5.1 Introduction:
In addition to analyzing the courses offered at different universities and autonomous colleges in Andhra Pradesh, the researcher undertook a needs analysis involving different processes like administering questionnaires, conducting interviews, acquiring insights through some other forms of data collection.

5.2. The Analysis:
The researcher has undertaken a multi-pronged strategy to arrive at certain observations regarding the material to be developed. In the process, the following aspects were taken up

1. Acquiring insights through classroom instruction and interaction.
2. Observations obtained through analyzing linguistic and cognitive behaviour of the students in academic situations outside the classroom, particularly with regard to aspects which are beyond the curriculum
3. Feedback obtained on open ended, semi-structured and structured questionnaires.
4. Interaction with fellow teachers in different academic settings or environments.
5. Interaction with corporate professionals.
6. An overview of select materials.
5.3.1 SURVEY-I

The researcher is a practicing teacher at a prestigious institution offering technical education. Utilizing the opportunity, the researcher conducted certain experiments with materials and exercises, and endeavoured to acquire insights into teaching and student behaviour as far as language is concerned through classroom interaction. In addition to teaching curricular aspects, the researcher conducted experiments in his own teaching. For example, while conducting Pyramid discussion, written integration is attempted at. While teaching vocabulary, simplified concordance exercise offering different ways of occurrence of a word is presented, right to be wrong, crack the crux, innovative entrepreneur and such other exercises which involve interpretative and creative abilities are taken up. Point-counter point exercise with note taking mechanism is taken up, Delphi model is integrated into role play and such other items have been taken up and the attempt at making the students participate in those exercises have been successful to a large extent.

5.3.2. Survey-II

Recognizing the fact that action research is the seminal element for the current project, the researcher undertook the organization of certain academic activities with professional orientation in order to observe the cognitive and linguistic behaviour of the students.

As a part of the activity, the researcher took up the organization of a workshop on ‘Communication Skills for Professional Success’ in his parent
institution on 21\textsuperscript{st} April 2007 in which 104 students took part. A qualifying test was conducted to allow the students to participate in the programme (question Paper-Appendix-3.) The topics of the workshop focused on specific propose-oriented communication complemented by the aspects of fluency and accuracy. Employment oriented communication was a significant phenomenon. Feedback was obtained from the participants at the end of the programme through which it is understood that 85\% of the students represented the idea that they are professionally oriented and it is understood from their feedback that their learning English is for the purpose of obtaining employment and conducting their business in English properly.

\textbf{5.3.3. Survey-III}

Consequent on the success of the workshop and on acquiring insights from students, the researcher wanted to expose himself to contemporary expert opinion in the field particularly in the region. In order to realize it, the researcher had the opportunity to participate in a practicum on ‘Thought structuring and language communication’ organized by the Department of Humanities and Social Sciences of Jawaharlal Nehru Technological University, Hyderabad and hosted by UGC academic staff college on 17\textsuperscript{th} & 18\textsuperscript{th} September 2007 through which the researcher understood that the courses need to develop the following skills or abilities in the students. Negotiation skills, conflict management, assertiveness, team work, time management, pro activeness, etiquette, analytical thinking, social skills, organizational abilities, inter personal behavioural skills, managerial skills, in
addition to basic communication skills. The researcher had the opportunity to interact and elicit information regarding the expectations of the student community at different places through the teacher-participants of the practicum as a part of the activities and in his interaction with the teachers. There is unanimity in ideas with regard to the expectations related to the courses.

5.3.4. Survey-IV

When the researcher commenced specific modeling of the structure, an aptitude test covering 4 areas - Language, Mathematics, Management aptitude, and general awareness representing the four-fold realization of education namely Literacy, Numerical ability, Functionality and Social awareness was coordinated and conducted by him for students on 21st September 2008 in Vijayawada. The question paper was given in four sets (Appendix-2). 71 Students that belong to different specializations representing 11 institutions participated. It is observed that many of the students presented dismal performance in the test especially in the language component. The following analysis represents the performance scale of the participants in the language components

Score Below 10% Marks - 2 students (2.81% of the sample)
Score Between 11% & 20% - 4 students (5.63% of the sample)
Between 21% & 30% - 36 students (50.7% of the sample)
Between 31% & 40% - 19 students (26.76% of the sample)
Between 41% & 50% - 7 students (9.85% of the sample)
Between 51% & 60% - 3 students (4.22% of the sample)
The analysis makes one understand that most of the students possess a very limited exposure to the higher realms of linguistic use. On the other hand, it is to be submitted that the test is of undergraduate level only.

5.3.5. Survey-V

In addition to the Aptitude test, a paper presentation contest on soft skills was organized on 5 topics. The topics were aspects of Inter personal communication, aspects of Non-verbal communication, Strategies of Time management, Problem assessment and solving skills, Piloting and projection skills. 25 papers were presented by students belonging to different institutions. It is understood that 60% of the students have been presenting ideas well but the process of assimilation of the same concept was not very encouraging with them. For example those students that had presented on inter personal communication spoke well using power point presentation regarding waiving of hands etc. while behaving in a contrary manner. The researcher in addition to closely observing the proceedings interacted with the judges in order to cross match his ideas and to confirm whether his observations are objective enough or not. The judges and adjudicators -two academicians, a software professional, a budding industrialist with software background, a lawyer and an artist with computer background, presented their observations which coincided with those of the experts at the practicum aforementioned. In addition to the observations put forward by the resource persons, teacher participants and students in the academic fora stated above,
the judges focused on the fluency and accuracy levels of the students. It is observed that 75% of the students are fluent with textual sentences mostly mimicry-memorized and when it comes to open discussion, the same students are subjected to linguistic hiccups and resorted to using broken sentences. It is also observed that unnecessary use of universal ‘you’, ungrammatical use of modal verbs, problems with verb concord, ungrammatical prepositions and redundant expressions were resorted to. As far as pronunciation is concerned much needs to be done. On the top all this, poor confidence levels were experienced.

3.5.6. Survey-VI

To further fortify the thesis or the ideology, the researcher organized a National conference on Emerging Trends in English language teaching on 10th November 2007 on behalf of the Department of English, V.R.Siddhartha Engineering College, Vijayawada, inviting teachers and researcher scholars. The deliberations followed by a panel discussion confirmed and reiterated that a comprehensive curriculum with several layers with a flexible nature amenable to be expanded is the need of the hour.

5.3.7 Survey- VII

As a practicing teacher, the researcher obtains student feedback on various phenomena covering from his own teaching practices to the over all curriculum. In the process, the researcher focused on certain factors that govern the concept of the proposed ever expanding textbook. Since the
researcher considers ‘teacher’ the chief resource of the teaching learning process, he contemplated on the psychological processes of teachers working in different academic environments cutting across the disciplines. As a result of this, a questionnaire was prepared on the reflective practice of the teachers (Appendix-1). The representative survey led on to presenting a paper entitled ‘Is the English teacher a reflective practitioner? -A study in the undergraduate context’ at an International conference on Grammar and Meaning organized by the Department of English, Acharya Nagarjuna University, Nagarjuna Nagar on 19th December 2004.

Since the methodology administered by the researcher is qualitative in manner, the sample size is representative(13) in nature while extending itself to undertaking respondent-experience ranging from 1½ years to 32 years and the geographical variety with the teachers hailing from academic institutions situated in urban, semi-urban and rural areas. The researcher feels that obtaining observations from a teacher is more than interacting with hundred students because teachers have the vast exposure to the student psychology and all the mechanics of teaching-learning process. Since the researcher has exposure to general English as a student but does not posses any exposure to the component as a teacher and hence, he entertained the idea of acquiring inputs from teachers culling from various teaching backgrounds including applied science.
Following are the observations/findings of the survey.

1) Based on the unanimous response of the respondents, it can be understood that the English Teacher at the Under Graduate level perceives his or her professional role as a ‘Teacher-learner’, but not just a teacher.

2) All the English Teachers are in favour of Reflection-on-Action.

3) On the other hand, it is also observed from the sample collected that some of the teachers never deviate from their lesson plan/pre-class preparation. Only 30.76% of the sample depicts that it never deviates from the lesson plan / pre-class preparation. The rest i.e. 69.23% (Approximated to 69.24%) expresses that there is flexibility in deviating from the lesson plan sometimes. By this, we can understand that there is an attempt at acquiring insights into the classroom practices by the teachers during the course of their teaching. This data suggest that nearly 70% of the teachers are in favour of Reflection-in-Action also.

4) It is understood from the sample collected that majority of the teachers at the undergraduate level have been employing ‘Lecturing with scope for interaction’. 76.92% of the sample informs that it is the regular mode of teaching. Hence, it is understood that teachers are engaging themselves in Reflection-in-Action since organizing communicative activities which make the teacher reflect upon the responses of the students is a reflective practice. 23.07% of the sample said that the mode of teaching is Interactive in nature.
5) Among all the reasons put forward by the teachers for their deviation from the lesson plan, the prominent one is for offering better and more illustrations to the students. This shows that teachers have been reflecting in action.

6) Out of the 69.24% of the sample which favoured both Reflection-in-Action and Reflection-on-Action, 53.84% has already been practicing them, since it was informed that the mode of Reflection was ‘Self Reflection’. Self Reflection can either be Reflection-in-Action or Reflection-on-Action, unlike ‘sharing with some one else (a colleague), Diary writing’ etc., which can only be Reflection-on-Action. 53.84% of 69.24% of the sample amounts to 77.75%.

7) From the interview sessions conducted with respondent-teachers, it is understood that Reflection-in-Action is common practice of the teachers, since they referred to the acts of presenting ‘instant examples, contextual examples, clarification based extension of content’ etc.,

8) Those teachers who reportedly have greater frequency of Reflection-on-Action said that their reflective practice had contributed to their professional development to a great extent. Out of the 38.46% of the sample which presented that the Reflective practice had contributed to the professional development to a great extent, 23.07% admitted that the frequency of reflection is every day (Before the day ends) 23.07% out of 38.46% amounts to 59.98%.
9) Out of the 38.46% of the sample which stated that the reflective practice had contributed to the professional development to a great extent, 23.07% of the sample stated that the mode of teaching is Interactive teaching. This analysis shows that there is a close correspondence between greater frequency of reflection and practice of interactive teaching, one influencing the other.

10) In the interviews conducted with the teachers, the researcher had understood that nearly 70% of the teachers favour presenting self-developed examples to concepts which made the researcher understands that many of the teachers are in favour of creative or authentic orientation. But, it is also informed by the teachers that constraints related to the completion of the syllabus have been leading them on to utilizing pre-structured materials and examples. Teachers are interested in collaborative activities with an eclectic approach but they have cited time related constraints for doing so.
5.3.8. Survey-VIII

A Structured questionnaire administered on 100 students of I/IV B.Tech with a focus on functional grammar at V.R.Siddhartha Engineering College, Vijayawada.

STATISTICAL ANALYSIS OF STUDENT RESPONSES:

Sample Size: 100

1. Among all the components in the syllabus covered so far which one do you feel the most interesting?

   Idiomatic expressions – 16%   Vocabulary – 36%
   Letter Writing - 20%   Functional Grammar- 16%
   Some Other - 12%

2. Among the items in the functional grammar which one did you like the most?

   Pronouns - 7%   S+V+A - 20%
   Rules of Proximity- 27%   Preposition - 11%
   Parallelism - 17%   Some other - 18%

3. To what extent grammar component is interesting to you when compared to other components?

   Greater extent - 20%;   Some extent – 49%;   Not interested – 31%

4. Do you experience any repetition in the components of grammar?

   Yes – 32%   No – 61%   Sometimes – 7%

5. Were any of the items of grammar being taught in the current courses covered in the previous courses?

   Yes – 51%   No – 29%   Some – 20%
6. Do you experience any improvement in writing skill because of grammar learning?
   Yes – 79%  No – 21%

7. Between the two which do you prefer?
   a. Explanation of concept followed by illustrations – 56%
   b. Illustration followed by explanation – 44%

8. When you speak do you get flashes of memory related to rules of grammar taught in class?
   Yes – 42%,  No – 45%,  Sometimes – 13%

9. Which kind of examples do you like?
   a) Examples that are simple – 68%
   b) Examples with high flown vocabulary – 27%
   c) Longer sentences – 0%
   d) None – 5%

10. I conclude grammar component thus
    a) Nightmarish – 8%
    b) Enjoyable – 16%
    c) Tolerable – 15%
    d) Necessity – 61%

This analysis makes one understand the following items.

1. Students are interested in functional elements more than the structural elements, e.g. 54% of the sample says that rules of proximity and parallelism attracted their attention.
2. Students consider the grammar necessary but do not want the way it is taught at present which can be understood from the sample that 61% of the sample considering it a necessity while only 16% of the sample considering it interesting.

3. It is also understood that there is some sort of repetition in the components of grammar.

4. It is a welcome development to observe that 58% of sample stating that they are not syntax conscious while speaking.

5. There is not much variance in preference between deductive and inductive techniques of presentation.

5.3.9. Survey-IX

Open ended questionnaires were administered on 600 students of second and Third year students of B.Tech belonging to 5 institutions in different spells. The questions were-what are your basic observations of the course, what exactly did you learn from the course, what are the new elements that can be introduced into the course and are you happy with the time allotted to the course or do you feel that any more classes to be added to the course. In response to the questionnaire, there is unanimity among students regarding more interactive activities. Other elements have not been focused much by the students.
5.3.10. Survey-X

Interviews with 460 students of MIC College of Engineering, Kanchikacherla, K L College of Engineering, Vaddeswaram, SRKR college of Engineering, Bhimavaram, PVP Siddhartha Institute of Technology, Vijayawada, LBR College of Engineering, Mylavaram in different spells made the researcher realize that the students are happy with the existing curricula but seek extra help as far as their professional development is concerned. They want certain interesting elements to read especially oriented towards culture, tourism etc. They want curriculum to demonstrate dynamism. They do not believe in rule based learning of grammar but feel that functional elements help them. Many are interested in making improvement to the existing product in stead of preparing a new one especially the graphics. The most startling of the observations is that many are not in a position to realize their own linguistic level since many are living in a world of hallucination related to the language use. The reasons for the phenomenon may be many but students shall be led on to realizing their errors at least covertly. They have ideas but have little opportunities to extend their lines of thinking. The phenomenon of double schooling considered a menace in the academic circles has been resorted to many of the students particularly to improve their spoken and written communication.

5.3.11. Survey-XI

Considering the prominence of corporate expectations on the student performance in a professional environment, the researcher undertook an
interaction with corporate professionals. Without confining himself to a particular sector or domain, the researcher undertook a survey involving the brick and mortar, dotcom and tertiary industries. Professionals from Dr. Reddy’s laboratories, Keane India Pvt. Ltd., Oracle Corporation, SoftPro systems, Juno online, ABB Ltd., TCS, Wipro, Infosys, Tek tracks software solutions Pvt. Ltd., Efftronics Pvt. Ltd. have been interacted with and the following inputs have been obtained. The professionals are of the opinion that students should specifically understand the difference between college and working environment. The professionals put forward their perception regarding the difference between academic environment and place of work in the following manner.

1. In college, students are allowed to behave like kids and their social behaviour is informal.

2. The contribution or non-performance of an individual student does not affect others.

3. Attendance is optional to a large extent

4. Students would have uniform deadlines.

5. Students can always come up with an excuse for not doing their work

6. Students have a lot of holidays and time-offs.

7. Many students have myths about job thinking that it is handsome salary, cool place to work, trips abroad, great food and all conceivable pleasures.

The professionals on the contrary explained the working environment in the following manner.
1. Work is learning, along with contribution and not just coding
2. Being on one’s own is the key trait in a professional environment
3. Dignified, responsible and mature social behaviour
4. Working with TEAM
5. Different skills are to be developed and exhibited
6. Different deadlines and deliverables
7. Lesser holidays and Leaves
There is unanimity in the expectations of the professionals and key traits needed in a professional environment
1. Punctuality & other time-management skills
2. Dependability
3. clarity, conciseness and courtesy in Communication
4. Initiative
5. Adaptability
6. Separating Personal and Professional Life
7. Etiquette
8. consistency
9. Negotiation skills and skills related to business generation/ being successful in completing the task giving rise to a new or developed form of the work.
10. Creativity complemented by pragmatism
11. Ethical in performing tasks.
5.3.12. Survey-XII

On the side lines of the process of organizing and participating in major academic activities, the researcher had the opportunity to participate in certain other academic activities like literature, science, technical and semi-technical activities at his parent institution and outside. Utilizing the opportunities, the researcher endeavoured to have certain contributory participation in the said activities. In all those activities, interaction either with the teachers or with the students led on to the following specific observations.

1. There is an attempt at turning jargonish.
2. Little importance is accorded to etiquette.
4. Resorting to mutually exclusive statements.
5. Entertaining the fear of making errors realized by being syntax-conscious.
6. Using long sentences in spoken expression also giving rise to an apprehension regarding its origin.
7. Inconsistent processing of tone groups resulting in poor comprehensibility.
8. Satisfactory individual performance but poor pair or group performance of the same individuals not only in linguistic aspects but also in organizational elements.
9. Presenting illustrations without proper references in many cases.

10. Template planning in power point presentations needs to be refined.

5.4. A Representative Survey of the materials:

The researcher does not wish to pin point or highlight any lacuna in any of the textbooks or course books followed currently in any of the universities. But this survey would like to take up a qualitative analysis of the kind of materials administered to run the courses at some universities and autonomous colleges. As has been presented in the preceding chapter almost all the institutions have been following certain instructional materials as a part of their language curriculum. The philosophy of the curriculum planners was represented in the role created to the different books, namely Suggested Reading, recommended Reading etc. The fundamental premise in the analysis taken up in this context is that no textbook or course book or reference manual is an encyclopaedia of the language or a corpus related to any item. Based on the concept, the researcher has the following assumptions.

1. An instructional material is a representative piece of certain linguistic items.

2. A material producer intends to train the learners either to acquire a generic understanding or to attain a specialist view based on the purpose for which he/she is compiling the material.
3. Much of the academic production in Language Teaching has been modelled on structural approach with principles of Grammar getting presented with many isolated examples. There has been some change during the last couple of decades with communicative methodology dominating the curriculum thought.

4. Knowledge creation is redefining and reorienting the concepts in order to suit ever-changing needs.

5. No well-informed material producer undermines the intrinsic system of language and the basic framework of the language.

6. Socio-psychological appeal and the related nuances are a mandatory element in the process of Language learning.

7. Presenting the meta-language to a large extent in the name of language course is of little avail.

8. Illustrations have a great role to play in an instructional material.
The researcher undertook a fundamental analysis of the following books in the arena of English for Specific Purposes.

7. A Text Book of English for Engineers and Technologists – A skills approach authored by Humanities and Social Sciences division, Anna University, Chennai Published by Orient Longman, 1999
5.4.1 The Analysis:

**BOOK-1**

*Effective Technical Communication* by Rizvi is understood to be a textbook specifically designed as a generic material in spite of the focus on technical communication. There is a claim that this book can be a multi-purpose manual in the sense that it can be a self-study resource, a core text for class room instruction, a refresher or a language supplement for students of various levels of institutions. The very preface has an undercurrent which shows that the writer has an inner eye for attending to or addressing heterogeneous groups of learners. It is understood that the learner centric aids presented in an eight-fold phenomenon namely learning objectives, review tips, progress checks, recap boxes, figures and tables, functional grammar review, common errors in English communication and vocabulary development are presented with clarity. But, it is understood that the descriptive representation is involved Meta language like downward communication, upward communication, horizontal communication, diagonal communication, topicalising, schematizing etc.

An attempt at juxtaposing opposing presentations is seen at different points like active reading - passive reading. There is an underlying philosophy to uphold certain structural elements also by incorporating grammar oriented exercises including question tags, conditional sentences, and pattern practice is also presented in the form of active- passive conversions and tense based presentation. But the examples which happen to be technical in nature may make the students get accustomed to technical discourse. On the whole, the
book has the orientation of a teacher’s manual using which the classroom instruction can be taken up since the discussion items, even though knowledge oriented, may confine themselves to be theoretical without a rationalized instruction put forward by the teacher. For example two of the important requirements of effective technical communication presented by the author - subject competence and linguistic competence can be realized only with different tasks, pair work and group work of the students and by undertaking mini-projects.

**BOOK-2**

*Communication skills for Engineers* by Sunitha Mishra and C. Murali Krishna made a worthy attempt by taking up aspects like body language, mind mapping, creativity in addition to communicative elements. It is surprising to observe that the writers did not take up the presentation of the reading skill which forms the bed rock of learning. It is understood that there is an attempt at presenting group dynamics and skills of negotiation. It can be observed that the writers have an orientation towards discourse analysis in addition to register analysis which can be understood by their earmarking an item for verbs, nouns, prepositional phrases and phrasal verbs of business terminology.

Listening skill is presented with a confined or a generalized orientation with the involvement of activities like role play. Focal elements like stress, barriers to good listening are presented at a peripheral level. The speaking skill unlike in many other books is welded into the techniques of presentation
and the elements of spoken expression from phonetics point of view did not figure in this book. Letter formats, mostly business letters, writing minutes complemented by psycho-motor elements like indenting, hanging indentation etc. have been presented with illustrations. The researcher feels that some more care should have been taken with regard to punctuation for example in the sentence ‘communication skills is a complicated process of give and take with innumerable intricacies and dimensions...’ and in a sentence- we often conclude that our win depends on somebody’s loss and we work towards a win-lose situation. Effective communication situations however are often built around win-win situations...... the punctuation may be focused more (pages 14 & 15). With regard to technical report is concerned, the information related to types of reports is not presented in a broad based perspective since the two fold classification shown as routine and special reports may not sound thoroughly technical. Regarding other aspects of technical writing is concerned certain material like points of persuasion, concept of problem etc. are presented but discussion on the technical terminology like empirical research can be better. The chapter on mind mapping is a presentation of the cognitive and affective variables of the human learning, but the researcher feels that without proper aids and the support of trained psychologists, if the students start experimenting on their own cognitive behaviour, the process may yield negative results and hence the chapter which is expected to stand as a teacher resource should have been placed at the end.
On the whole, it is felt that the book has more teacher resources than instructional elements since the explanation of various items like kinds of listening and such other elements may offer certain insights into the way language operates in different levels or the mechanics of language are understood to some extent. But students with rural or semi-urban background may require more practice with different kinds of exercises rather than explanatory notes on linguistic elements.

**BOOK-3**

*Know your technical English* by Dr.C. Suchitra published by SCITECH publications states itself as a learner’s manual with an orientation towards giving an explanatory note for different items presented in certain noted textbooks like English for engineers and technologists-a skills approach etc. The researcher has incorporated this book into the survey in order to present the concept that some of the academicians of this region also have entertained the idea of separate learner’s manuals in language learning. The arrangement of the book is neither a full stretch textbook nor a grammar book. One of the merits of the book is its nature of integrating articles, prepositions, common errors etc. under the head, sentence completion but the writer should have taken some more care regarding structural elements like types of prepositions in which participial prepositions did not find a place and the semantic relations would have been extended up to contrast, rate and value, and such others. The author should have given some more explanations for linguistic presentations (p.29-43). Sub headings like ‘idioms with verbs and nouns that are used together’ (62), ‘wonderful organ is human
may be improved. It is observed that the manual hasn’t confined itself to technical English alone but presented a host of general English elements. The researcher feels that with little more editing, the book would have been a very fruitful tome. For example, activity analysis in report writing has location, physical infrastructure, man power, ‘infrastructure-like land’ as numbered phenomena and the rest un-numbered (80)’. The presentation regarding infrastructure can be improved. As has been presented in the foreword by an objective observer, the book is a ready ‘reckoner’ for the students in some of their endeavours.

**BOOK-4**

**Business Communication** by Meenakshi Raman & Prakash Singh published by Oxford University Press stands as a combination of theoretical and practical aspects covering from the nature and scope of communication to business communication aids. Commencing their explanation with Mehrabian model, the writers had certain involvement of transaction analysis. The description on body language presents itself to be comprehensive. The chapter on listening has noteworthy elements but discusses an overview of literature available on the types of listening, including the Aristotelian *logos, pathos and ethos*. Likewise, a host of topics required for business communication are presented. The concept review questions, Critical thinking questions, projects and case studies are given at the end of the chapters. The researcher observes that the writers had certain
assumptions related to the proficiency level of the readers since the execution of the principles involves the fundamental communicative competence of the learner. The writers focused on forms and practices of business communication but have not taken up the syntactic and semantic strategies that the learner has to employ. The questions given at the end of the chapters have substance but the forms through which those elements be executed haven't been made a mention of. The samples are authentic but some guidelines for classroom instruction also would have been a welcome gesture. It is understood that an instructor’s manual is published separately without which the book may not serve the purpose in an academic situation since students may read the book as a theoretical phenomenon. On the whole, the book has more of description about communication than the real communicative exercises. This is not to denounce presenting explanation about communicative elements but to put forward the concept that such text books may serve little purpose when they are not complemented by written and spoken exercises giving an opportunity to the learners who hail from different backgrounds with little syntactic and semantic capabilities because of which their linguistic and conceptual resourcefulness happen to be at a lower ebb. The business vocabulary presented at the end of the book is informative.
BOOK-5

**Effective English for Technical Communication** by T M Farhathullah published by Emerald publishers has a conceptual base of a general English book with an orientation towards ESP. The traditional selection and gradation of grammar and vocabulary through various essays is found in the book. The book has its inclination or preference for structural elements including sentential patterns (8 - 11). Connotational element (20), speech act patterns (59), structural verb realization (73), cloze tests (72), situation-based active/passive (119) present a conventional outlook for the book. Employment oriented communication and spoken expression including the transcription make the book a nearly comprehensive one with different elements. It is gratifying to note that the students are given an opportunity to get exposed to different exercises. It is understood that the lesson material is used for linguistic purposes like pronunciation and such other language elements. On the whole, the book falls under the mould of an EAP work with more specific ESP concerns.

BOOK-6

**The Functional Aspects of Communication Skills** written by Dr. P. Prasad published by S. K. Kataria & Sons, publisher of engineering and computer books, 2008, is a generic textbook even though the word functional is used. The notional-functional perspective is seen in items like telephonic messages, negotiations etc. The word skill is used rather in a generalized manner like ‘mobile phone etiquette skills (228)’, feedback skills (188) etc.
The orientation of the book is towards training the learner in different soft skills. On the other hand, the book did not present a drastic departure from the conventional textbooks in the sense that concepts like sentential patterns- transformation (94) are given. Use of the word narration for speech in direct and reported speech (95) is interesting but had a structural orientation. Vocabulary acquires a significant position in this book also with presentation of manias, phobias, terms of psychiatry, literary terms, financial terms, knowledge areas etc. which shows the strong inclination of the author to go for presenting words even in isolation for the purpose of exposure to the student (138-152). The author presents IPA symbols, organs of speech, vowel chart and such other elements of phonetics, with a theoretical orientation. The researcher understands the rationale behind the presentation of voice and speech disorders (181-184) only as an item that can increase the knowledge base of the students, but it is a matter of conjecture whether such knowledge of physiological aspects contributes to the improvement in the spoken skills of the students or not. The writer used regular labels to designate different aspects like types of listening, good listening, barriers to listening etc. Body language (203) is presented well with five illustrations. The items related to employment oriented communication involved different aspects like group discussion, psychometric test etc. It is not specifically realized whether the word ‘psychrometric’ test (210) printed in the book is a printers devil or any element different from or advanced version of psychometric test. In addition to the above, the sub-head tips for giving an interview (210) is understood by the researcher that it is tips for facing an
interview since the said tips are given to test takers or the candidates. On the whole, the book is designed as a combination of teacher’s manual and learner’s manual since a number of structural words are used for example comparative adjective, distributive adjective, demonstrative etc. (76, 77). The researcher understands that this book is a mixed bag with structural and functional elements leading on to ESP perspectives with the introduction of legal correspondence, technical and scientific reports.

**BOOK-7**

*A Text Book of English for Engineers and Technologists – A skills approach* produced by Humanities and Social Sciences division, Anna University, Chennai Published by Orient Longman, 1999 is understood to be one of the most sought after books in English for Science and Technology (EST) in the region. This book which describes itself as a skill based work has many content based aspects of its pedagogic processing with matching exercises (e.g. 16, 56, 90), text based writing tasks (25), text based vocabulary development exercises etc. It is observed that this book has used authentic materials like advertisements (125), in addition to graded descriptive pieces of writing like Rachel Carson’s silent spring. Vocabulary is accorded a pride of place by this book also. The researcher understands that communicative language teaching shall be administered for taking up this work in the classroom. The note to the teacher categorically denies the employment of lecture method and advises a problem solving, task based approach to language teaching. The note on weak students is acceptable from the
communicative point of view but the balancing factor shall be arrived at by the teacher himself/herself based on the heterogeneity scale of the class. It is understood that skills are taught through practice but not just through an explanation about the skills. As the name goes this book has an ESP orientation with very little structural element.

BOOK-8

**Perform in English** written by Dr. M. Balasubramanian & Dr. G. Anbalagan published by Anuradha publications, Kumbakonam 2007, is one of the skill oriented books with sizeable grammatical element. The notable feature of this book is the strategy of according a prime role for grammar in the sense that chapters one and two are allocated to the principles of grammar. ESP orientation is reflected in the examples. Pattern practice is presented with the phenomenon of parsing. It is understood that authentic materials especially the articles from The Hindu are utilized complemented by science diagrams (5.17, 5.19, and 5.20). Analysis of the graphs and charts is accorded a significant role in the book. Various kinds of diagrams like bar diagram, tree diagram, flow charts etc. covering science, business etc. are presented. The functional orientation has been found in different aspects taken up. The intention of the author regarding the target group of learners is specifically identified in the introduction of chapter 12 which states that the ‘new entrants to the engineering course have to improve their vocabulary of technical words’ (12.1). The researcher finds that this book is a combination of little theory and more practice. The researcher understands the use of the word ‘enlist’ (5.13) by the author as ‘enumerate’ the points in
the exercise. There is some element of integration of grammar with communicative aspects. On the whole, this book can act as a semi self instructional material by the students.

5.5. Observations:

Based on the survey of select materials given above, the researcher has acquired the following observations. As has been stated, the objectives of almost all the instructional materials are aimed at making the prospective professionals linguistically aware and communicatively competent.

1. The materials producers are focused on a skill based mechanism since the materials have incorporated either the discussion or practice related to various skills.

2. The processes of vocabulary and grammar selection are still at work because of their universal significance.

3. The use of graded and authentic materials has been recognized.

4. In very few situations longer texts extending over 2500 to 3000 words are used for exercises.

5. On the contrary, it is found that explanatory notes are being presented using lengthy descriptions by some of the materials producers.

6. Structural perspective like sentential patterns, parsing and rule based mechanics of linguistic processing have their own presence in many of the materials.
7. The concept of classroom organization especially the time spent, size of the classroom and heterogeneity scale of the class have quite often been left to the teacher since the researcher feels that the materials producers would have ingrained the concept that classroom execution is a prerogative of the teacher.

8. It is understood that almost all the material producers are practicing teachers at different organisations ranging from top-notch academic institutions to local level institutions.

9. Almost all the materials have statements related to the needs of the learners but the process of the needs analysis hasn’t made public in many of the materials.

10. The integration of the styles of writing is found in few materials.

11. The compare-contrast kinds of exercises are found in certain materials.

12. Specific levels of genre analysis, discourse analysis and rhetoric studies have their presence felt in the form of science experiment-based sentences, technical vocabulary, aspects like definition etc. in different works.
5.6. Conclusion

In addition to the above observations, the researcher acquired some more insights into the current trends in materials production in the region for engineering students through some more tomes of the ilk like English language communication published by Anuradha publications, 2006 in which processes of integration are found in a rich manner, with the utilization of literary texts and such other materials abundant in content and thought in order to lead the learners to fruitful technical communication without knowledge gaps either in conception or in articulation.

On the other hand, the researcher feels that many of the components in different textbooks or course books which are conveniently designated as instructional materials happen to be teacher resources more than being exercise oriented or self-instructional material for the students. The insights into the process of articulation based on the physiological aspects like speech mechanism, place of articulation and such others may contribute to the learner in his/her processes of communication but practical training either through graphic representation on the computer using a software or through a demonstration given by the teacher helps more than a theoretical understanding of the place and manner of articulation and various other phenomena of phonetics. The explanation given in the books is beyond any shadow of doubt fruitful but the structures and strictures have their prominence only through the integration of orthographic, syntactic, semantic, stylistic and phonetic elements utilizing a hetero-balancing approach.
beginning with neutralization at particle and phrase level regarding spoken expression, appropriacy in semantic and stylistic aspects, grammaticality at sentential level. The materials may also incorporate supra-sentential understanding offering interpretative ability.