CHAPTER - IV

An analysis of English language courses offered for B.Tech students at select institutions in Andhra Pradesh

Before venturing to offer any recommendations regarding a particular course or programme, it is incumbent on the part of any observer to undertake an analysis of the existing ones and hence, an objective study of select syllabi offered has been taken up.

4.1 Parameters identified:

1. Title of the course
2. An analysis of the statement of objectives, including introduction, if any
3. Identification of approach
4. Extent and scope of the syllabus
5. Time specifications of the course, if any
6. Distribution of teaching items
7. Materials prescribed and specification of different materials
8. A comparative study of different syllabi
9. Peculiar features of any particular syllabus
10 Kinds of exercises prescribed for the learners
11 Evaluation patterns followed
12 Any other linguistically and pedagogically relevant item that is observed in the process of analyzing
4.1.1 The Rationale of the survey

This study presents the analysis of the syllabus offered by seven institutions in Andhra Pradesh. The researcher selected the institutions with a scientific orientation. The study involves a national Institute namely the National Institute of Technology, Warangal which is one of the prestigious institutions in the country. Jawaharlal Nehru Technological University to which largest number of engineering colleges have been affiliated and Sri Krishna Devaraya University to which only one engineering college is affiliated have been selected in order to study whether there are any differences in curricular ethos when the stretch and reach get changed. The syllabus of Andhra University, one of the old and leading Universities in the state, has also been selected. Recognising the current trend of the conferment of autonomy to technical institutions, the researcher took up a study of syllabi offered at two autonomous colleges namely Koneru Lakshamayya College of Engineering & Velagapudi Ramakrishna Siddhartha Engineering College. In addition to the above the syllabus in a deemed University namely GITAM University is also taken up for study. Since the methodology happens to be qualitative in nature, the researcher submits that the sample is considered relevant and focused.
**4.2 Syllabus Draft-I**

National Institute of Technology, Warangal

Lecture Schedule and Evaluation Scheme

I B.Tech English for Communication
Second Semester 2008-09

Writing

Academic and Business Writing
  Definition, examples and exercises
Sentences –types

Vocabulary Building
  Idiomatic expressions
  Vocabulary improvements

Paragraphs
  Kinds of paragraphs –compare and contrast
  Chronological, development by detail etc.

Letter-Writing
  Editing letters for effectiveness
  Writing polite business letters
  Culturally appropriate communication
  Language for cultural and contextual appropriacy

--------------------------------------------------------------------- Mid Semester

Examination-----
  Writing a process
  Information Transfer
  Report Writing

Reading

  Reading for gist
  Scanning
  Note –making

---------------------------------------------------------------------Mid Semester

Examination-----
  Reading for Comprehension
  (Authentic and literary texts)
SCHEME OF EVALUATION

Minor 1          10 marks
Minor 2          10 marks
Mid examination 30 marks
Laboratory examination 20 marks
End Semester examination 30 marks

LANGUAGE LABORATORY SCHEDULE

SPEAKING

English Sound System

Received Pronunciation and General Indian English

Lab classes are conducted in 16 sessions, each of 2 hours duration

Vowels
- Single Vowels - Session 1
- Compound Vowels (Diphthongs) - Session 2

Consonants - Session 3

Concept of stress in pronunciation - Session 4
- Word stress and sentence stress - Session 5

LISTENING

Effective listening
- in social and professional conversations - Session 6
- in Examinations and interviews - Session 7
- Review of important topics and Mid semester laboratory examination

------------------------ Mid Semester Examination-----------------

SPEAKING
- Group Discussions - Session 8
- Group Discussion - Session 9

Intonation session 10

Oral Presentations 11
LISTENING

Listening comprehension Session 9
Comprehension session 10

Telephoning skills Session 11

SPEAKING

Oral presentations Session 12
Oral presentations Session 13

Debating and persuasive skills session 14
Review of important topics and end semester laboratory examination 15

4.2.1 Analysis:

The syllabus presents a very flexible framework for both the learner and the teacher with an open ended structuring of the units. It is understood that the course in processed in parts i.e. Theoretical and Laboratory. Interestingly the words like units, chapters and any other vocabulary related to standarised processing of syllabus have not been used. It is understood that the syllabus is a product oriented phenomenon since productive skills have been taken up as major items. The researcher feels that the curriculum planner believes in covert acquisition of second language capabilities related to receptive skills and overt learning of productive skills administering the communicative language teaching. The syllabus draft does not specify the mechanism of ‘sentence types’ whether the conventional classification like assertive etc. or reflecting the use-based strategies like thesis sentence, leader, header etc. or discourse initial, discourse medial or discourse final etc. The focus on business English is writ large with many items getting introduced into the syllabus. It is a very interesting phenomenon to learn
that authentic texts are being administered in the reading comprehension exercises. The syllabus has rhetorical and socio-cultural orientation. There is a clear presentation regarding the evaluation pattern.

There is a focused attempt at accent neutralization since RP and GIE are taken up for discussion. Articulatory mechanism based teaching of spoken expression is also found in addition to open presentations. The items like Group Discussions and debate are introduced with specific slots being allocated to those items. The word ‘persuasive skills’ in the syllabus draft makes the researcher identify the soft skill orientation of the curriculum planner. It can be understood that the teacher is expected to supply the material for reading and listening to the learner since the information regarding the material for linguistic exposure has not been specified. On the whole, the syllabus is a combination of the traditional and modern items.

4.3 Syllabus Draft-II

ANDHRA UNIVERSITY, VISAKHAPATNAM

ENG 1001 English

The emphasis on English Language is enormously increasing as an effective medium of communication in all sectors the World over. As a consequence of this, the acquisition of effective communication skills in English has become most important to the students to flourish in their careers. In this connection there is a need to train the students to equip themselves with the necessary skills required for effective communication in English thereby enabling them to get a good placement immediately after the
completion of their undergraduate courses. To meet the objectives of developing proficiency in English communication skills and developing Listening, Speaking, Reading and Writing (LSRW) skills. The following curriculum is designed for favorable consideration.

**CURRICULUM: THEORY AND PRACTICE (LANGUAGE LAB)**

1. **A TEXT WITH FOCUS ON SKILLS APPROACH**

   Intended to develop the language skills of Listening, Speaking, Reading and Writing.

2. **VOCABULARY:**
   a) One – Word Substitutes.
   b) Words often Confused – Pairs of Words.
   c) Synonyms and Antonyms.
   d) Foreign Phrases.
   e) Phrasal verbs derived from the following dynamic verbs - Go, Get, Run, Take, Look, Hold, Put, Stand Etc.
   f) Idioms and phrases.

3. **GRAMMAR:**
   a) Error Analysis
      - Correction of Errors in a given sentence – errors in the use of words – errors of Indianisms – use of slang – errors in punctuation
   b) Concord
   c) Articles, Prepositions and words followed by prepositions.
   d) Tenses.
4. Writing skills:

1. Précis writing
2. Note Making
3. Letter writing.
5. Preparation of C.V and Résumé writing.
6. Reading Comprehension.
7. Memo.
8. Notices/Circulars Agenda and Minutes of a Meeting.
9. E-Mail etiquette
10. Essay writing

Text Book Prescribed:

In order to improve the proficiency of the student in the acquisition of the above mention skills, the following texts and course content is prescribed.


The following lessons are prescribed from the above Text:

i) Astronomy (1)
ii) Travel and Transport (3)
iii) Humour (4)
iv) Environment (6)
v) Inspiration (7)
vi) Human Interest (8)
**Reference Books Prescribed:**

6. English for Technical Communication K.R Lakshminarayana, SCITECH.

**4.3.1. Analysis**

It is stated that the syllabus is a placement training phenomenon to a large extent directing at the future use of language by the students. The syllabus is understood as a text based one with selections getting presented. It is a combination of vocabulary and grammar, along with textual exposure. It is not stated whether items of grammar and vocabulary are derived from the text or a separate training with a rule based mechanism is taken up. The extent and scope of the syllabus are not understood since there is no specification of the number of contact hours for any of the items. The syllabus makes a claim for its skill based orientation while incorporating itemized or structural grammar. It is interesting to note the word ‘Error Analysis’ in the syllabus. It is not understood whether the term is used to refer just to the correction of sentences or the word refers to its science driven meaning in linguistics. Incorporating Reading comprehension as a part of writing skill shows the inclination towards subsuming the receptive skill
under a major a head. There is no detailed description related to kinds of items like letters, reports etc. Using the words ‘Reference and Prescribed’ in the itemization reflects the prominence accorded by the curriculum planner to the list of books. There is no mention regarding the interactive skills promoted by spoken expression. On the whole, the syllabus has the traditional orientation to a large extent and a positive element is making rich reading material available to the students.

4.4 Syllabus Draft-III

**Krishna Devaraya university, Anantpur**

**PROFESSIONAL COMMUNICATION IN ENGLISH (PCE)**

*(Common to all branches of I B.Tech)*

Contact Periods: 2 L / Week    Sessional Marks: 30
End Exam : 3 Hours    End Marks : 70


Selected Topics

1. A Tea Party : Ruth Prawer Jhabvala
2. The Panorama of India’s past : Jawaharlal Nehru
3. English Xindabad Vs Angrezi Hatao: Kushwant Singh
4. Examination : R.K.Narayan
5. Man’s War Against Nature : Rachel Carson
Vocabulary Based on the Text Book:

a. Synonyms
b. Antonyms
c. Idioms and Verbal Phrases
d. One Word Substitutes
e. Prefixes and Suffixes

II Technical Report Writing:

a. Feasibility Report on the establishment of an industry
b. Factual Report

III Composition:

a. Letter Writing
b. Resume Preparation

IV Grammar:

1. Remedial Grammar (correction of sentences)
2. Word order in English sentences
3. Voices
4. Direct and Indirect speeches
5. Degrees of comparison
6. Simple, Complex, Compound and Compound-complex sentences

Reference Books:

2. “English Grammar, Composition and Correspondence” by M.A. Pink and S.E. Thomas published by S.Chand & Co.,


**Note:** The question paper shall consist of any essay question, short answer questions, and questions on vocabulary, grammar and composition.

**PHONETICS AND COMMUNICATION SKILLS LAB (PCP)**

*(Common to All Branches of I B.Tech)*

Contact periods: 2p/week

Sessional Marks: 25

End Exam : 2 Hours  
End Marks : 50

**PHONETICS LABORATORY**

Focus in the lab is on accent neutralization for international intelligibility

1. Introduction to English Phonetic Symbols and associated sounds.

2. Practice in Consonant sounds

3. Practice in Vowels and Diphthongs

4. Practice in Accent, Rhythm and Intonation
COMMUNICATION SKILLS LABORATORY

Focus in the lab is more on fluency than on accuracy

1. Inter-personal communication
   a. Greeting Conventions in English
   b. Introducing one’s own self
   c. Introducing others
   d. Telephone etiquette
   e. Non-verbal communication
   f. Posture, gait and body language

2. Communication in formal situations
   a. Public Speaking – Extempore, prepared speech
   b. Debate
   c. Floor-crossing
   d. Role-play & situational Dialogues
   e. Group discussions
   f. Model interviews
   g. Interviews on Telephone

Books recommended

1. Exercises in spoken English part-I, Part-II & Part-III published by Central Institute of English and Foreign Languages, Hyderabad

3. Developing Communication skills by Krishna Mohan and Meera Benerjee published by Macmillan India Ltd.,
4. “Communication Skills in English” by D’Souza Eunice and Shahani G. Published by Noble publishing House.

4.4.1 Analysis

Sri Krishna Devaraya University entitled one of the courses ‘Professional Communication in English’ which endeavours to represent the conscious effort on the part of the curriculum planner to differentiate the course from the rest of the language courses offered at the university. By using the word professional communication, the curriculum planner wanted to fuse certain elements related to specific purpose oriented communication. The point worth appreciating is that the syllabus designer did not eliminate historical, psychological and sociological perspective by incorporating certain ‘selected texts’. But the syllabus designer left the matter of the applicational orientation to the teachers and ‘stakeholders’. The curriculum planner seems to have stuck to the conventional phenomenon of selection and gradation pertaining to vocabulary and grammar.

The technical communication introduced is limited to feasibility reports and factual reports. Certain amount of redundancy crept into the draft in item nos. II & IV in the fact that feasibility on the establishment of an industry is specifically stated and with regard to grammar is concerned in the words remedial grammar which is a functional term on one hand and formal labels like degrees of comparison, voices, direct and indirect speech etc. have
been presented on the other. The interesting phenomenon is the introduction of a specific item related to word order in English sentences. The curriculum planner seems to have little regard for conventional orthographic clichés since word résumé is spelt as resume. The curriculum planner used a very generic label letter writing without specifying any varieties or scope of the topic. Based on the above, it can be understood that the syllabus has a generic approach complemented by content based mechanism with little ESP ideology.

With regard to the organization of the course is concerned, the syllabus is prescribed for two lectures per week. Item wise allocation of time has not been resorted to which does not specify the number of lecture hours for the entire course. As far as the evaluation patterns are concerned, the formative evaluation in the form of sessional examinations carries 30 marks and the summative evaluation carries 70 marks. It is stated that the final examination is for 3 hours. There is a skeletal note on the model of the question paper which specifically states that there is an essay question and there is no specific representation regarding the number of short answer questions and questions on vocabulary and grammar. The word-composition is used in a redundant manner since essay also falls under composition. The word reading comprehension is conspicuous in its absence and the curriculum planner would have thought of textual interpretation for training and testing the reading skill. Reference materials prescribed have been understood to be graded and selected materials. There has not been any reference whatsoever regarding the use of authentic materials.
There is a laboratory course entitled ‘phonetics and communication skills lab’ which is classified into two areas namely phonetics laboratory and communication skills laboratory. It is stated that the focus of the phonetics laboratory is on accent neutralization for international intelligibility. Even though the objective stated goes for neutralization, conventional process of transcription and specific sound practice have been identified.

The focus of the communication skills laboratory is more on fluency than on accuracy. Different aspects of inter personal communication are presented but there is a note related to communication in formal situations. In spite of the philosophical up bringing regarding the langue-parole dichotomy envisages certain semi-solved solutions to linguistic contradictions; such phenomena need to be handled with a greater care. For example, extempore and prepared speeches have been juxtaposed in the syllabus. Accuracy enjoys a greater role in a prepared speech than fluency. Almost the same is the case with model interviews. Concepts are well organized and the researcher feels that the presentation can be improved in the fact that telephone etiquette and interviews on telephone have been placed under different heads. Posture and gait have been used in addition to the word body language. As far as the time allocation is concerned the course is taken up for two periods a week. As in the other course, item wise allocation has not been presented. The formative evaluation is for 25 marks and the summative evaluation is for 50 marks. The final examination is held for two hours. In this course, the patterns of evaluation have not been specified. Standard graded materials are used as instructional materials.
One of the interesting items is the silence over the use of any technical gadgets or tools. On the whole, the syllabus has a great enthusiasm to offer something concrete to the students.

4.5. Syllabus Draft -IV

KL COLLEGEKLKL Koneru Lakshmaiah College of Engineering
(AUTONOMOUS) (Now KL University)

Technical English & Communication Skills (FE111)

UNIT I WRITTEN COMMUNICATION

Templates of Technical Writing

1. Prewriting:

   a. Thinking about purpose, audience and tone

   b. Gathering and arranging details.

2. Writing first draft:

   a. Synthesizing ideas.

   b. Thesis statement ---- purpose

   c. Developing ideas

      i. Sensory details—facts & statistics

      ii. Coordination—coherence—clarity—Continuity of ideas
d. Conclusions—clincher sentences

e. Developing introductory and concluding paragraphs.

f. Converting topic sentences into Paragraphs

g. Writing outlines from topic sentence.

h. Converting paragraph into essay/Article.

3. **Evaluating and revising:**

   Evaluation checklist

   a. Peer evaluation

      ▪ Strengths and weaknesses

      ▪ Improvements

      ▪ Comment on content and organization

   b. Revision

      ▪ Add

      ▪ Cut

      ▪ Replace

      ▪ Reorder
UNIT II  BUSINESS COMMUNICATION

Business letters

1. Letter writing
   
   o Format (Block/Semi-block/Modified-block)
   
   o Tone
   
   o Models – Acceptance letters—Cover letters –Sales letters

2. Job applications & Résumés

3. Memo writing

4. E-mail:
   
   o Principles and fundamentals of e-mail writing
   
   o E-mail etiquette

UNIT III  READING SKILLS AND STRATEGIES

1. Reading Comprehension
   
   a. Vertical Reading
   
   b. Scanning

   1
   
   a. Skimming
   
   b. Identifying – Theme, Tone
   
   c. Making inferences and conclusions
2. Business and Technical terms

UNIT IV ANALYTICAL SKILLS

1. Critical Reasoning
   - Theme/ problem identification
   - Analysis of situation
   - Opinion seeking
   - Questioning
   - Decision making

2. Confusable words

UNIT V VOCABULARY AND GRAMMAR SKILLS

1. Vocabulary
   a. Basic wordlist –
      • Synonyms,
      • Analogies,
      • Word classification

2. Structure and written expression
   a. Problems with verbs, infinitives, participles
   b. Problems with adjectives and adverbs
   c. Problems with articles and prepositions
d. Concord

e. Shifts in tense, mood and voice

f. Ambiguity

g. Dangling modifiers

h. Parallelism

i. Tautology

j. Slang and gender-specific language

k. Shifts in indirect and direct discourse

**COURSE MATERIAL:**

**PRIMARY SOURCES:**

1. Effective Technical Communication : M.Ashraf Rizvi

2. Harbrace College Handbook : John c. Hodges and Mary E. Whitten

3. Monarch’s Preparation Manual for TOEFL

4. College Writing skills : John Langan

**INSTRUCTIONAL REFERENCE / TEACHER MANUALS**

1. English vocabulary in use : Stuart Redman

2. English for your Business career : Philip Bedford Robinson

3. Living English Speech : William Standard Allen
4.5.1 Analysis

The syllabus presents the ESP ideology to a large extent by commencing this itemization with the templates of technical writing and on the other hand, focusing template in stead of processes of compilation points to the importance accorded by the curriculum planner to psycho-motor elements over the linguistic and pragmatic aspects. Business English is given considerable importance in the syllabus. Use of infinitives and participles, in addition to the generic or canopy term ‘verbs’ reflect the importance attached by the curriculum planner to finite elements. The syllabus incorporates structural and functional items simultaneously like prepositions and parallelism. Time specification and evaluation patterns are not specified. The items like ‘word classification’, ‘indirect discourse’ have not been made clear. There is a mention pertaining to teacher resources but students are advised to follow explanatory books. There is no suggested material for students as far as general and technical discourse. It is not understood whether the word discourse used to mean it thoroughly technical in the sense of linguistics, or not. It is understood that the institution follows a basic word list, but the source is not mentioned. In addition to the above, it is also not understood whether the list cited is a technical one or general list. The parameters of selection are not presented i.e. frequency based or requirement based or word cluster based etc. The label – grammar skill is interesting to note since grammar operates in all the skills. The intension of the curriculum planner to make the course different from the conventional ones is experienced in some items like seeking opinion, pre-writing etc. The curriculum planner indirectly
advises the teachers not to go away fully from the structural approach by incorporating Allen’s work. On the whole, the syllabus has the potential to expand itself provided certain exposure to various models of writing is given to the students.

4.6. Syllabus Draft - V

V.R.Siddhartha Engineering College (Autonomous)

Vijayawada

ENS 1003: TECHNICAL ENGLISH COMMUNICATION SKILLS (Group A)

ENS 2003: TECHNICAL ENGLISH COMMUNICATION SKILLS (Group B)

Lecture: 2 Periods/week
Internal Marks: 30  Practical: 2 Periods/week
External Marks: 70
Credits: 3 External Examinations: 3 Hrs

OBJECTIVES:

This Course endeavors to refurbish and fortify the linguistic awareness and communicative competence of the learners by offering insights into various Morphological, Semantic, Syntactic & Stylistic aspects of English Language.

UNITI

WRITTEN COMMUNICATION SKILLS: This area exposes the learners to the basic tenets of writing; the style and format of different tools of written communication
1) Description (through Paragraph Writing)

2) Reflection (through Essay Writing)

3) Persuasion (through indented Letter Writing)

UNITII

READING COMPREHENSION: This area exposes the learners to the techniques of deciphering and analyzing longer texts pertaining to various disciplines of study.

1) Types of Reading

2) Sub skills of Reading

3) Eye span – fixation

4) Reading Aloud & Silent Reading

5) Vertical and Horizontal Reading

6) Vocalization & Sub-vocalization.

UNITIII

A) VOCABULARY AND FUNCTIONAL ENGLISH: This area attempts at making the learners withstand the competition at the transnational technical environment so as to enable them to undertake various professional operations.

1) Vocabulary – a basic word list of one thousand words.

2) Functional grammar, with special focus on Common Errors in English.

3) Idioms & Phrasal verbs.

B) LISTENING AND SPEAKING: This area exposes the learners to the standard expressions including stress, rhythm and various aspects of isolated elements and connected speech.
1) The use of diphthongs
2) Elements of spoken expression
3) Varieties of English
4) Towards accent neutralization

**UNITIV**

TECHNICAL COMMUNICATION SKILLS: This area falls under English for Specific Purposes (ESP) which trains the learner in Basic Technical Communication.

1) Technical Report Writing (Informational, Analytical & Special reports)
2) Technical Vocabulary

**SUGGESTED READING:**

4.6.1. Analysis

Velagapudi Ramakrishna Siddhartha Engineering College (Autonomous) named its course, ‘Technical English communication Skills’. The use of technical English specifically makes one understand that ESP ideology has been embedded into its curriculum. The objective of the course states that it refurbishes and fortifies the understanding of the learners who happen to come from different socio-academic backgrounds. The writing task has been presented in a rather jargonish manner by using words like reflection that too through different modes of writing. The reading comprehension is presented in a manner that reflects research into the area. It is understood that there is an attempt at teaching a lot of vocabulary but the application of the knowledge of words hasn’t been made a mention of. Incidental areas like idiomatic expressions etc. are presented. It is established that 4 hours of classroom or laboratory exposure is given to the students. The final examination carries 70 marks and the formative evaluation carries the rest. It is covertly understood that functional grammar is taught. It is learnt from the syllabus draft that the institution does not follow a text based presentation system in its curriculum as far as language is concerned.

The said draft presents that some graded or structured materials are suggested to students- may be for the self study. Even though it is not an
intention to put forward the condemnation, there is no clue as to how the students are exposed to socio-cultural perspectives and how to balance heterogeneous performances of the students. Except for certain items like vocabulary and technical report writing, there are no specifications for the scope and extent for any other item. The alacrity of the curriculum planner in following an eclectic mechanism is amply realized from the presentation of the course with the stated objective of making the students linguistically aware and communicatively competent.

4.7 Syllabus Draft-VI

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY, HYDERABAD

I Year B. Tech CSE

ENGLISH

1. INTRODUCTION:
In view of the growing importance of English as a tool for global communication and the consequent emphasis on training students to acquire communicative competence, the syllabus has been designed to develop linguistic and communicative competence of Engineering students. The prescribed books and the exercises are meant to serve broadly as students' handbooks, to encourage them to develop their language skills. The two text books identified by the Board of studies serve the purpose of illustrating the conceptual frame work within which the syllabus is to be administered in the classroom. When a text book is prescribed content is generally paid attention to. However, the stress in the syllabus is on the
language acquisition and skill development calling for both the teacher and the taught to go beyond the prescribed texts and innovate exercises and tasks.

2. OBJECTIVES:

a. To improve the language proficiency of the students with emphasis on improving their LSRW skills.

b. To impart training to the students through the syllabus and its theoretical and practical components.

c. To improve communication skills in formal and informal situations.

3. SYLLABUS:

Listening Skills:

- Listening for general content
- Listening to fill up information gaps
- Intensive listening
- Listening for specific information
- Note-taking-guided and unguided
- Post-listening testing

Speaking Skills

- Oral practice
- Developing confidence
- Introducing oneself/others
- Asking for/giving information
• Describing objects/offering solutions
• Role play
• Expressing agreement/disagreement

Reading Comprehension
• Skimming the text
• Understanding the gist of an argument
• Identifying the topic sentence
• Inferring lexical and contextual meaning
• Understanding discourse features
• Recognising coherence/sequencing of sentences

NOTE: The student, through the training imparted to him/her by means of the text-based approach, will be examined in answering questions on an unseen passage.

Writing Skills
• Writing a sentence
• Use of appropriate vocabulary
• Paragraph writing
• Coherence and cohesiveness
• Narration / description
• Interpreting data
• Formal and informal letter writing
• Sending e-mails
• Information transfer
• Editing a passage

4. TEXTBOOKS PRESCRIBED

In order to improve the proficiency of the student in the acquisition of the four skills mentioned above, the following texts and course content, divided into Eight Units, are prescribed:


The following lessons from the prescribed texts are recommended for study:

UNIT –I


UNIT –II


Unit –III


Unit –IV


Unit –V


Unit – VI


* Exercises from the lessons not prescribed shall also be used for classroom tasks.

**Unit – VII**

**Reading and Writing Skills**

Reading Comprehension

Situational dialogues

Letter writing

Essay writing

Information Transfer

**Unit – VIII**

**Remedial English**

Common errors

Subject-Verb agreement

Use of Articles and Prepositions

Tense and aspect

**Vocabulary**-Synonyms & Antonyms, one-word substitutes, prefixes & suffixes, Idioms & phrases, words often confused.

**REFERENCES:**

**Books Recommended**


3. *Strengthen Your English*, Bhaskaran & Horsburgh, Oxford University Press


7. *Basic Communication Skills for Technology*, Andrea J Rutherfoord, Pearson Education Asia

8. *Murphy’s English Grammar with CD*, Murphy, Cambridge University Press


HEO51021 ENGLISH LANGUAGE COMMUNICATION SKILLS LABORATORY

PRACTICE

Syllabus

The following course content is prescribed for the English Language Laboratory Practice

1. Introduction to Phonetics.
2. Introduction to Vowels and Consonants and associated Phonetic Symbols.
3. Introduction to Accent, Intonation and Rhythm.
4. Situational Dialogues / Role Play.
5. Public Speaking.
6. Debate
7. Group discussions
8. Facing Interviews
9. Resume preparation
10. e-Correspondence

Minimum Requirement

Computer aided multi media language lab with 30 systems with LAN facility.

Conventional Language Lab with audio and video systems, speakers, head phones and a teacher console to accommodate 30 students.

Suggested Software:

Cambridge Advanced Learners’ Dictionary with exercises

The Rosetta Stone English Library
Clarity Pronunciation Power
Mastering English in Vocabulary, Grammar, Spellings, Composition
Dorling Kindersley series of Grammar, Punctuation, Composition etc.
Language in use, Foundation Books Pvt Ltd
Learning to Speak English – 4 CDs
Microsoft Encarta
Murphy’s English Grammar, Cambridge
Time series of IQ Test, Brain-teasers, Aptitude Test etc.
English in Mind, Herbert puchta and Jeff Stranks with Meredith Levy, Cambridge

Books Suggested for English lab:

1. Developing Communication Skills by Krishna Mohan & Meera Benerji (Macmillan)
2. Speaking English Effectively by Krishna Mohan & NP Singh (Macmillan)
7. Lingua TOEFL CBT Insider, by Dreamtech
8. TOEFL & GRE (KAPLAN, AARCO & BARRONS, USA, Cracking GRE by CLIFFS)

9. English Skills for Technical Students, WBSCTE with British Council, OL


SCHEME OF EVALUATION-Subject: English Language Laboratory Practice
Lab: Code-

ENGLISH LANGUAGE LABORATORY PRACTICE

1. The practical examinations for the English Language Laboratory practice shall be conducted as per the University norms prescribed for the core engineering practical sessions

2. For the English Language lab sessions, there shall be a continuous evaluation during the year for 25 sessional marks and 50 End Examination marks. Of the 25 marks, 15 marks shall be awarded for day-to-day work and 10 marks to be awarded by conducting Internal Lab Test(s). The End Examination shall be conducted by the teacher concerned with the help of another member of the staff of the same department of the same institution.

4.7.1 Analysis

Jawaharlal Nehru Technological University, Hyderabad has a well structured syllabus with various components being introduced into the curriculum. The very introduction presents the inclination towards innovative tasks. As far as objectives are concerned, there is a reiteration for the development of language skills among students. All the skills are
presented in the syllabus with a detailed itemization. It is stated that text based approach is followed for learning and open approach is followed for testing. The study materials are pre-drawn from different textbooks or standardized teaching materials. The courses are allotted 3+3 hours a week and 4+4 credits are earmarked for the courses. It is interesting to note that one out of the hours happens to be a tutorial. Vocabulary and grammar are given an important position. It is not clear whether structural teaching takes place for subjective-verb agreement, tense and aspect, articles and prepositions, because the word -common errors is used in addition to all these items. As many as 12 books are recommended as part of this course. Traditional and modern aspects are juxtaposed and more importantly students have an opportunity to get exposed to structured materials and modern tools like software.

The curriculum planner demonstrates alacrity in all the facets of the syllabus by specifying the mechanics and pedagogic elements of many of the items specified in the syllabus. Each of the skills has been presented separately. There is an undercurrent in the statement of the curriculum planner that the syllabus is a vantage point and the teacher and student are expected to contribute their might for the success of the course. On the whole, the syllabus is a comprehensive document incorporating almost all the significant aspects of language.
The fundamental aim of this course is to help the student to become a confident and competent communicator in written and spoken English. The methodology in teaching and evaluation shall be oriented towards this end, rather rote memorization.

**Prerequisite:** Acquaintance with basic High School Grammar and composition.

**I. A TEXT WITH COMMUNICATIVE APPROACH. (15 hours)**

The aim of the text is to provide interesting new approach to learning English by providing stimulating and motivating material and a wide range of
activities that are meaningful, natural, authentic, and useful in day-to-day life:

“Creative English for communication” by N.Krishnaswamy & T.Sri Raman – Macmillan Publication-2005. (Section-I communicate – units 1-6 only)

II. VOCABULARY AND GRAMMAR: (8 hours)

This section aims at enriching the student’s active vocabulary and appropriate use of language. Testing will aim at the student’s ability to formulate sentences correctly and creatively.

i) Synonyms & Antonyms

ii) One-Word Substitutes.

iii) Words often confused – pairs of words.

iv) Phrasal verbs.

v) Foreign Phrases

vi) Tense

vii) Concord.

viii) Error Analysis.

III. WRITING: (12 hours)

Students will be trained to express themselves in coherent and correct language.

a) Single Sentence Definition

b) Paragraph Writing (with the help of clues)
c) Dialogue writing (with hints provided)
d) Essay writing (current topics)
e) Note making
f) Précis Writing
g) Reading comprehension

Text prescribed: Part –I (Communicate Units 1 to 6 only) of

Creative English for Communication, N. Krishna swamy & T. Sriraman.

Macmillan India Ltd (2005 version)

Supplementary Reading:


Examine Your English, Margaret Maison. Macmillan.

Note: Figures in parentheses indicate number of approximate expected hours of instruction

SYLLABUS – II SEMESTER


English Language Skills

<table>
<thead>
<tr>
<th>Code No.</th>
<th>Category</th>
<th>Scheme of Instruction</th>
<th>Scheme of Examination</th>
<th>Maximum Marks (100)</th>
<th>Sessionals</th>
<th>Credits to be awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 121</td>
<td>HS</td>
<td>3</td>
<td>---</td>
<td>60</td>
<td>40</td>
<td>3</td>
</tr>
</tbody>
</table>
This course is specially designed to teach the elements of effective writing and communicative methods, while imparting the essential skills that help personality development.


II)

 I. Preparation of Abstract/ Synopsis (3 hours)
 ii. Technical paper writing (3 hours)
 iii. Memos, Minutes of the Meeting, Notices. (5 hours)
 iv. Letter Writing – (letters of enquiry, permission, Regret, Reconciliation, Complaint, Breaking the ice.) (4 hours)
 v. E-Mail Etiquette (2 hours)
 vi. Drafting Curriculum Vitae, Resume and Covering Letters. Job Applications (5 hours)

References:


Communication Skills for Engineers & Professionals, Prasad. S.K. Kataria & Sons.


Note: Figures in parentheses indicate number of approximate expected hours of instruction.

4.8.1. Analysis

Language programme is offered in 2 semesters through different courses entitled English language skills and English writing skills, respectively. The course is run for three hours a week through lectures/tutorials. The formative evaluation is for 40 marks and the summative evaluation is for 60 marks in both the courses. The final examination is conducted for three hours. There is a specified aim of making the learner a confident and competent communicator in written and spoken English. The curriculum planner stated the preference for a methodology oriented towards the stated aim rather than mimicry memorization. Unlike many other syllabus drafts the curriculum planner established a pre-requisite for the course in positive terms that acquaintance with basic High School Grammar and composition (H, S & G being capitals in the syllabus draft). The syllabus is basically a text based with ‘item I’ which is expected to span over 15 hours of teaching is based on a text in which 6 units are taken
up. Projecting words like meaningful, natural, authentic and useful in day to
day life acquire significance in the light of ESP ideology. Item II - vocabulary
and grammar for which 8 classes are earmarked states that ability of the
students to formulate sentences correctly and creatively. It is interesting to
note that word ‘Error Analysis’ is used. Contextually, it is understood that
the curriculum planner would have meant correction of sentences or
remedial grammar. Using such a word with a wider linguistic connotation
for a confined or run of the mill activity may not be a technically sound
feature for an organized syllabus.

Item III – writing states that students will be trained to express
themselves in coherent and correct language. Spanning for 12 hours the
section involves different aspects of writing involving guided and control
writing. There are 2 peculiarities in this section, one being involvement of
précis writing. The word précis is used without the required slash which
projects the anti traditional tendency on the part of the curriculum planner.
A very unusual element is incorporating reading comprehension as a part of
writing section. The curriculum planner did not present his or her proposed
strategy to integrate the receptive skill with the productive elements which is
found in a particular syllabus discussed above. There is no clue as to
whether this phenomenon has any philosophical projection presented
through west’s reading method with General Service List. There is a
statement related to the flexibility of the hours of instruction.

The course offered for the 2nd semester is entitled English writing
skills. The curriculum planner claimed that the course is specially designed
to teach the elements of effective communication and communicative methods while imparting the essential skills that help personality development. On the lines of the previous course the item I of this course also is a text based phenomenon covering 7 units of a graded textbook. Item II is dedicated to the linguistics and pragmatics of professional compilation and correspondence. There is a better clarity in time management with specific time line for each of the components in item II. The claim related to personality development may be found in e-mail etiquette and some forms of letter writing only. The use of words curriculum vitae and resume without the slash reiterates the point mentioned regarding the item in the previous course analysis. Some graded materials are prescribed as reference books. The use of the words ‘effecting writing’ and ‘communicative methods’ as if writing were a distinct element which cannot be considered a part of communication skills stands as a peculiar element. On the whole it is understood that the syllabus has very little rather no overt statement regarding spoken expression and listening skill.

4.9. The observations and conclusion:

Based on the analysis presented above, the following insights have been acquired with regard to the processes of curriculum planning, the items that are incorporated, the prioritizing and sequencing of the items, the kind of objectives that are reflected in the syllabi and the instructional and reference materials that are prescribed/followed/recommended.
1. Many of the curriculum planners have their focus on developing general English abilities of the students.

2. It is observed that ESP ideology has its presence to some extent only.

3. Many of the curriculum planners represent their preference for structural elements in the courses.

4. Overt teaching of the elements of spoken expression is also found.

5. Many of the curriculum planners have been making an attempt at being non-committal with regard to the items of classroom instruction and interaction.

6. The involvement of educational technology is covertly understood by the word – presentations but specific representation is not enshrined in many of the drafts.

7. There has not been any specific presentation or clue for the teacher resources in many of the drafts.

8. Syllabi have been understood to be combinations of various approaches to syllabus design.

9. Employment oriented communication has been accorded a pride of place.

10. Items of technical discourse like passive constructions, expansion of noun phrase, concession – contrast elements and such other linguistic signals have little or no room in most of the syllabi surveyed.
11. It is not understood to what extent the students are exposed to discourses in technical communication since the core understanding happens to be the primary concern for any student.

12. Elements like pyramid discussions, concordances, monitored symposia, mini-projects, sandwich exercises and such other knowledge extension exercises do not seem to have been incorporated into the curriculum.

Considering the above, it can be understood that students may be accorded some exposure and the participation of students in classroom communication can be improved with different exercises aforementioned.