Chapter III

Design and Development of Curriculum and Syllabus

Introduction

Dissemination of academic knowledge constitutes the chief domain of philosophy of education. It follows that the teaching process in case of learning of arts and sciences is to be in practical orientation. Theorisation of such practical orientation of learning process provides sustainability to the educational thinking. In case of learning of arts especially language and linguistics, attempt is invariably made to formulate a theoretical framework. It is for teaching and explaining the subject at hand in terms of practical understanding and empirical assessment, depending upon such theoretical aspects to be considered in language instruction. Curriculum theory is drawn as a road map for setting up educational goals and cultural objectives. Added to this, a curriculum may reflect the national aspirations and political trends of the concerned countries.

Suitable curriculum for teaching English to the engineering colleges in Tamil Nadu is to be drafted more elastically. Similarly the syllabus as an off-shoot of normative curriculum is to be revised in order to contain innovative plans to teach English to the engineering students with different levels of knowledge of English in the same class. The curriculum’s functional goals will have to be concerned with educating the engineering students more effectively in using English for communicative purposes within their classroom and their future workplaces. The engineering students are taught English in the engineering colleges along with the core subjects of science and technology. It is for a definite purpose of empowering
them to make effective communication in terms of transactional engagements. There is to be no suggestion of irrelevance in this context, because the course design of the engineering studies is essentially oriented towards employment.

Learning of English by the students of engineering sciences is also for sustaining their employment, with the application of their skill of communicative contact. Learning and application of communicative English in the corporate sector will be experiential for the science students. It will enable them to specialise in their chosen subjects and, also, to get into the sector of Research and Development in their workplace. Furthermore, the medium of instruction in the engineering courses is mostly in English. Therefore a dependable grounding of knowledge of English will hold them in good stead while reading their text books and research journals.

There is the specific advantage for the present generation of students in the college of engineering in terms of their possessing post – secondary knowledge of English to their credit. Necessary changes like induction of special classes and Bridge Courses are to be made in the syllabus so that they could improve their knowledge of English. Due to the faulty system of Macaulay models and teaching of English by rote the present students have no practice in using common language skills such as LSRW. The reason is that the curriculum keeps the learner – student of English inactive due to the existing system of teaching English. Better learning is made available by personal involvement by the student in the learning process. For this, the present curriculum should be infused with active principle of education. In the words of S.K.Kochar (1985-second edition) “curriculum subject matter is translated in terms of activity and all the requisite knowledge, skills and attitudes are imparted through the activities”(73). Again there is the lacuna in the system of teaching English in terms of finding the regional medium students forming a majority among the other English
medium students, which brings imbalance in the ongoing system of learning English in the same classroom. The ill-conceived Macaulay Model of teaching English has to be discontinued. It will give way to revising the syllabus for teaching English at the secondary schools with a view to providing more scope for individual effort for the learner – student. The modern educational view is that the teaching – learning setting will be learner – centered and not teacher – centered as before.

This reform will facilitate anticipating the opening of the entry channel for the beginners with moderate working knowledge of general English. However, this kind of general English is found inappropriate in the context of English being used in the engineering institutions for its merit of usability. In fact nowadays English is sought out less for deriving pleasure than for sustaining professional needs. This shifting of importance of learning English is quite consistent with the ongoing ethos of consumerist culture of global proportions. English surpasses all other languages in respect to being resourceful in making communication both as an art or a science. It fits in this age of Information Technology with communicative exchanges exclusively in scientific mould. The communicative English is in wider demand everywhere including the national sphere of holding on to the colonial legacy of English as the Second language (ESL).

English as a communicative mechanism is to serve the various needs of communicative interaction. Learners of English may have different needs, interests, motivations and interests. Accordingly English is to be tailored into varieties while incorporating specific words and communicative stress. Every subject of academic validity is to be activated or practised through the use of selective words of direct communication that are characteristically related to specific subjects like automobile
engineering. Each of the core subjects is to be taught or learned through the simplified techniques of exchanging ideas while using the known technical words and jargons.

Such technical words and professional phrases are slotted into separate and specific orientations like medical, engineering and agricultural sectors. Thanks to the versatility of English as the language of science in particular, there has been a crop of different versions of applied English. Each of these versions is to get composed of such of those English phrases as are capable of identifying the connotative content of such words. Coinage of such words is characteristic of professional needs like making time-saving communication through English. The following groups of condensed English are both generic and specific in form and content.

1. ESP (English for Specific Purposes). John Munby’s (1978) analysis of ESP is to make a distinction between English for Specific purposes and English for Special Purposes (2).

2. EOP (English for Occupational Purposes). Specific occupational groups will use it. Accordingly telephone operators and ship captains get training under this language programme.

3. EAP (English for Academic Purposes). Components of academic dynamism will be kept vibrant by English in spheres like teaching and preparation of materials like books and language laboratory.

4. LWC (Language of Wider Communication). This is a common world language in use for purposes of learning English in a non-English setting. It deals with foreign trade and secures access to scientific and literary materials.
5. ESL (English as a Second language). Indigenisation of English is permissible while using it as a Second language. For example, there is a new linguistic entity in our country known as the Indian English.

6. ELT (English Language Teaching). English is subject to pedagogic perceptions militating against the onset of its foreignness.

7. LTSP (Language Teaching for Specific Purposes). English is taught for realising specific purposes like writing down research papers as stipulated in MLA Hand book (Seventh Edition).

8. EBP (English for Business Purposes). English is rich in its commercial references due its past history of colonial trade contact over its worldwide empire.

9. EMP (English for Medical Purposes). Communicative aspects of medical science, both theory and practice, will be made available for the stakeholders in the health care services.

10. ERP (English for Recreational Purposes). Specific words and gestures will be in use in the recreational services like sports and entertainment programmes.

11. EEP (English for Educational Purposes). Specially coined words as related to our educational projects like book writing and journalism.

12. EGP (English for General Purposes). Vocabulary of general English will be in common use.

13. EST (English for Science and Technology). Selective words and phrases pertaining to study and practice of Science and Technology are systematically brought into focus of attention.
14. VESL (Vocational English as a Second Language). English words as concerned with pursuit of vocational study and programmes are produced for the benefit of professionals and other artisanal groups.

15. CALL (Computer Assessed Language Learning). Computer, with prepacked software, is programmed with English words known as computer literacy. Computer can be used as an effective supplementary to a textbook with precisely coded language and words.

16. EFL (English as a Foreign Language). Training is given to learners of English on how to understand English as an Indo-European language with esoteric features of Anglo – Saxon language manifest with elements of western culture. Incidentally, this process of learning will go a long way towards upholding the fond hopes for the holistic occurrence of synthesisation of English and the Indian languages.

17. TESOL (Teaching English to Speakers of Other Languages). This is meant for teaching the non-native speakers of English through orientation courses in practising English.

18. TE (Technical English). The genre of ESP is further modified so as to serve the needs of the engineering students. During their academic and vocational careers, their goals and objectives are to be in keeping with their academic and professional needs. (John Munby, 1978, Krashen, 1981, Prof. N.Krishnaswamy, 2006, Dubin and Olshtain, 1986)

The new entrants of engineering institutions stand to gain much while the course designers decide upon teaching English to them. The students do have knowledge of general English already in terms of knowing grammar and other
structural items of linguistic characterisation. These students are not affected by the controversy over assigning linguistic primacy either for teaching literature or for teaching language (in terms of linguistics). It is true that the engineering students in Tamil Nadu have gone through the mill of the Macaulayan teaching of English through its literature. However, strangely enough, they are left finally with the sizable knowledge of grammar. In other words, they come to know of English in its form rather than in its traditional spirit. With the result, the engineering students feel more comfortable with the grammar-oriented Technical English. Taking advantage of this favourable academic advantage, the dynamism of objectivisation of English is to be on, while the facility of Language Laboratory is provided in the curriculum design of Technical English as an off-shoot of ESP.

**English for Specific Purposes**

It is unreasonable that General English with its literary expansiveness is to be used by all regardless of their aims and goals in their academic pursuits. English can also be considered as a tool in a job or profession. The students in engineering colleges have different levels of secondary education in English. Some states of India teach English to the students from the sixth standard to the twelfth standard. There is no uniformity in the level of knowledge of English among students. English is to be pruned into grammatical patterns and lexical items. This is to satisfy the students using English in different situations of specialization which are known as registers. A student may opt for specific proficiency of English as special register. She/he may prefer his/her own ‘register’ to other registers. ESP will be useful for such a situation involving registers.
A detailed discussion on ESP will be most relevant in the context of creating a suitable course design for teaching English to the students of engineering sciences. English is versatile enough to be branched off into different varieties. The cardinal principle is to find out the unlimited potential of English to be useful for spheres of human thinking. Relevantly there are broad divisions of Science and Humanities in the sphere of academic thinking. The human mind functions through intellect (Sciences) and emotion (Humanities). Intellectual thinking is to be precise and optimally objective in its premises. Therefore intellect goes with scientific frontiers of absolute realism in term of maximum objectivity of vision.

Science specific English is typical of these modalities. The usability of English is more pronounced towards teaching and learning science subjects. Literary English in its expansive moods will be inclusive of humanities. All academic support is specially needed to ESP learning. It is for the simple reason that ESP is composed of selective words as they are fixed up into a format of science study. Anyone with specialization in any branch of science can find out suitable words of specific expression.

ESP accommodates all varieties of interests of the subjects. For instance, aviation English is taught to the air pilots, air traffic controllers and civil aviation technicians in charge of radio communication. Again the users of internet and using computer English are a class by themselves, assuming global importance in relation to Information Technology revolution. Password and other items of applied ESP are for universal use.
The criterion is that English should be made use of more scientifically both in teaching and learning. John Munby emphasizes the need to make a distinction between English for Specific Purposes and English for Special Purposes. To quote his words

At this point an explanation should be given of the use of the world ‘specific’ rather than the more usual ‘special’ in the term ESP. The word ‘special, is contentious in that the statement that a purpose is special seems to imply that it is not ordinary, but this is not necessarily so, and in any case the antonymous characteristic that should be intended by the phrase ‘special purpose’ is that it is not general. Furthermore, ‘Special English’, which is associated with some of the earlier examples of materials in this field, focuses on distinctive features of the language, especially vocabulary, that are most immediately associated with its restricted use, e.g. technical terms in agriculture. ESP, on the other hand, should focus on the learner and the purposes for which he requires the target language, and the whole language programme follows from that. (2-3)

According to Dubin et al (1986) the following are some of the salient features of ESP.

- ESP is committed to the needs of the learners who are to study their subjects of specialization in English. Thus the Needs Analysis is pivotal to the composition of ESP.
• ESP is flexible enough to get used to methodology and activities of the subjects that it serves.

• ESP is made up of the appropriate language in terms of genre, discourse, grammar, lexis, register of specialized readings and study skills.

• ESP is equally designed to serve the needs of adult learners like non-native students doing research with the help of tools of empirical thinking and materials of ESP orientation. The intermediate and advanced students are eligible to learn ESP. There is the assumption that the above users of ESP will have some basic knowledge of language systems. The rural students with their secondary education in Tamil medium will not be upto the mark in this context. They have to be empowered to speak and read while using technical English as the special genre of ESP. (Dubin 1986).

ESP has strong claims to be a separate genre of linguistic distinction when one cannot manage using general English to realize the goal of appropriate expression and dealing with subjects of specialization. But this is a foregone conclusion that general English is not to be churned through at random for selecting suitable words and phrases of specific expression as required by the prospective learners or users of the subjects of specialization. It will be as futile as beating about the bush. Rather than doing it in expectation of results of immediate benefit, it is to the best of advantage of learners of ESP that ESP is organized into a particular sub genre like technical English. However the users of ESP are warned against becoming slaves of text books in publication. Instead, the teachers of ESP shall have to interact with the specialists
in the field and get their textbooks or syllabus updated. There should be an ongoing Needs Analysis to ensure whether the suitability of the language is in alignment with the needs of professionals at work. It will be more profitable and in the right focus if the Needs Analysis is conducted with specific reference to the students of technical English as widely used as the genre of ESP.

The student learner of ESP has to decide on the relative value of the ESP as a communicative design. Hutchinson et al rightly remarks that “ESP is an approach to language teaching in which all decisions as to content and methods are based on learner’s reason for learning”(19). Considering the importance of ESP as the language for specialized area of scientific study, MA in ESP is offered in British Universities. As a course of English studies it focuses on the method and content in the learning – teaching setting. The ESP is meant to be the language of science and technology. The study of ESP will be the surer way that teachers do not formulate preemptively the communicative approach. It requires acquisition of communicative competence by students through technical English. ESP is for occupational groups like engineers. It is meant for adults with need to learn English to be competent employees. ESP course is often a mix of grammar vocabulary and pronunciation. It is summarily known as scientific English.

The Role of Teachers in ESP Context

The teachers of ESP have to change their attitude on academic teaching - learning as integral to the process of educating the engineering students with their optional subjects for specialization. The teachers will find it difficult to change over from creative teaching of literary English to the prosaic teaching of English of
objective, pragmatic and scientific content. ESP has to teach both scientific English and subjects to the engineering students. The students learn an additional quota of English when they are taught their engineering subjects invariably in the English medium.

The teachers have to do Needs Analysis in respect to the needs and interests of the students for doing their courses. The objectives of the course are to be based on needs analysis. Suitable text books may be selected by the teachers. Teachers can learn about sciences too. They can help their students in learning not only English but also the subjects of science. The most relevant reason is that medium of instruction is unalterably English of ESP version.

Teachers of Technical English in engineering colleges are to be a taskforce specially trained to offer the best of English language competency to their students. Teaching general English is different from teaching English to the engineering students. The role of teachers is supremely important in creating the required teaching learning-setting. The teachers should have competency in foreign language teaching and thorough understanding of various features of English for Engineers. Added to this, they have to be in the know of things as related to subjects of study that are likely to be chosen by the students for specialisation. The language teachers are to be familiar with the other segments of general English such as ESP (English for Specific Purpose) EOP (English for Occupational Purpose) EAP (English for Academic Purpose) EST (English for Science and Technology) and LWC (Language for Wider Communication). No difficulty is there for the teachers to change over to the new methods of teaching as per the syllabus to teach English to the engineering students, given their knowledge of English at the secondary level already to their credit.
In its long evolution from the fourth century AD onwards, English has grown into a versatile blending of many Indo-European languages. Also English for Specific Purpose is a matured form of evolutionary growth as traceable to the commercial connections with large territories of colonial control. The teachers in Tamil Nadu will find English resourceful enough to get branched off into different versions of specialized subjects of linguistic coverage. They have the added advantage of dealing with English from a different perspective other than a literary one. It is advisable for them to get necessary in-service training and in-depth programme. They need practical understanding of the nuances of English for Engineers which invariably has a scientific design. While teaching English for Engineers, the teachers have to keep in mind the objectives of curriculum with policy declarations. The syllabus with guidelines of teaching comes next.

There is a historical tradition of English having been the ‘lingua franca’ for the British Empire for the 200 years in the recent past. The teacher needs to educate the students in knowing the historical past of English as an official language in India for 200 years. English is the boon of the British to our country. It serves our needs for getting united as a nation and running the administration of the country and the industrial concerns with global connectivity. The teachers need to impress upon the students that their language competence, in terms of using communicative English, is as important as professional competence.

Teachers of English for Engineers have to know of the changed situation in the pedagogic world. It is with far reaching implications. Some of them are listed below.
• First the teaching profession is found no longer academically oriented. Instead it is service oriented.

• Second, teachers are to deal with the learner – students not as robots of learning but as impressionable human beings receptive of humanistic approaches like psychological persuasion.

• Third, teachers have to understand the reality of the changed academic situation in scientific perspectives leading to the radical revision of role of teachers in the teaching – learning context.

• Teaching of English for Engineers is mostly practical oriented involving drafting the learners into task-based learning process.

It is reasonable that the teachers train themselves in the new models of pedagogy. They cannot afford committing mistakes in handling the scientific devices of learning like Language Laboratory. Handling such modern gadgets scientifically requires certain objectivity of the mind. With the highly trained mind they could do so ably. Moreover they are advised to teach English in relation to the study of science by the students. They may have to teach in their language classes English along with a little science examples. But this will be within the limits of keeping English as the medium of instruction for engineering students.

The teachers of English for Engineers have to guide their students, when the students learn English, in terms of attempting at integrating the knowledge of learning (concept) with the study of subject of sciences (content). In fact this area of pedagogic serviceability is the cardinal formula engaging the attention of the linguistic planners. Teachers have to teach the class of engineering students uniformly but there is a lacuna in the system. It concerns the presence of the rural students who come from the
stream of Tamil medium. They are in majority in the class. Naturally the teachers have to cater to these rural students in a special way. It is for improving the poor standard of the secondary English as held by these backward students. Therefore the teacher has to teach the class of heterogeneous students, who are distinctly non-integrative. It is necessary to identify these rural students as the weaker section of the student community. There is no statutory provision in the existing syllabus to take care of this weaker section. It should be in terms of accommodating them in the class so that the teachers will have their teachings uniformly and non-discriminately.

Teachers are to get active over the problem of rehabilitation of this weaker section empathetically. Such practice of identifying weaker section is not unorthodox. It is for the teachers to take up the remedies one by one. Some of such remedies are as follows:

First, they have to rise above the existing syllabus. Liberal interpretations of teaching codes of the syllabus are necessary. The teachers have to change with changing times. The British Education policy aimed at creating docile subjects and servile clerks to serve the foreign government in India. The teachers of the British days were objective minded to the point of no return. They were the duty minded professionals with no concern for the human side of their teaching practices. The present day teachers in English should develop the human angle in the mode of their teaching. Now-a-days English is taught in engineering colleges as technical English which is characteristically objective and realistic in its content and persuasion. The language curriculum of humanistic orientation is to be remedially followed in this context. The curriculum has to combine the educational-cultural goals with language goals. Accordingly, language goals of teaching English for engineering students is to be combined with the educational and cultural goals of getting backward students of
rural areas rehabilitated equally with the urban students in the same class. These weaker students are to be helped to overcome the obstacles of learning English in the engineering colleges.

According to Dubin and Olshtain, there are three approaches to learning language in genesis. They are as follows

(a) a behaviorist orientation considers the human species to be a passive organism reading to external, environmental stimuli

(b) a rational-cognitive orientation considers the human species to be the source and initiator of all acts

(c) a humanistic orientation is concerned with each individual’s growth and development, while emphasizing affective factors as well. Culturally any one of these philosophies may suit a certain community better. (35)

It is not unacademic to be empathetic towards the language learners who are in need of external help. The teachers have to give training to the learner-students in handling the four skills of language learning. It begins from the study of linguistic patterns of English such as vocabulary, phonetics and grammar. Even referring to a dictionary for getting meaning of words, etymological information and phonetics are to be taken care of by the teachers concerned. John Munby says that “The ability to handle these skills will save the non-native participant a lot of time spent in unnecessary recourse to a dictionary”(119). The role of teachers in the teaching-learning context is more significant than that of the student learners in the classroom setting. Their basic identity as teachers is projected into many roles of pedagogic
responsibilities. Performance objectives are to be addressed as products of courses that are notified in syllabuses. Objectives are to guide the teachers in judging the standards of attainments of language skills.

Teachers have to situate themselves suitably in relation to the students. Some of these roles are explained below:

**Guide:** The teacher of English for engineering students has to take-up the task of guiding the student learner. The student is to be guided into the college library of books and instruments of language teaching like internet. The teacher can lead the students on study tours to places like corporate offices. English is used there as a spoken language. No student is absolutely comfortable with spoken English.

**Facilitator:** The teacher is no longer a person of absolute managerial control over his/her class. Rather the students will have to share with their teacher the responsibility of devising the class room techniques and exercises in learning English in its various uses.

**Coordinator:** The role of teacher as a coordinator is significant in bringing all the linguistic exercises by the associates into unified attention and work. It is for getting the end product in terms of communicative competence. Commenting upon the role of teacher as a coordinator of group activities, Dubin states

> The focus is not on one-to-one relationships necessarily but more on getting other people to do things – with language. This does not mean in any way that teachers in communicatively oriented classrooms need to abandon their own personal values regarding humanistic learning and teaching. The
teacher is responsible for grouping the language players into a metaphorical workface united together as attributors. (78)

**Teacher – An Inspirer**

The advanced academic view is not to make the teacher in English as the individual on the spot with fingers on everything in the classroom. She/he will have to adopt him/herself to the local standards of the teaching profession while understanding the learner’s view as a non native English teacher. She/he may not be model for spoken English with correct pronunciation. But as a teacher in English, she/he will be humane with awareness of the humanistic dimension of the curriculum. The teacher has to view the whole class room as a cooperative endeavour. She/he should see to it that the students are in the lead by their willing choice. She/he is not to motivate the student externally rather the student gets motivated by him/her. She/he has to assist with the sense of association. Instead of sermonizing, the teacher needs to inspire the student into getting more confidence and clarity of thinking.

The teacher has to anticipate the students getting equipped with emotional intelligence in terms of developing interpersonal skills and intrapersonal awareness. The teacher is no longer the implanter of information on how to learn English in the classroom. The crucial of the question is on whether the students from the backward area of villages will be able to muster their inner strength so as to act on their own. The teacher has to persuade them into joining hands with him/her to the combined learning process. The teacher with the humanistic curriculum in mind will do well in arranging for morale boosting lecture classes on cooperative work. It may be in association with people of different levels of proficiency. The teacher’s extra attention
with empathetic overtones is to be given to the weaker students in their transitional need for help and guidance. It is argued that the learner student needs to have autonomy in the context of learning process. The newly formulated syllabi like ‘Silent Way’ and ‘Suggestopedia’ demand emotional intelligence at a higher level from the learner student.

Krashen’s formula of learning a language is related to getting to know the words of language, subconsciously as young children do when they are learning their mother tongue and also the second language if any. The crucial part of Krashen’s method of learning is that the learner of language should cultivate social interaction with others in the family or the outer environment. This particular environmental atmosphere is very essential for the implementation of Krashen’s scheme of learning and the environment may be formal and informal. Thus the language is not learnt but acquired in an Acquisitional way. The teachers concerned will act as the social mentors ready to allow the learners of language to socialize them. It is a privilege that they will be offering themselves as a necessary social environment for the student learners who will be depending upon the Krashen’s formula of acquisitional learning of English.

In the absence of external stimuli from the teachers, the learner students will be in a cul-de-sac while trying to inspire themselves into a partnership of learning with their teachers as counsellors. A teacher, in social commitment and professional honesty, has to get involved in giving timely counselling to the students who are afflicted with affective attitudes (inner pressures) as traceable in the absence of psychological adjustments. There is a sensitizing period to follow the introduction of new ideas of teaching. The teachers are to educate the students to go unaffected by the
side effects of the sensitizing period which is in terms of introduction of new ideas of
teaching.

Dubin and Olshtain remark that teachers should receive traditional training. They need to work with conservative materials. They may not be equipped professionally or emotionally to handle modern teaching materials. Sensitizing period may be necessary for both teachers and students while new ideas can be introduced effectively. Therefore the teacher in English is not to get into anxiety or fear on finding novel conditions in the ongoing learning-teaching process. (31).

The language teacher’s counselling will be on how to review the errors that are being committed while learning the foreign language, English. It is common knowledge that there should be luxury of making errors in the process of their learning a foreign language. According to Dubin et al (1986)

Another important shift in current thinking about language learning theory is the attitude towards learner’s errors. If in the 1960s errors had to be avoided at all costs, today errors are to be viewed as an integral part of the language learning process from which we can gain very significant insights. The question of universality becomes relevant again, the issues being (a) To what extent do errors made by second language learners represent transfers from the first language system? (b) To what extent do they exhibit universal characteristics of developmental features (since they often resemble errors made by first – language learners)? (74).
It is owing to the fact that the learning of English is associated with doing the linguistic practices on a transactional basis. However there is a pragmatic view of rationalizing. The errors are instrumental as the natural inclination is to study the life-like situations with examples.

**Teacher as Resource Person**

The teacher of English for engineers is privileged to understand perspective the existing linguistic dualism in terms of having professional teaching and meaningful learning. The teacher knows the academic situation and learning by personal and practical experience. She/he knows the language uses and class room techniques innovatively in the spirit of modernism and academic vision. Therefore the teacher is most suitable to be the course designer with the guidelines of teaching techniques. The course design will be more realistic with the relevant production of syllabus. The teacher is left at liberty to design a feasible course for learning-teaching agenda involving interaction. She/he finds no dichotomy between the traditions of old fashioned lecturing on the subject of English and the modernity of the new thinking on teaching.

The new ideas give the teachers new roles to play meaningfully. She/he has to give up a little of his image by way of accommodating students into the new system of giving them higher profile and an autonomous identity. Therefore, the teacher is able to synthesis the modern and traditional elements of educational philosophy into a compromise of useful methodology with its emphasis on teaching to be the axial force. If the concerned teacher is adept in doing Needs Analysis in respect to the concerned students, the teacher may turn into a competent resource person with an increasing sense of serviceability. In that capacity she/he will provide the needy
students with books and other materials of learning. The teacher knows the subjects of study and also the subjects for specialisation to be chosen by the students. She/he is a competent academic authority with the necessary critical perception. She/he has to decide upon how to choose books for the students either for supplementary reading or for specialized study. She/he will be a knowledgeable resource person when she/he improves upon the current syllabus for accommodating the weaker section of the rural students. She/he may give necessary interpretations to the guidelines of teaching on the syllabus to the effect that the weaker students as well as the urban students of creamy layer will get their separate treatment as deemed necessary by the concerned teacher.

**Teacher as Guru/ Preceptor**

The relationships between the teacher and the student learner grow into the academic myth of elevating the teacher to the heights of indispensability in the situation of academic learning. Nevertheless the tradition in Asia is to treat the teacher as a Guru deserving reverential regard and unconditional respect. As for the western civilization, the teacher is the most useful individual helping to make the pursuit of knowledge practicable and profitable. The teacher is no longer in the same seat of power with respect to serving the student community. The students are no longer the passive receivers of information from the teacher of educational attainments. Therefore the tradition of over evaluation as in the West is not to be equated with that of the East in unconditional obedience and grateful thanks to the teacher.
The present tutorship is confined to being of service to the students. Serviceability by the teachers is the criterion of deciding the status of the teacher. Students are now to be self empowered users of English language in its version of ESP and also ESL (English for Second Language). The current syllabus is silent over the need to give special attention to the rural students who are in need of empathetic concern from the teacher. It is not in the expansion of the syllabus of teaching but within the space for interpreting the course in favour of helping the weaker students as a matter of impartial attitude on the part of the teachers. In the ultimate analysis, the language teachers have to play new roles with a view to increasing their serviceability in proportionate equation with increasing the prospect of employability. It is favourable for the engineering students who are learning expertly the science of technical communication with the help of the humanistic language teacher.

The materials of teaching English to science and technology students are to be in direct preference to the literary materials. Such materials including text books and other devices like dictionaries, online glossaries need to come forth from the particular register which is the segmental apportionment of area of specialization. More importantly the students will seek materials with which to improve their language skills (LSRW). Human interest factor like motivation is to be promoted by the teachers while incurring no loss of scientific perspective or objective approach.

**Scope for Needs Analysis**

English is the medium of instruction so much so that the Needs Analysis is the key to provide students the language education in English. Also, needs may refer to needs of the given society and the institutions of study. In Munby’s words “ESP
courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner” (2).

**Teacher as Course Designer**

The course designer must know of the needs of the students as regards subjects of their choice. The institutions where students do their course may have their own objective involving the questions pertaining to what institutions want students to learn? Materials for the students should be suitable for the students of Tamil medium and those in the medium of English. The course designers should make a thorough study of the age of learners, their learning difficulties, their level of motivation, the duration of course and reinforcement. In addition to this, the designer of the academic course should not to go wrong while collecting the teaching items of right selection, segmental gradation and appropriate presentation. The courses are to be in a linear program in items of progression from easy to complex items.

**Design of Curriculum and Development of Syllabus**

Curriculum is the common document of academic codification of selected ideas on languages, language learning, teacher-learner relationship. It is a statement on educational philosophies and definition of goals and objectives of language education and acquisition. It covers the matters of administration of educational activities and the subsequent evaluation.

**Role of Curriculum / Syllabus in Learning Process**

There is an argument for making curriculum learner centered. The learner is central to learner-centered curriculum, which is to be designed to satisfy the needs and
wants of learners. This kind of curriculum encourages active participation of learners in the teaching-learning process. Learners get involved in doing tasks and language activities. Teacher is to provide appropriate material, motivation, support and encouragement. The learners are obliged:

- To get involved in the act of communicating with each other and with the teacher;
- To get taught of the language skills;
- To give their ideas on content and teaching;
- To be autonomous learners;

Altogether the curriculum should be learner centered. The instructors are to provide meaningful and relevant materials. The learner is to take part in classroom activities. Hence, it is necessary to frame a suitable syllabus to fulfil the needs of the learners like getting them eligible for suitable employability.

**Two Broad Kinds of Syllabus**

There are two broad kinds of syllabus- Process syllabus and Product syllabus. A product syllabus will indicate the ways of learning the part of language like vocabulary, grammar and other aspects of language learning. A process syllabus is concerned with the major question on how to learn learning strategies, learning environments, interaction, affective considerations that are to be processed. Product syllabus will be situational and functional. Notional syllabuses are use-based. Added to this, it is the structural and grammar translation syllabus which is usage based. The focus is on the knowledge and skills which learners gain as a result of instruction. The process oriented syllabus will be inclusive of task-based and content-based syllabuses.
The Skill Based Syllabus

The language skills such as listening, speaking, reading and writing are the abilities indicative of one’s own communicative competence. The skill based syllabus is to insist on acquisition of skills for use even in the absence of required situations or relevant setting. Such skills in use are grouped together into generalized types of behavior as listening is to the words spoken.

The Structural Syllabus

Learning focusses on grammatical forms and structures of the language like nouns, verbs and subordinate clauses etc. Meaning of the language is secondary to the structure of the language. The method is to teach how to write easy structures and then complex structures. This syllabus is for writing functional English with grammaticality. The linguistic competence is more important than the communicative competence. The spoken language of English is to be convertible into the forms of writing. Structurality of the language is in its writing. The writing will be an integral part of learning English by acquisitional methods as marked out by internalisation of linguistic rules.

Situational Syllabus

English is leaned by students when they are likely to use it in situations like going to a restaurant. The situation concerned may require a number of linguistic functions of descriptive sequences. But there is one shortcoming in this process of imagining the need of the situation. It is not predictable in case of physical setting exclusively.
**Functional – Notional Syllabus**

The functional syllabus is based on an analysis of what individuals do when they use language. The notional stress is not on linguistic content but on the social and vocational communicative needs. Creativity of language is the aim rather than synthetic sentence building. The students as learners of English in the version of ESP may use English in limited contexts outside the classroom. The functionality of the language through grammatical structure in the social contexts is sandwiched with the rationality of the needs of the learner – students in terms of lexical varieties. In total this syllabus enables the students to use English both functionally and notionally in response to their needs.

Prescribing the use of language in all relevance to the imaginary situations is questionably authentic. It is because of the element of unpredictability of the human preferences. One cannot visualize all life like situations quite dependably so that the suitable words of situational sequences may be relatively and imaginatively produced to describe such live situations. Human situations may occur spirally and in all novelty which may not be described in words at the command of the beginners in the business of language learning.

**The Procedural Syllabus**

It is a simple way of teaching English by procedural methods. The learners are given problems in subjects like mathematics or geography. They are oriented towards task based learning. In response to the changing demands for language description, the learners visualise the structures of language content. The learners can process the learning of language unconsciously while getting themselves engrossed in doing their
academically oriented tasks like solving the problems of subjects. The whole orientation is favourable for initiating the process of acquisition as the surer means of learning a language even as a foreign language and as the second language.

**Process Syllabus**

The learner’s needs are too decisive. The learners do process their learning strategies into further innovativeness and, therefore, there will be changes to follow. The whole process of learning by styles and strategies will be in a flux, in resonance with the stability of the learner-teacher relationship. The improvements of course content are in response to the learner’s capacity to be considerate in promoting the process of language learning.

**Product Syllabus**

The Product Syllabus identifies the subjective needs of the learners. They are responsive to the presence of such needs of personal concern. This subjective condition of introspective experience will interfere with the learner’s acquisition process of learning English as the young children do with their situational subconscious mechanisms and environmental facilities. It may lead to influencing their Affective attitudes like impulsive wants and likes. It may affect motivation. The product syllabus is for presenting grammar of English in a particular sequence leading to language acquisition which is in terms of working of ‘internal’ syllabus in ‘Natural Order Hypothesis’. The language teacher is to set up optional condition so that the ‘internal’ syllabus will be kept in activisation.
The Task-Based Syllabus

The language practitioners stipulate that the students learn their subjects of study in English as the medium of instruction. And English is being learnt by some students as the part of knowing English as ESP. They do tasks of study while they study their subjects like engineering sciences. Language learning is subordinate to task performance. The four skills of language are brought into use. The students use a variety of language forms, functions and skills so resourcefully and even unpredictably so much so that they do learn English by acquisition process.

In summation, the major ideas are to be brought out in critical explanation of the nuances of English for Engineers with the change in the existing syllabus. The student has to act on the syllabi and change it with autonomy of mind. Teachers take on new identities and help rehabilitation of the rural students. The present research is on how to identify the need for improving extracurricular methods like a course design. Such methods will be implemented by way of helping the rural students of engineering colleges while learning English.

The crux of the problem is that rural students have no direct and effective knowledge of English and its practical uses as related to the business world. Contrastingly the rural students are less experienced than the urban students in learning English effortlessly. Ignorance of practical English and the urban world renders the rural students incapable of learning English competitively. Extra classes to teach them practical English are to be sessessionally arranged outside the syllabus hours.
Transition from learning General English to specific Technical English is to be gradual and result oriented. There are many theories on the process of learning the language. All these theories are characteristically western oriented and marked by the concepts of Challenge and Response. Our tradition of having Macaulay English at all levels of national life from 1835 onwards is to provide us with long experience of knowing English for its practical worth. The student and teacher in particular will have to go by the changed views of demanding redefinition of their respective roles. It is to be a brave new world for the students to be independent minded and free from the tutelage of authorised teacher. The teacher is being a facilitator rather than motivator. There is no prospect of identity crisis for the teacher. In fact his/her role is to gain meaningful identity as a humanistically committed teacher.

Finally, the backward rural students are to be educated specifically in the use of English while the teachers will be assisting them as a matter of professional achievement for them. Learning of English is incidental in the task based syllabus. Therefore this may not be so suitable for the present engineering students who are to study specifically the technical English which is a sub genre of English for specific purposes. About fifty years back, the engineering graduates spoke and wrote English as competently as it was necessary. They should have learnt practical English by means of the method as it is suggested in the task based syllabus. That is learning English more often from its use as the medium of instruction.

Now the big question is which of the syllabus among the various syllabi is most suitable to the present students of the engineering syllabuses. They learn English by practising it as the user of the language and not as the learner of it. The goal of learning is to acquire the communicative competence even during the days of student
career. It is for the future purpose of effecting technical communication in the workplace preferably the corporate sector. Here is the double problem to be tackled in this context of learning English as a foreign language which is the common link language for all the corporate sectors, local, national and global. First, the students as the beginners in the engineering colleges have no adequate knowledge of English. Most of them come from the Tamil medium schools. Second, the rural students are majority in the class. They are backward in their knowledge of English in contrast to their urban counterparts claiming to be the creamy layer and coming mostly by the stream of English medium.

There is more to be said of this academically challenging situation. Task-based learning has to be worked out carefully. Task cycle comprises of the supply chain of contributory functionalities by the participants like the task performer, the teacher and the classmates. There are different types of tasks.

1. **Tight task**

   Strict performance of task will be on with no liberalization of rules on how the questions are to be asked on what subjects.

2. **Loose task**

   There is scope for more maneuverability in terms of freedom to express beyond the limits of the framework of the syllabus.

3. **Procedural task**

   The goal is exclusively on the task with an emphasis on “getting things done”. No interpretation of the task is necessary.
4. **Interpretive task**

Interpretation is carried out in explanation of the meaningfulness of the task being performed. It is creative and not conditional.

5. **Planned task**

Planning is made on how to execute the task in reference to the norms of doing things by agreement.

6. **Open task**

There is no hard and fast rule for fixing up the right solution to the problem of executing the task in selection.

7. **Closed task**

It is with the singular idea of one ‘correct answer’.

8. **Decision making task**

There is unanimity of mind which the participants of the task do arrive at a decision consensus.

9. **Problem solving task**

All participants agree to arrive at a solution unitedly. It is to solve the problem by collective effort.

10. **One way, two way tasks**

The information on the performance of the task flows in one direction giving expression to one way task. If the same is on the double task, then it is called two way tasks. Breen (1987), Prabhu (1987) and Foster (1999) are the eminent linguists in this field of experiment and analysis. The learning process as by
doing a task in assignment individually and severally is learner based. This is the supreme merit of the task based syllabus and is a preference by the linguists with a critical perception and practical approach.

The Grammar – Translation Syllabus

Translation is from L2 (second language English) to L1 (first language Tamil). This kind of translation process is the core activity of the linguistic approach. It brings out the level of competence that the learners have in using the rules of the first language (L1). Proficiency in L1 is essential in making this syllabus worth the following.

The Content Based Syllabus

The content based syllabus is concerned with students learning English as the medium of instruction simultaneously while studying the content of their academic course such as mathematics and science. Content teaching is not organized around language teaching but vice versa. The students are to learn the language of English more engagingly for the simple reason that they want to study in comprehension the content of their academic course foremost in terms of subjects of engineering. Content based language teaching is concerned with information.

Conclusion

In the preceding pages, an attempt has been made to find the appropriate curriculum design by undertaking a comprehensive survey of the existing theories and models of curriculum and syllabus. The one success formula that all successful
teachers adopt is to combine the models in proportions required specifically for their classrooms. In order to arrive at the right working formula, it is important to explore thoroughly the existing process in teaching and learning. The following Chapter outlines the survey undertaken among different stakeholders of education in order to understand the ‘real’ problems and the ‘working’ solutions.