CHAPTER – I
PRELUDE

1.1 INTRODUCTION

This analysis aims at defining the research problem by discussing various aspects of the project, including the rationale, methodology, validity and limitations. It is the conviction of the researcher that language learning is a natural, dynamic, socially inclusive, psychologically appealing, culturally sensitive, conceptually rational, spiritually elevating and an intellectually rewarding process, with a global perspective which can mould the learners into rounded professionals with a holistic personality but not merely to indulge in the bizarre linguistic convolutions, dispersed meditations, mirage reminding silhouettes and simulacra of linguistic exposition and exploration, morpho-phonemically, phono-tactically and syntactically driven doctrinaire pedagogic pedantry complemented by quixotic, rip-roaring, linguistically atavistic, literal, etymological and anachronistic representation of the process of parsing, along with syntagmatic and paradigmatic relationship of the linguistic overtones and undercurrents which often lead on to a blitzkrieg with a blizzard of words, with little room for riposte. The Language teacher has a social responsibility, in addition to pedagogic responsibility in carving citizens of first order by administering appropriate proportions of documented and emergent methods and by utilizing instructional materials that demonstrate the required prudence with prolific illustrations in order to produce pertinacious professionals with perspicacious perception and perspicuous persona.
1.2. **Need for the Project:**

There has been an unprecedented spurt in technical education in the state of Andhra Pradesh which experienced the establishment of about 500 technical institutions during the last 8 years. English Language Teaching in general and technical English courses in particular have not been able to present a very bright picture in the current scenario, since the societal predilections have been on an extreme note. According highest priority to content subjects and relegating language to the position a ‘pass course’ at the school and intermediate levels, and clamouring for the acquisition of communicative competence at the under graduate level have been the order of the day.

Even though the ideology and practice of English for Specific Purposes have made an entry into the land nearly a couple of decades ago, many of the teachers have yet to equip themselves with the state-of-the-art. It may not be an exaggeration to submit that mere availability of a host of instructional materials intended to undertake the process of making a prospective professional communicatively competent has in reality not been able to offer a subtle, pragmatic and a direct solution to the predicament. It can be understood that an analysis shall be taken up into a plethora of elements related to the language curriculum offered at I year B.Tech level through which an integrated system that orients the learners to perceive linguistic and conceptual challenges from a higher pedestal can be developed. On the other hand, there has been an apprehension that the syllabi have been undergoing the torques of corporate compulsions and the market-driven contrivances.
The cybernetics and mechanics of pedagogic execution, with all its intellectual allotropes, get processed and channalised through many an effervescent and multi-pronged strategy. Assimilating the fact, one has to focus on the concept that the academic missions can be considered to be fruitful when they effectively carve the potential human resources into organized citizens with an avowed alacrity to mould themselves into skilled manpower that participates in the meaningful and productive activities, thereby contributing to the worthy nation building. But, it may not be an exaggeration to state that many of the strategies administered, approaches enunciated, methods devised and models put forward have rarely tasted success in driving the prospective professionals hither and yon to scale great academic and professional heights.

The educational scenario of our country thanks to the technological revolution has been subjected to swift and rapid changes. The winds of change have been blowing in such away that every passing day has been giving rise to a development rather an upheaval. Innovation, experimentation and metamorphosis have been the qualities of every organized society and progressive culture in each epoch of human existence. Academic investigations represent unbounded capabilities of logically organized thinking possessed by human beings.
In the light of this, one has to realize that every professional has been subjected to a highly variegated role set in the complex web of societal activities. The intricate and labyrinthine mill of societal activities compels one to acquire greater potential and much better communication skills. Hence, a linguistic system that offers the required exposure to both generic and domain-specific aspects of language shall be introduced so as to enable the professionals to attend to different operations with a greater measure of success.

There have been endeavours in this direction to develop the language curriculum and instructional materials that train the learners with a focused approach relevant to society. It can be understood that pragmatic perception and task-based orientation will make us acquire valuable insights into various aspects of language. It is an established fact that Teaching-learning process is not a sporadic activity confined to offering the formulae but it contributes to moulding an individual into a multi-faceted personality. Hence, the education particularly language curriculum shall act as a training ground for the learners to develop multiple skill set which makes one not only proficient but also linguistically and conceptually resourceful such that a rounded professional gets produced.

1.3 The state of English Language Teaching in India:

The state of English language teaching in India presents a kaleidoscopic perspective. Notwithstanding the percentages in public examinations, it is a point of concern that many schools and most of the Junior Colleges have been achieving little success in preparing their learners
for further use of English language attempting at making a mark in careers that demand considerable linguistic awareness and communicative competence. This is as true of under developed or semi-developed states as it is of developed states of the country. If one considers the huge population of more than 100 crores that make up the country, beyond any shadow of doubt, very few are able to attend a school at all and to learn English. One cannot be sure of the Proficiency levels in such an environment. But, given the large number of learners who afford to go school with their hope of acquiring some knowledge, the number of people who are taught English every year is certainly more than those of many third world countries. But it is to be learnt that such individuals put together form not even 60% of the population of the nation, and that their future role in society has of greatest significance. In specialized fields of work like Science and Technology, and Basic disciplines of study or employment such as teaching languages and those subjects that form the basis of further education for the posterity, and subsidiary occupations that demand considerable language proficiency, the learning of those individuals that are discussed above tells on the overall development of the country.

These days it is found that many people accord highest priority to Science education and those who try to elevate science and technology to the position of be all and end all of the life of an individual fail to understand the most influential of the facts that English is the medium of the instruction in the technical subjects and training in most of the professional operations including science and technology. As a result, most of the parties in the
educational domain including parents of the students and some teachers have been attributing greater importance to content subjects when compared with the languages in the primary stages of one’s learning.

This is a detrimental phenomenon leading on to suicidal proportions. The society has started experiencing the results of this poisonous line of thinking. Nothing can be more damaging and consequential than this academically poisonous concept that content is significant and medium is not. The content and medium are so inseparable that the very existence of one without the other is beyond conception and they will remain inseparable for the eternity.

The fundamental problems of the education system in India are Poverty, Few learning opportunities particularly in rural areas, Lack of awareness for independent study via reading and listening, Inadequate supply of textbooks, confused and damaging attitudes to English put forward by some politicians till recently. Based on this one can understand that it is difficult for a poor or lower middle class Indian pupil in a rural or semi-urban setting to acquire mastery of English because of the problems discussed above. With sufficient and rich exposure to the use of the target language presented with fluency and flexibility by the teacher and by reading both the scientifically processed and authentic materials only one can learn the language with a respectable level of proficiency.

When the enshrinement of the compulsory primary education to those who could not otherwise afford it had taken place in the constitution, the
highest law of the land, it was thought that the kind of education would be very meaningful, and intellectually and professionally enriching. It is not an exaggeration to state that reality to a large extent has failed to come up to the levels of the expectations. The standard of primary education being almost below the mark, higher levels of education could not present a different scenario. Even though there are arguments citing certain premier institutions, such arguments hold little water as the percentage of population coming up to such level happens to be very little or could increase much. Peculiarly in the southern parts of the country there is a sudden and unplanned growth in technical education leading on to an alarming situation with regard to basic disciplines are concerned such as language(s) as medium, Mathematics, and the basic sciences.

In a Multi Lingual set up, one should possess a very high standard of communicative ability. Every piece of information should be comprehensive and comprehensible by using rich and appropriate linguistic resources. Unfortunately, the syllabus offered and methods administered at different levels in our country have not been able reflect the dynamic developments in syllabus design and methodology. Since mimicry – memorization has been the core principle of the teaching learning process in many of the corporate training institutions at the intermediate level, much of the input at the engineering colleges requires more intensive and a broad based linguistic training failing which the talents with regard to the use of language utilising various skills lay dormant in the individual. Through the subject
examinations, it is understood that the individual has the potential to learn when something is taught and hence a serious attempt at making the individual communicatively competent does not fail. In addition to the above, the man hours being spent on language learning at intermediate level happens to be very less when compared with those of the content subjects. Even though the medium of instruction for the content subjects is English for many learners, those learners are also not given an opportunity to get exposed to the primary sources and in most of the cases formula based education lingers on because of which many learners mechanically take up the process of learning especially by rote. In the light of this, the project takes up the following items into reckoning.

1. Learners have little opportunity to get exposed to various kinds of linguistic representation incorporated into the curriculum.

2. Teaching-learning process continues to be teacher-centred with little learner participation.

3. In other words, Activity based teaching-learning methodology has not been administered with teacher talk-student talk ratio falling in favour of the teacher.

4. Learners, especially the adult learners, haven’t been able to come out of their inhibitions particularly resulted in by the fear of making errors.
1.4 An overview of ESP courses in India:

As has been presented, there has been a steep rise in technical education in India. Most of the technical institutions have been offering courses nearly akin to the general English courses which are offered for the students of Humanities, Commerce and Pure sciences. It is a matter of conjecture whether the needs analyses have been taken up properly or not since the objectives stated in the syllabus drafts in many cases present a generic view with a panoramic orientation but not a target-oriented, patho-specific and a paradigmatic one. The very awareness of devising curriculum for technical courses has not been consciously exhibited by many of the curriculum planners, and most of the teachers that have been teaching language courses at technical institutions have not been overtly trained to handle the technical English curricula. Very few institutions specify the details related to technical aspects. For example, many institutions have prescribed ‘Report writing’ as an item in the syllabus. But, very few institutions have specified the details related to its extent and scope. Even some of the top-notch institutions of technical education are no exception to this. The curriculum planners are blissfully silent over the kind of reports that are going to be taught. In the garb of Skill Based Teaching, the courses at some institutions have become training modules for certain academic and professional competitive examinations or campus recruitment drives.

1 The researcher discusses the points at length in the chapter IV
As has already been presented, relegating language to an insignificant position at the primary levels and craving for high levels of language proficiency at advanced levels of education have been the order of the day since the MNCs insist on a respectable ability of an individual with regard to language is concerned. The most significant of the issues is that most of the on-campus recruitment drives prove to be confined seekers and motive driven investigations which are misunderstood by common public as in-depth evaluation of the learners. Even though it is the moral responsibility of the academic institutions to churn out Industry-ready professionals, institutions should not undermine the fundamental structure of academics and should not allow teachers to accord a pride of place for making the learners get confined to parroting the (stage managed) artificial utterances. Even though some institutions have been employing certain authentic materials for the pedagogic processing, many have still been administering graded and structured materials. This phenomenon is found even in certain high rated institutions.

1.5 Heterogeneity – the point of concern:

Indian classrooms are known for their heterogeneity. The scale of difference depends on different aspects, namely Socio-economic, political, psychological etc. India was reeling under imperialism for about two centuries, and like some other countries in the world, learning was esoteric with scores of communities being orchestrated. In addition to the above, Education has been placed under Concurrent list of items in
independent India which enables both the Union Government and state Governments to prepare and execute academic policies and programmes. This phenomenon gave rise to a lot of inconsistencies.

Rural population in India is enormous, i.e. more than 70\%\(^1\). The teaching–learning process in the rural areas continues to be a teacher-centred one with structural approach and Grammar-Translation method dominating the scenario. The vocabulary range of most of the students happens to be very limited. It is more astonishing to learn that even the textual expressions also are not properly learnt since the parameters that govern the linguistic item are not properly discussed in the class. Language learning is nothing but mimicry-memorising the explanatory note that is either dictated by the teacher or copied from ready reference materials prepared for commercial purposes. Communicative tasks and authentic situations are not taken up. Stilted structures are taught mostly. In other words, language learning is neither natural nor functional. The low self-image of many of the regional medium background students of rural and semi-urban origin and the over confidence of many of the students with English medium background of urban origin who are reasonably and relatively fluent but without respectable levels of accuracy creates a very subtle situation for the teacher in the classroom.

\(^1\) 72.22\% \textlangle\texttt{hetv.org/india/population-2001.htm}\rangle
1.6 Observations and the proposed model:

It is an established fact that one’s proficiency and competence in administering linguistic devices depend not only on the knowledge related to the orthographic, syntactic, semantic features but also on the understanding of the pragmatic aspects related to the functional orientation. “Language is a systematic and standardized resource for expressing meaning in context and linguistics and other areas of language developed take up the study of how people interact with one another in order to exchange ideas, meanings and their arguments or lines of thinking through the use of language. This view of language as a system for meaning potential implies that language is not a well defined system, not a ‘the set of all grammatical sentences.’ It also implies that language exists and, therefore, must be studied in contexts such as professional settings, classrooms, and language tests”¹. The points categorically uphold the conceptual occurrence of language and focus on the prominence of linguistic and conceptual resourcefulness on the part of the learner. In order to analyse the phenomenon, various analyses like discourse analysis, genre analysis, transaction analysis which represent the linguistic and conceptual processing in different societal, academic and such other settings amply justifying the psychological, professional and hierarchical phenomena have been developed in the academic circles.

A professional is expected to perform umpteen functions which expect him/her to be a communicatively competent individual and not at all a person with mere linguistic awareness. In stead of merely mastering Meta Language which means acquiring a command over what is an adjective, what is subjunctive etc., it will certainly a rewarding phenomenon to acquire an insight into the way things function in given contexts.

The proposed Ever Expanding Textbook envisages an integration of different models of curriculum planning which can accommodate different kinds of syllabi without confining itself to the models like formal, functional, task-based and process etc. The integration leads on to different layers in the textbook for the students to explore. As relational ability is considered one of the prime cognitive faculties of a learner, in addition to aspects like memory and grasp, it is accorded a pride of place by incorporating different exercises. At this juncture, it is to be submitted that multi-layered mechanisms with teacher-textbook interactivity and teacher-learner interactivity have to be established based on socio-cultural, techno-economic perspectives specific to urban, semi-urban and rural academic settings without which the work seems to be unmethodical and there is every danger of the results going astray. Learners with their semi-mature lines of thinking accustomed to mimicry- memorisation based on their previous academic exposure may find the tasks enshrined in the proposed model a bit intricate and some of the learners may feel alienated in the process. It is incumbent on the part of the teacher to administer the processes of balancing the situation with linguistic
and conceptual resourcefulness through which the desired results can be obtained. It may not be out of place to state that English Language Teaching has come a long way from methodology to reflective practice and hence teachers are expected to train themselves being reflective practitioners and train the learners undertake the process of reflection in a dynamically positive, predominantly pro-active and ostensibly creative manner.

1.7 Methodology:

Even though the investigations of the project do not confine themselves to a particular methodology, qualitative method has been taken up to a large extent. In addition to the above, historical, comparative and empirical analyses have also been taken up at different points of the project. Keeping in view the concept of heterogeneity, quantitative analyses have also been incorporated regarding the linguistic behaviour of the learners in different academic situations. The researcher humbly submits that the sample size of different phenomena is relevantly focused.

1.8 Strategies employed:

The project has undertaken an analysis of the existing English language courses aimed at training students in technical communication offered at first year B.Tech level in select universities and autonomous colleges. In addition to the said analysis, a survey of contemporary literature on some of the principles and practices of curriculum planning and course design, with special reference to English for specific purposes has been taken
up in order to ascertain the conformity scale of the courses designed at different institutions in Andhra Pradesh. The researcher specifically submits that the observations put forward by teachers working in the field have a lot of contribution to make for the conceptual and concrete culmination of the project. On the other hand, since job market oriented or career related demands play a very vital role, there is a need to evolve a dynamic framework including a set of design criteria. Keeping this in view, the researcher interacted with some of the corporate professionals regarding the kind of expectations they have with regard to the linguistic awareness and communicative competence of the prospective employees. Student feedback has been obtained in a classroom environment, an evaluative environment and in a co-academic environment in order to triangulate the data. In the process of obtaining the data, questionnaires were administered, interviews held. In addition to the standardised methods of the collection of data, the researcher took up the process through acquiring insights from linguistic behaviour of the students in academic and co-academic environments like aptitude test, student interaction in workshops, paper presentations etc.

1.9 Design criteria:

Based on the analyses taken up as a part of the academic, co-academic and professional investigations with the learners, teachers and corporate professionals being the subjects, the following criteria for course design have been identified. The researcher understands that education in a
broader perspective has a four-fold realisation namely Literacy, Numerical ability, Functionality and Social awareness. It can be understood that literacy and numerical ability fall under hard skills, and functionality and social awareness come under the purview of soft skills. The elements stated above operate at different levels. For example Man, Human being, Homo sapien, ‘Metazoan, triploblastic, chordate, vertebrate, pentadactyle, mammalian, eutherian primate’¹ refer to the same creature but the kinds of words get administered in specific situations. The organ-Ear as the audio phone of our body is seen described and understood by everybody but it is perceived or treated as the thermo-regulatory organ by certain sections of people only. It need not be reiterated that alphabet level of literacy is one in hierarchy and the ability to understand longer and involved texts happens to be a higher level. Likewise, simple mathematical computation is at one level and the ability to solve higher mathematical problems requires greater competence. In tune with the hard skills, in soft skills also there are different levels of operation. For example, to be able to untie a knot is a symbol for functionality on the part of an individual and to be able to solve diplomatic problems involves greater measure of negotiation and interactive skills.

Social awareness starting from physical details including cartographical studies and such other geographical aspects to strategic policy oriented techno economic aspects are very much required for a professional to understand different technical and semi-technical phenomena in order to offer remedies to different maladies, and to suggest the improvements to the existing mechanisms for the general welfare of the nation.

1.9.1 Tasks related to linguistic encoding:

The realization of language use as verbal forms manifested through orthographic, morphological, syntactic, semantic and phonological aspects, the parameters which govern the way a linguistic item behaves in any communicative situation, is taken up as the first criterion. Since every word operates subject to the parameters stated, it is incumbent on the part of the language learners to realize the conceptual framework to the extent of utilizing in various contexts in such a manner that the usage turns out to be authentic, comprehensive and comprehensible. On the other hand, the researcher very much realizes the fact that one need not learn all the principles of automobile engineering to learn driving a car. Hence, the criterion gets administered with a communicative perspective keeping in view the aspects stated above.

1.9.2. Socio-cultural orientation:

Contextual appropriacy i.e. sensitivity to register and day-to-day communicative needs is accorded a pride of place. In order to train the prospective professional to conduct his or her operations successfully in the
highly variegated role set of society, the proposed model envisages an integration process. Since linguistic communication operates in a societal setting and since every individual is a product of one’s culture, the model takes into reckoning the socio-cultural orientation in order not to make the learners get alienated. On other hand, one cannot shed his or her whims and fancies resulted in by the socio-cultural aspects of brought up in a given society over night, such things have to be neutralized with certain balancing elements failings those whims and fancies turn frailties and proclivities. The ultimate aim of any academic endeavour is to produce global citizens with a holistic perspective overcoming the social barriers for which a balancing mechanism shall spring from the language curriculum because of its humanistic nature.

1.9.3. Understanding in Domain-specific discourse:

Realizing the fact that this world, to a large extent, is a techno-economic one, the tasks acquire greatest significance in any professional environment. In addition to developing the logic of the linguistic programming and presentation in generic situations, it is incumbent on the part of a leaner to develop domain-specific requirements. For example, an engineer should be able to compile a technical report which not only involves the ability to construct sentences but also the domain relevant employment of vocabulary, structure and style. ‘I maintained the temperature at 60°C’ is not an acceptable sentence where a passive construction ‘The temperature is maintained at 60°C’ is better suited. Not only the vocabulary but also the way sentences get constructed has its significance in any professional
environment. The exposure to technical discourse forms an influential component of the process. Without proper training in compilation skills, one may not be able to differentiate between the general, literary presentations and technical presentations.

1.9.4. Pragmatic Competence:

Linguistic and conceptual resourcefulness in the use of vocabulary and in ensuring cohesion are of utmost significance in any technical presentation. The researcher takes into cognizance the academic discussions related to the grammatical competence and pragmatic competence and identifies the issues of discussion like competence-performance, competence and competence constellation. The researcher humbly submits that all those items of discussion have taken many prominent stand points into account in their intellectual endeavours beyond any shadow of doubt. But, in a multi-lingual set up with heterogeneity resulted in by many a phenomena, students in rural and semi-urban settings have little opportunities to develop interactive skills, and interaction brings out the pragmatic abilities of any individual. But, such students may not lack in their intrinsic abilities of learning and hence, creating opportunities to develop pragmatic competence has been taken up as a criterion.

1.9.5. Strategic competence:

Aspects of functionality, including problem assessment and solving skills with special reference to Group Dynamics has been one of the important criteria for the mechanisms of any specific purpose course design. An individual is expected not only to equip himself/herself with theoretical
orientation with numerical and computational understanding but also to possess strategic competence. Keeping the policy driven, project driven, market driven challenges of modern day professional environments, the individuals that get trained have to develop the skills related to prioritizing, selection, sequencing, gradation, piloting and all the skills of contingency management. In addition to the above in the modern world of optimization and rationalization, mere theory of any technical operation does not result in the professional success. Relational ability as a phenomenon helps one acquire the strategic competence, since it makes one assimilate the circumstances in which one is placed at a quicker pace and with a better clarity in order that the individual perceives the developments with a conscious eye to mould those developments to his/her advantage. Strategic competence not only points to one’s abilities of functionality but also to an integration of knowledge through academic investigations and the intrinsic abilities brought out with improvement by exposure. The model endeavours to incorporate certain elements to develop strategic competence in the learners through different exercises.

1.9.6. Negotiable and Non-negotiable Soft Skills:

Thought structuring and Value-based instruction for a human face to engineering have been considered the hallmark of successful curriculum planning. Whether intentionally or not the curriculum planners at different levels focused on hard skills by incorporating itemized sets of instruction leading the learners on to learning and mastering many a formulae through textbooks, course books, lab manuals and such other instructional materials
presented in the classroom presentations, laboratory demonstrations etc. Recently i.e. during late 90’s and this decade the academia have realized the importance soft skills as a part of the curriculum. It is observed by the researcher that the syllabus drafts of different institutions have been reflecting phenomena related to the soft skills. But the researcher would like to focus upon the element that in addition to negotiable or tangible soft skills like argumentation abilities etc., non-negotiable soft skills shall also be incorporated into the curriculum.

1.10 Reflections on the models:

There is an endeavour to undertake reflections on different models of curriculum planning like Classical Humanism, Reconstructionism and Progressivism in order to come up with pragmatic and rational observations on the processes of curriculum for the students of engineering. It is understood that there is every need to understand those models since all those models have something concrete to offer and those models also came to into being based on certain needs. They attained acclaim in some quarters or the other in some parts of the world because of their positive contribution and hence the researcher would like to have a bird’s eye view on those models. Likewise, the concept of syllabus is known as an ever changing phenomenon. Since syllabus is an integral part of a curriculum, the researcher would like to take a brief note on the types of syllabus put forward in the domain of English language Teaching.
1.11 The structure of the Thesis:

The thesis has six chapters in addition to three appendices. The framework of the thesis is structured on the lines of conceptual progression. Chapter I is entitled The Prelude. As the name suggests it is the prologue to the project. Chapter II introduces the crux of English for Specific purposes. Chapter III presents the Dynamics of Curriculum Planning since the very project is a curriculum development one for English for Science and Technology. Chapter IV takes up representative analysis of the language courses at select institutions at I year B.Tech level. Chapter V discusses various aspects of the field study of the research project and finally, the chapter VI introduces the Concept of Ever Expanding Textbook with model exercises. In addition to the mainframe thesis, four appendices have been incorporated. The items include the questionnaire administered on teachers, the question papers of the aptitude test and qualifying test conducted for students and the research papers relevant to the project published by the researcher form the appendix-4.

1.12 The Literature Survey:

Recognising the prominence of the contributions made to the area of understanding by a plethora of experts and assimilating as many number of concepts as possible, the researcher endeavoured to record the excerpts of presentations made by several theoreticians in the thesis. In stead of
specifically itemizing the phenomenon in a separate paragraph entitled literature survey, the researcher has attempted at referring to concepts and expert opinions at different points of discussion. The referential mechanism is of three varieties.

1. Presenting the statement verbatim from the primary source.
2. Reflective presentation of a concept or statement
3. Presenting the item as quoted in a secondary source

Proper documentation of the said items is done.

1.13 Summary of the Thesis:

1.13.1 Prelude:

As stated in the introduction, the current chapter stands as a micro-cosmic representation for the project by presenting the quintessence of the educational philosophy, aims and objectives, endeavours and the culmination of the thesis. It’s a brief chapter which showcases the methodology, strategies and academic investigations of the project.

1.13.2 Dimensions of English for Specific Purposes:

Since the project intends to make certain academic contributions to the area of English for science and technology which falls under the domain of English for specific purposes, the ideology, issues, practices of the ESP and their implications have been presented in a representative manner in the chapter II. The chapter presents the features of the courses related to
English for specific purposes highlighting the core philosophy of a non-generic orientation and more importantly the concepts like Needs Analysis, Target Situation Analysis, Discourse Analysis, Register analysis etc. The absolute and variable characteristics of English for specific purposes have been discussed through the conceptual framework based on the pedagogic processing put forward by certain influential developments in teaching and materials production.

The chapter endeavours to discuss the three major facets of teaching related to English for specific purposes namely method, material and evaluation and attempted at reflecting the challenges that the processing of the mechanism may face in the course. The expected versatility of the pedagogic practitioner of ESP is presented with relevant references. The intrinsic ideology of ESP which is understood not to have specific, documented and professed theories about its occurrence is represented in positive terms. The researcher humbly submits that the western ideology of ESP may not be totally administered in Indian circumstances recognizing the heterogeneity and such other challenges. The project focuses on English for specific purposes related to English for student learning as far as technical aspects are concerned.

ESP has been presented as a learner centered approach with communicative element in its teaching learning process. It is emphasized that the environment in which the courses are offered shall also be studied in order to see that the concept reaches the learner. On the other hand, in
order to see that none of the parties in the teaching-learning process especially the teacher and the learner does not get alienated because of a cognitive shock or non-conformity to pedagogic expectations. The deviances or aberrations, if any, shall be eliminated or at least neutralized for ensuring pragmatic processing of the teaching learning mechanism. The classification of ESP into different categories has been presented in order to reiterate the specificity of the concept. Concepts like Content based instruction have been made a mention of with an intension to demonstrate ESP amidst the contemporary pedagogic developments. On the whole, ESP has been shown as a dynamic movement. But it is humbly submitted that concepts like Next Generation ESP\(^1\) kinds of things are not discussed separately keeping in view the administrative constraints and realisability scale in the Indian scenario.

\(^{1}\)Orr, Thomas. “Next Generation English for Specific Purposes”. International conference on English Education, Shih Chien University, Taipei, 26-27, April, 2008.  

1.13.3 Dynamics of Curriculum Planning

The focus of this chapter revolves round the processes involved in developing, implementing, analyzing and evaluating language programmes with special reference to English for Specific Purposes. The chapter represents the fundamental difference between syllabus design and curriculum planning and takes up a brief historic account of the concept of curriculum planning starting from the method concept to need based curriculum. The chapter presents the scientific orientation of certain fundamental elements like aims and objectives and undertakes an analysis of the concepts related to planning the curriculum, graded vis-à-vis authentic materials and ultimately establishing rationale for a curriculum. The chapter presents issues related to the influential movements of the concept of curriculum planning and endeavours to focus on the relevance and prominence of a flexible model without confining to any particular model. Apart from discussing the models of curriculum planning, an overview of the processes involved in the development of syllabus and aspects of syllabus design have been discussed.

The researcher is of the opinion that the integration of linguistics and pragmatics leads on to a meaningful syllabus in the given social, political and techno-economic circumstances. As has been presented, a brief presentation of the kinds of materials and their characteristics have been discussed. The concepts related to second language acquisition, learner autonomy, process and product oriented research have been kept in view in order to develop a
conceptual framework that helps the integrated curriculum presented through the concept of Ever Expanding Textbook.

1.13.4 An analysis of select courses offered at different universities and institutions in Andhra Pradesh:

Chapter IV takes up an analysis of English language courses offered at I year B.Tech level at seven academic institutions. The analysis is taken up for the language curriculum of National Institute of Technology, Warangal, Jawaharlal Nehru Technological University, Hyderabad, Andhra University, Visakhapatnam, Sri Krishna Devaraya University, Anantpur, GITAM University, Visakhapatnam, Koneru Lakshmaiah College of Engineering (Autonomous), Vaddeswaram and Velagapudi Ramakrishna Siddhartha Engineering College (Autonomous), Vijayawada. It is observed that text based curriculum has been followed to a large extent. The scope and extent of the linguistic inventory enshrined in the syllabus drafts have been defined properly (or at least to a minimal extent) on very few occasions. From the ESP stand point in its western perspective, the courses offered happen to be very generic and may not be called courses in English for science and technology in the strict sense of the term. However, the researcher would like to analyse from an Indian point of view without losing sight of the heterogeneity scale existing in Indian classrooms. Item specific observations covering the objectives, skills, textual elements, managerial aspects, evaluation patterns etc. have been presented in the chapter.
1.13.5 The Needs Analysis:

As has already been stated, the project involves both the theoretical and action oriented research. Since the project requires to be a pragmatic analysis, the culmination of which is expected to be an enriching phenomenon in the second language learning research in general and English for specific purposes in particular, the researcher undertook different kinds of field work with a qualitative perspective. The endeavours include acquiring insights through classroom instruction and interaction, observations obtained through analyzing linguistic and cognitive behaviour of the students in academic situations outside the classroom particularly with regard to beyond the curriculum aspects, feedback obtained on structured, semi structured and open ended questionnaires, interaction with students and fellow teachers in different academic settings or environments, interaction with corporate professionals. In the process, the researcher undertook surveys focusing on syntactic, semantic and psycho-analytical aspects which have bearing on technical operations of the prospective professionals. The researcher classified the study into 12 surveys, apart from the analysis of instructional materials.

The study concluded that the existing curricula at universities and colleges shall be re-oriented with a holistic perspective by incorporating a multi-layered and better focused pedagogy which basically endeavours to make the learner independent in thinking, objective in analysis, panoramic in perspective, creative in contribution, precise in processing facts, open minded in social behaviour, cogent in argumentation, coherent in presentation,
resourceful in problem assessment and solving, dynamic in organization, prodigious in memory, agile in grasp, comprehensive in communication and balanced in relational ability.

1.13.6 Concept of Ever Expanding Text book:

The core element of the Thesis is the concept of Ever Expanding textbook. Recognising the prominence of a multi-dimensional and multi-layered professional profile of engineers and technologists, the researcher would like to put forward a model that accommodates various layers within the framework of a textbook. Even though it is not overtly stated, a textbook is a structured tome prepared for apprising the prospective readers of certain elements regarding the subject or a sub-area thereof. The researcher recognizes the presence of certain course books which are prepared specifically for making the readers acquire specific or examination oriented understanding. It is also observed that some of the instructional materials present description or meta-language of certain linguistic phenomena. In other words, if spoken expression is to be taught, a lot of description on the place and manner of articulation and various processes of word formation are discussed in stead of putting forward many exercises on situations of spoken expression. At this juncture, it is also to be pointed out that the use of authentic materials has been confined to the textual exercises.

In the light of this, the researcher would like to present a multi-layered and a multi-perspective model which takes up presentation of items with a hetero-balancing approach to planning the curriculum. The proposed model presents exercises representing a host of domains like philosophy, history,
political science, agriculture, civil engineering, communication technology, personality development, health awareness, literature, sociology, life sciences etc. The exercises are of different varieties ranging from the traditional vocabulary learning to pyramid discussions, awareness raising activities to contextualised multi-meaning exercises. The syntactical elements are processed from the fundamental elements of English language to parallelisms and such other discourse-oriented phenomena. The exercises accorded almost an equal involvement of all the basic language skills, in addition to other soft skills.

The materials are classified into 4 varieties.

1. Items of classroom instruction and interaction
2. Self-instructional materials
3. Semi self-instructional materials
4. Teacher resources

The researcher specifically feels that there need not be any separate teacher’s book and student’s book. An integration of the materials that operate at different levels serves the purpose in a more authentic fashion since the instructional materials prepared and processed with a hetero-balancing orientation turn out to be dynamic in nature in the sense that they unfold themselves in a multi-layered manner and disentangle themselves from the confines of the conceptual framework. The concept of Ever Expanding Text book envisages the integration of concepts and domains, styles and models, in addition to the exploration related to the kinds of
exercises with and without syntactically and semantically operationalised controls. Mini-projects are also incorporated.

1.14 The Appendices:

There are four appendices for the thesis. The questionnaire administered on the teachers to ascertain the teaching practices. In addition to the above, Question papers of Qualifying Test and Aptitude tests cited in the Chapter V of the thesis. Two research papers relevant to the project published by the researcher form the appendix-4.

1.15 Documentation and referencing:

The mechanism of documentation and referencing has been taken up as per the norms laid down by the Modern Language Association (MLA). MLA Handbook for Writers of Research Papers by Joseph Gibaldi, SIXTH EDITION, 2004 published by Affiliated East-West Press, New Delhi, has been followed, in addition to meticulously adhering to the instructions of the research supervisors. Two-fold or two-leg mechanism for documentation has been taken up in the thesis. With an intention to minimise disruption and to offer better readability, Footnotes are given with superscripting the quotation or reference or reflection, and select bibliography is presented at the end of the thesis. Considering the above, it is submitted that when ever a sentence, a phrase or a chunk of any academic discourse is taken or incorporated in to the thesis, the reference for such item is presented at two points, foot note and select bibliography.
1.16 Conclusion:

It is the submission of the researcher that this research project may not be entirely free from teaching methodology-oriented, assessment-oriented, bilingual or multi-lingual predicament-oriented limitations in spite of researcher’s observations or projections on the items in the execution of concepts in an average, non-descript rural or semi-urban Indian classroom. Hence, the researcher reiterates that the concept has a lot of scope for further exploration.