all. A teacher once remarked at a seminar on materials writing, "It doesn't matter if it is boring. It's ESP." So a good course-designer should take into consideration all these while designing a language-centered course. In this approach the syllabus is the prime generator of the teaching materials. This sort of approach is still widely used in ESP.

ii. Skills-Centered Course Design

The skills-centered approach to ESP has been widely applied in a number of countries, particularly in Latin America. Students in universities and colleges there have the limited, but important need to read subject texts in English, because they are unavailable in the mother tongue. In response to this need, a number of ESP projects have been set up with the specific aim of developing the student's ability to read in English. This approach is founded on two fundamental principles, one theoretical, the other pragmatic:

a) The basic theoretical hypothesis is that underlying any language behaviour are certain skills and strategies, which the learner uses in order to produce or comprehend discourse. A skill-centered approach aims to get away from the surface performance data and look at the competence that underlies the performance. A skill-centered course, therefore will present its learning objectives in terms of both performance and competence.

b) The pragmatic basis for the skills-centered approach derives from a distinction made by Widdowson (1981) between goal-oriented courses. Holmes (1982) points out that:

"In ESP the main problem is usually one of time available and students' experience. First, the aims may be defined in terms of what is desirable - i.e. to be able to read in the literature of the students' specialism, but there may be nowhere near enough time to reach this aim during the period of the course. Secondly, the students may be in their first year of studies with little experience of the literature of their specialism..." According both these factors... may be constraints which say right from the start, "The aims cannot be achieved during the course."

Holmes puts his finger on a contradiction that arises from interpreting 'needs' in the narrow sense of 'target situation necessities'. If the ESP course is designed in terms of goals, there is in effect a tacit admission that a large number of students will fail the course. Since ESP is by
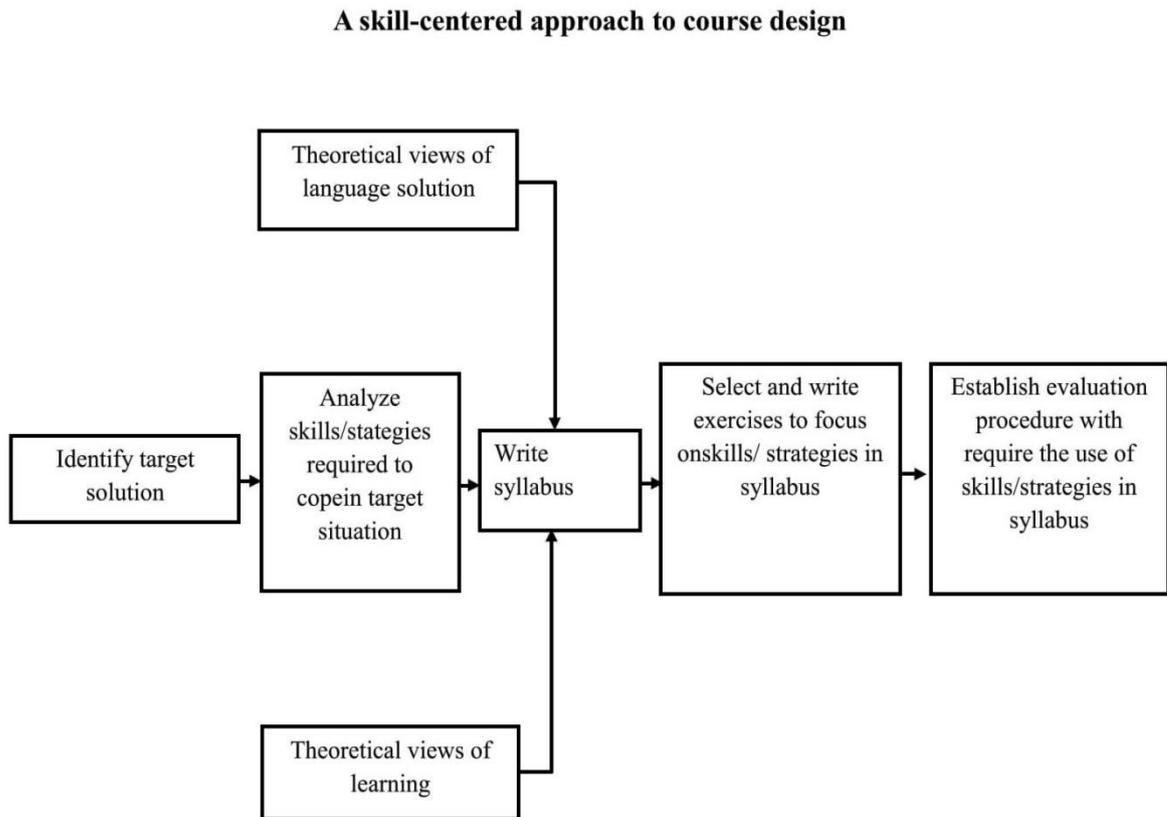
its very nature a process that is intended to enable people to achieve a purpose, it is at best a little odd to frame the course in such a way as to almost predict failure. The process-oriented approach tries to avoid this problem by removing the distinction between the ESP course and the target situation. The ESP course is not seen as a self-sufficient unit from which learners emerge as proficient target situation performers, because, as Holmes points out, a number of students are unlikely to achieve the proficiency. Instead, the ESP course and the target situation are seen as a continuum of constantly developing degrees of proficiency with no cut-off points of success or failure. The emphasis in the ESP course, then, is not on achieving a particular set of goals, but on enabling the learners to achieve what they can within the given constraints:

> "The process-oriented approach... is at least realistic in concentrating on strategies and processes of making students aware of their own abilities and potential, and motivating them to tackle target texts on their own after the end of the course, so that they can continue to improve." (Holmes 1982).

The skills-centered model, therefore, is a reaction both to the idea of specific registers of English as a basis for ESP and to the practical constraints on learning imposed by limited time and resources. In essence it sees the ESP course as helping learners to develop skills and strategies which will continue to develop after the ESP course itself. Its aims are not to provide a specified corpus of linguistic knowledge but to make the learners into better processors of information. The role of needs analysis in a skills - centered approach is two-fold. Firstly, it provides a basis for discovering the underlying competence that enables people to perform in the target situation. Secondly, it enables course designer to discover the potential knowledge and abilities that the learners bring to the ESP classroom. The skills-centered approach can claim to take the learners more into account than the language-centered approach.

a) It views language in terms of how the mind of the learner processes it rather than as an entity in itself.
b) It tries to build on the positive factors that the learners bring to the course, rather than just on the negative idea of 'lacks'.
c) It forms its objectives in open - ended term, so enabling learners to achieve at least something.

Figure 2.3: Skills-Centered Course Design

A skill-centered approach to course design

Theoretical views of language solution

Identify target solution → Analyze skills/stategies required to copein target situation → Write syllabus → Select and write exercises to focus onskills/ strategies in syllabus → Establish evaluation procedure with require the use of skills/strategies in syllabus

Theoretical views of learning

Source: Hutchinson and Waters, 1991

The syllabus in a skill-centered approach is not a prime generator. According to Holmes, it is a linear process; it is more likely that there is a degree of negotiation between texts and skills. Thus, the skills syllabuses, as well as establishing criteria for the ordering and adaptation of texts, will probably also plays a role in their initial selection. At the same time, the texts available will affect what can be focused on in exercise sand assessment.

iii. A Learning-Centered Approach

The learner-centered approach is based on the principle that learning is totally determined by the learner. A teacher can influence what he teaches, but what learners learn is determined by the learners alone. Learning is seen as a process in which the learners use what knowledge or skills they have, in order to make sense of the flow of information learning, therefore is an internal process, which is crucially dependent on the knowledge the learners already have. There are problems with this approach also as the learner is not the only factor to consider.

Figure 2.4: Learning-Centered Approach

A learning-centered approach to course design
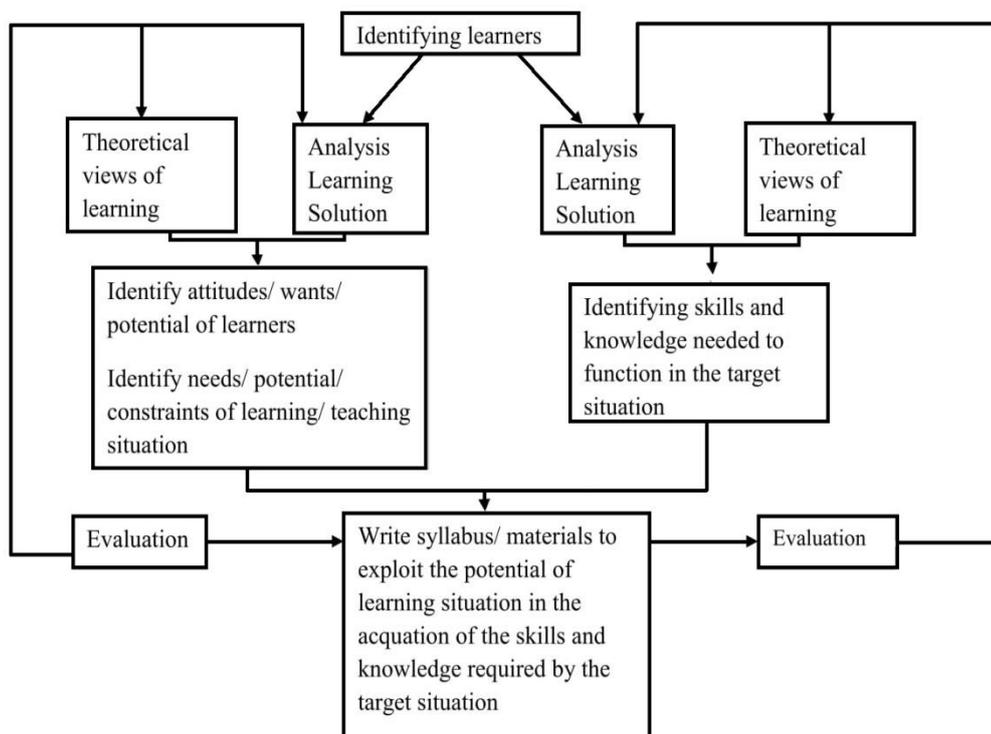
Source: Hutchinson and Waters, 1991

In learning-centered approach the methodology cannot be just grafted on to the end of an existing selection of syllabus items and texts. It must break down the syllabus design process into two levels:

This general syllabus can be used as the basic for the selection of texts and writing of exercise/activities: on the basis of this the material writers can prepare materials and the materials themselves will produce a detailed language syllabus. This can be produced from the needs analysis. Gaps and overlaps can then be dealt with. At the same time, it maintains relevance to target needs.

There is also one 'The post hoc approach' which is quite widespread. In this approach there is no one criteria for writing materials and a kind of cosmetic syllabus is prepared as per the needs of the sponsors/teachers/students.
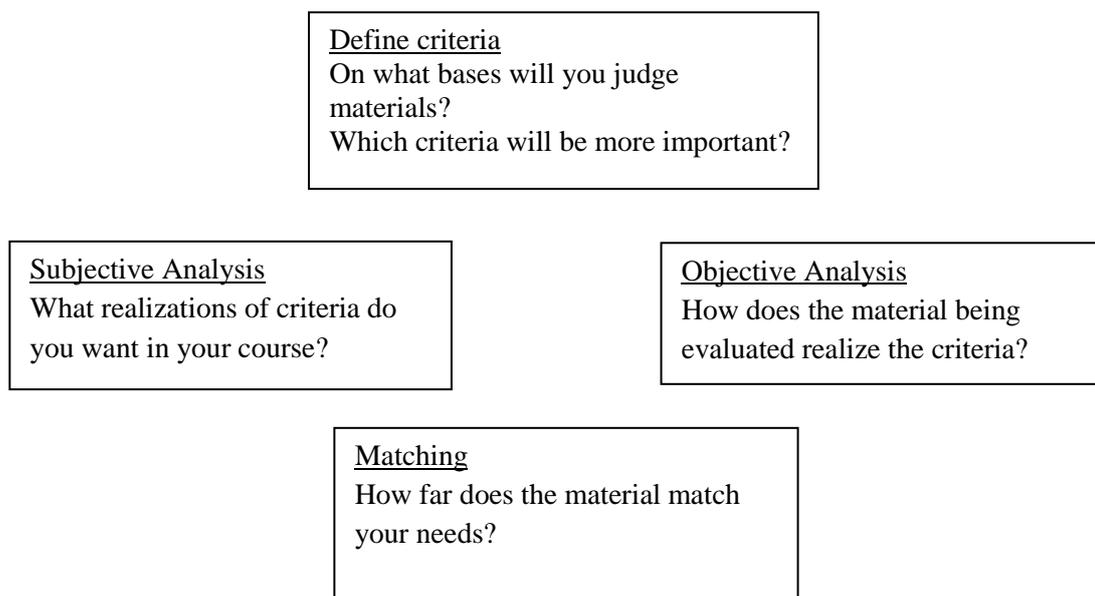
2.3 Materials Evaluation

Having completed the needs analysis and course design, one has to turn to actual teaching materials. There are three possible ways of doing this.

    i.   Select from existing materials: materials evaluation.

    ii.   Write one's materials: materials development.

    iii.   Modify existing materials: materials adaptation.

Evaluation is basically a matching process. The process can be divided into four major steps.

    i.   Defining criteria

    ii.   Subjective analysis

    iii. Objective analysis

    iv. Matching

Figure 2.5: Materials Evaluation Process

> **Define criteria**
> On what bases will you judge materials?
> Which criteria will be more important?

> **Subjective Analysis**
> What realizations of criteria do you want in your course?

> **Objective Analysis**
> How does the material being evaluated realize the criteria?

> **Matching**
> How far does the material match your needs?

Apart from these four major factors one has to consider the content, sequence of units, language items covered, teaching techniques to be employed in order to teach that particular course, availability of teaching aids, anticipation of learners' response to that particular course, etc.

2.3.1 Bases for Materials Development

It is important to start the process of materials development by understanding certain universal principles. Materials should provide a stimulus to learning. Good materials should contain interesting texts, enjoyable activities which stimulate the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with. They should provide a clear and coherent unit structure which can guide teacher and learner through various activities in such a way as to maximize the chances of learning. Materials reflect the nature of the learning task thereby implying that materials should try to create a balanced outlook which reflects both, the complexity of the task, yet makes it appear manageable. They should provide models of correct and appropriate language use.

In order to acquire the ability to use the language effectively the learners need a lot of experience of the language being used in a variety of different ways for a variety of purposes. They need to be able to understand enough of this input to gain positive access to it and it needs to be meaningful to them.

Moreover, in order for the learners to maximize their exposure to language in use they need to be engaged both affectively and cognitively in the language experience**.** Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not**.** Learners need opportunities to use language to try to achieve communicative purposes.

With such an understanding of material production, tasks were prepared for the study on hand.

2.3.2 Materials Design for the Present Research

Figure 2.6: Materials Design
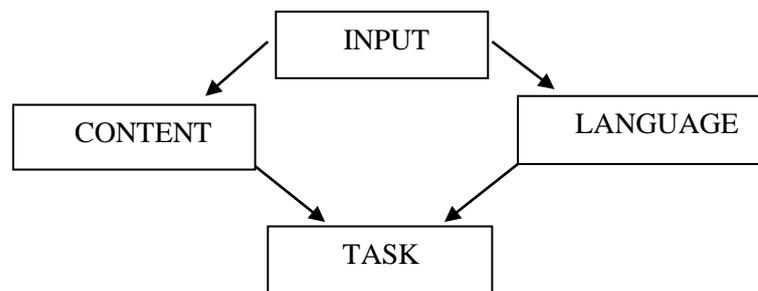
The primary focus of the unit is the 'task'. The model acts as a vehicle which leads the learners to the points where they are able to carry out the 'task'. The language and 'content' are drawn from the 'input' and selected according to what the learners will need in order to do the task. The focus was to create coherence in terms of both language and content throughout the units.

2.3.3 Learner Assessment

As with any language course there is a need to assess students' performance at strategic points in the course; for example, at the beginning and at the end. But this assessment takes on a greater importance in ESP, because it is concerned with the ability to perform particular communicative tasks. The facility to assess proficiency is, therefore, central to the whole concept of ESP. Davies and West (1984) list 14 examinations in specific purpose English offered by British institutions. The London Chamber of Commerce and Industry, the Associated Examination Board (AEB) and Pitman Examinations Institute offer examinations in secretarial and commercial English. Cambridge offers English for Business and English for Science. The city and guilds of London Institute offers examinations in Technical English. AEB also offers an examination in English for Academic purpose (TEEP), as does the British council (ELTS). The English Teaching Development Unit (ELTDU) has produced scales of attainment and three basic types of assessment.

i. Placement Tests

The aim of the placement test is to determine the learners' state of knowledge before the ESP course begins. The test has a formative value, that is, the test results will be used in forming the nature and content of the ESP course.

ii. **Achievement Tests**

It is usually internal to the course and reflects the nature and content of the course itself. The ESP teacher should construct this test keeping in mind the standard norms of 'testing'. The test should be 'valid' and the test items should be designed keeping in mind 'what' learners have learnt so far.

2.3.4 Testing Techniques

Testing techniques are techniques which elicit behaviour that is a reliable, and a valid indicator of the ability in which the designer is interested. Their elicit behaviour that can be

reliably scored and are as economical of time and effort as possible. They also have a beneficial backwash effect. It is of paramount importance that a test reflects the right information about candidates' abilities that a test is intended for. This information helps in grading candidates, as well as, revising instructional procedures and testing techniques. There are various techniques followed for testing the four macro skills.

i. Testing Writing

The best way to test people's writing ability is to get them to write sentences, articles, guided compositions, etc. For tests designed to test writing, writing tasks need to be the proper representative of the population of tasks that the students are expected to perform. If a student is expected to write business letters, reports and minutes, the test should cover item on the same .The tasks should elicit samples of writing which truly represent the student's ability and it is essential that samples of writing can and will be scored reliably.

In order to judge whether the tasks set are representative of the population tasks, test specifications need to be clearly laid down. The next step is to set as many tasks as feasible to ensure validity of the test. Variety makes tests interesting and gives a better picture about the ability of students because individuals are better at certain tasks compared to others. An ideal test is one that requires candidates to perform all the relevant potential writing tasks. Practically the length of a test depends on how accurate the information collected from the test should be. For instance, if it is a matter of placing students in classes from which they can be moved to a more appropriate one, then accuracy is not very important and a single sample of writing can suffice the need.

For testing writing in ESP classes, as in any ELT class, it is important to see that the test tests only writing ability and nothing else. Writing skills should be a portrayal of writing functions needed in examinee's area of specialization. Lack of intelligence or lack of wide general knowledge should not be the cause for penalising students.

Obtaining reliable scoring of writing may be done either holistically. Holistic scoring involves assigning a single score to piece of writing on the basis of an overall impression of it. This kind of scoring has the advantage of being very rapid. 'Experienced scorers can judge a one-page piece of writing in just a couple of minutes or even less' (Hughes, 1989). The scoring, however, is not very precise about the ability of students in the various sub skills.

ii. Testing Oral Expression

The objective of teaching spoken language is the development of the ability to interact successfully in a particular language and that involves comprehension as well as production. For testing oral ability, task set need to form a representative sample of the production of oral tasks that the participants are expected to be able to perform. The task should elicit behaviour that truly represents participants' ability and should be scored reliably and validly.

At the time of setting the tasks, test specifications are clearly laid down. Tasks should be set in conjunction of specification with the criterial levels of students' ability. Tasks in oral tests can be set on three general formats-interviews, interaction with peer and responses to tape recording.

The most obvious format for the testing of oral interaction is the interview. In its traditional form, it has at least one potential serious drawback. The relationship between the examiner and the participants is usually such that the participant speaks as to a supervisor and is unwilling to take the initiative. As a result only one style of speech is elicited and functions like asking for information are not represented in the participant's performance. Introducing a variety of techniques into the interview situation can do away with this drawback. The appropriateness of each technique depends upon the specification of the test and most of them can be fitted easily within an interview framework. In the framework of interview, yes/no questions should generally be avoided in the process of eliciting information. Various functions can be elicited through requests of the kind 'can you tell me what you think of…?'

Role-play is another technique in interview situation. Participants are asked to assume a role in a particular situation and this allows the ready elicitation of all the language functions. Ideally two participants can carry out role-play with an examiner as an observer. Participants of ESP class can be asked to play roles of situation related to their area specialized.

Discussion between participants is also a valuable source of information. These may be general discussions of a topic or in order to come to a decision.

Scoring for oral testing will be valid and reliable only if clearly recognizable and appropriate descriptions of criteria levels are written properly and clearly. In scoring for oral testing too, descriptions may be holistic, with each having their advantages and disadvantages.

The accurate measurement of oral ability is not easy, more so when a single scorer has to do the job alone. It takes considerable time and effort to obtain valid and reliable results. Nonetheless, where backwash is an important consideration, it is worth spending the requisite time and effort for evaluation.

iii. Testing Listening

Listening being a receptive skill, the testing of listening parallels in most ways the ways of testing reading. Tests of listening may be taken to test students' abilities to acquire specific information, obtain the gist of what is being said and follow instructions and directions. Some of the possible techniques for testing listening are multiple choices, calling for short answers, information transfer and note taking. The technique of information transfer is a useful one as it makes minimal demands on any productive skill. It can involve activities such as labeling diagrams, filling-up forms, etc.

iv. Testing Grammar

Though testing grammar specifically, especially in an ESP class is out of vogue now, yet, testing grammar cannot be totally done away with. For communicative ability, accuracy and appropriateness are equally important. The lack of grammatical abilities limits the abilities of students to use their skills. Hence, grammar in some form or the other is needed to be taught. And whenever teaching grammar is thought necessary, it is important that tests include a grammar component. The components need to be given much importance in tests, as development of various macro-skills of any language constitutes the primary objective of language courses.

Cloze and completion are two techniques that can be used to test grammar satisfactorily. Modified cloze is a technique where grammatical categories such as articles, prepositions, etc., are to be used to meaningfully complete given sentences. In completion, the technique used to test a variety of structures - parts of speech, tenses, interrogative forms, etc.

For valid and reliable scoring of grammar, in items on testing grammar, nothing should be deducted for non-grammatical errors. For instance, if an item on completion tests 'tenses', marks should not be deducted for spelling mistakes. It is however that tests do not accord much importance to grammar and thereby create a backwash effect that undermines the

achievement of the objectives of teaching and learning where these are communicative in nature.

2.3.5 Course Evaluation

The ESP course, like any course should regularly demonstrate that its existence is justified. Since the ESP course exists to satisfy a particular educational need, evaluation helps to show how well the course is fulfilling the need. Evaluation of an ESP course helps to establish whether it is meeting its aims. There are four main aspects of ESP course evaluation to be considered (Alderson and Waters, 1983).

i. What should be evaluated?

The short answer to this question is --- everything of significance. However, one can ask oneself the following question and find out what modifications to the course are required.

Does the course fulfill the learner's language learning need?

If the need of the learner is to gain knowledge about the language, rules of grammar need to be taught. For instance, teachers of English must know the use of the language as well as 'know about the language'. They must be able to satisfy learners' curiosity about why a certain grammatical structure is preferred over another in certain contexts or how similar meaning words also have finer differences in terms of shades of meaning. Nevertheless, since language is a tool for communication in the society, it should be taught and tested with that purpose in mind.

ii. How can ESP courses be evaluated?

There are many ways in which the ESP course can be evaluated ranging from simulations to suggestion boxes. However, in practice, most ESP courses are evaluated using one or more of the following techniques:

- ➢ Test results
- ➢ Questionnaires
- ➢ Discussion
- ➢ Interviews
- ➢ Casual chats
- ➢ Seminar presentation

iii. Who should be involved in the evaluation?

The extent of involvement of any group will vary according to the types of course. For ESP course it is advisable to approach teachers and professionals dealing with ESP course. Evaluation is concerned with people's perception of value and their views therefore; it will vary according to their concern with learners. At times it may be difficult to get feedback which is an expression of their real views. They may be reluctant to criticize their teacher and the course. The teacher should therefore, create an atmosphere of trust and openness. The teacher should also give some orientation exercise to get the learners accustomed to expressing their views honestly regarding various matters. This can be quite helpful to get frank feedback.

iv. When (and how often) should evaluation take place?

It is difficult to prescribe how often course evaluation should be done. All responsive teaching will include this as a continuing feature however much will depend on the characteristics of the individual teaching situation. There is also a danger in doing course evaluation too frequently. Advisable, evaluation should be done at the following points:

a) In the beginning of the course in the form of pre-test
b) At regular intervals throughout the course. For example, every half term.
c) At the end of the course in the form of post-test
d) After the course. (If possible in the form of post post-test)

This is the ideal time when one can get an overall picture of the success of the course.

2.4 English Proficiency Enhancement Program for Potential Immigrants

It is a privilege to become a naturalized citizen anywhere, or to simply migrate and begin a new life. The main issue is that while migrating to an English speaking country the potential immigrants need to learn English for various purposes. One of the main reasons to learn English for such a class is to understand the essentials to survive. The researcher believes that this point should be addressed more closely. Such immigrants will be exposed into a society where they will have to face English even to fulfill their basic requirement.

In order to survive, the immigrant has to either learn the local language or teach the locals his/her language. This was exactly what the British did when they settled in India. Apart from learning our languages, they taught us their language.

Another area that deserves to be mentioned is the digital world, a new world which is especially difficult for teachers to 'conquer'. It is no longer possible to ignore digital technology. It is a part of the new century, its everywhere and in the daily life. Digital technology skills are a necessary condition to succeed in this world.

A major problem in implementing such a program is that the participants at the program believe English to be an area that can be mastered once they have migrated. Another reason for the participants to neglect the subject is that they have learnt the subject in the 'chalk and talk' manner rather than through learner-cantered activities. Therefore, teaching English to such learners requires thinking, careful planning and efforts to make the program effective, interesting and above all, useful.

Materials and the syllabus for such participants should be designed keeping in mind their level and requirement. They have a different mind-set and altogether a different way of looking at the subject. Since it is a mixed group of multiple disciplines, all have their own point of view. Therefore, a program of such a kind has to be made wherein all the learners can learn with interest.

In the research study undertaken by the researcher, all the participants were in the age group of 18 and 25 years. They had their own dreams and perception about life in the country of their choice. Thus, their reasons for learning the language were different; their levels of motivation with which they join the program were different; their mastery of the language at the time of joining the program was different. Yet, as all of them were planning to enter into a society with English as the major language of communication, they were likely to face similar challenges. Thus, materials based on the day today life and a wide variety of situations were a major part of the program.