CHAPTER FIVE

Discussion regarding Implementation and Conclusion

5.0 **Introduction**: This chapter mainly deals with the various factors which are considered as essential for successful implementation of the learning materials prepared by the researcher and presented in Chapter Four. These tasks have been prepared with an aim to develop a process approach towards writing among the students of FE at UG level. Besides this, the tasks also aim at strengthening certain areas of writing in which the students were found to be weak after an assessment of their writing competence (See Ch. Three) at the entry level of the course. It also includes some more suggestions for improving the writing skills of the students, along with the conclusion to the study. The chapter opens with a listing of the salient features of the tasks.

5.1 **Salient features of the tasks**: Following are the salient features of the tasks constructed in chapter four:

(a) **Emphasis on 'process' rather than 'product'**: These tasks put more emphasis on the 'process' of writing rather than on the final 'product'. Most of these tasks are required to be attempted in a step-wise manner; the 'steps' being the various 'stages' of the process. When the students would attempt the tasks in such a manner, they would concentrate more on the steps and not on the 'final' product. It would encourage the free-play of thoughts besides providing practice in sub-skills of writing.

(b) **Tasks - 'challenging' not 'threatening'**: The tasks have been designed and arranged in a manner which poses challenge to the students to be active and resourceful. The tasks, however, are not threatening. All that these tasks require is the willingness to initiate.

(c) **Emphasis on peer-work**: The tasks encourage the students to engage in peer-work while going through the various steps of the process such as planning, note-making, drafting, revising, editing, rewriting etc. This would develop a sense of co-operation among the students and thus bring about a positive change in the
environment of the classroom. On the other hand, it would also give birth to a sense of healthy competition among various groups.

(d) **Active role of the learners**: These tasks put more emphasis on learning rather than on teaching of writing. The students are required to work independently (or in group) in order to collect information, go through the various steps of the tasks, hold discussions, work on computer, etc. in order to accomplish the tasks. The teachers are not expected to intervene very regularly and may help only when asked for. This would keep the students on their toes and discourage passive role on their part as in the past.

(e) **Teacher as co-operator and facilitator**: The tasks presented in chapter four are basically 'learning materials' (as different from 'teaching materials') and the teacher's role envisaged here is that of a co-operator and facilitator, who knows when to intervene and how much, rather than of an instructor, who controls virtually all the proceedings in the classroom.

(f) **Practicability**: In small classrooms of FE, these tasks can be effectively used to achieve the objectives that have been set for this programme i.e. to introduce the concept of writing as a process and to strengthen certain individual areas of writing. Under the guidance of the teacher, the students, work in pairs or groups and take the initiative to attempt various types of writings. It would, probably, give most of the students, (particularly those who have passed out from schools affiliated to Punjab School Education Board) their first chance to attempt writing independently, without help either from the teachers or from the help-books.

(g) **Integrated**: Another significant feature of the tasks specially at Difficulty Levels-I and II, is that these tasks aim at integrating more than one skills of language learning in a single task. Tasks placed in Difficulty Level-I, however, aim more at acquainting the students with the concept of the 'process' of writing and at the development of certain individual areas of writing.

(h) **Graded**: The tasks have been graded on the basis of the difficulty which they are likely to pose to the students writers. The tasks placed in Difficulty Level-I are the
simplest ones from where they move onto getting tougher as the level of difficulty gets higher. The three levels of the difficulty have been dealt with in detail in the following section of this chapter. (See 5.2)

(i) **Emphasis on 'content' rather than 'form'**: These tasks lay more emphasis on content rather than on form. The first few steps of the procedure suggested for attempting the tasks would make the students concentrate only on giving expression to the thoughts. It has been suggested that the grammatical errors may be corrected at a later stage, just before preparing the final draft.

(j) **Thought Provoking**: Most of the tasks placed in Difficulty Levels-II and III are argumentative, analytical or reflective in nature and serve as 'food for thought' for the students. In some of the tasks a paragraph, a poem or some statements are given which are likely to stimulate the thinking process.

(k) **Sense of achievement to the student-writers**: It has been suggested at the end of many tasks that they should be displayed in the classroom. Another suggestion that has been made is that some best writing attempts may also be recommended for publication. Consulting the media, and working on computer have also been suggested. These suggestions have been made with a definite purpose of making the students experience a sense of achievement. Above all, however, it would be the 'process', when a student would produce a piece of effective writing after working through the various steps, which would provide the biggest boost to their confidence.

5.2 **The Three Difficulty Levels and their relevance** - The tasks constructed in Chapter four have been divided into three difficulty levels, i.e. Difficulty Level-I,II and III. The tasks have been placed in the three levels on the basis of the difficulty that they are likely to pose to the students. The tasks also become more integrated with rise in the level of difficulty.

Tasks placed in Difficulty Level I are slated for the students in the initial phase of the course. Most of these tasks aim at acquainting the students with the process of writing and at the same time, at making them understand the significance of various sub-skills. Tasks aiming at individual skills also have the rationale of not confusing the students by asking them to do many things at one time. Tasks placed in
Difficulty Level-II are mostly integrated, which require the students to work on more than one aspects of writing in one task. This level of difficulty is supposed to function as a bridge between levels I and III. It would be at this level that the students would practise writing according to a 'process' approach rather than according to the traditional approach to writing which they used to adopt till this level. This would make them practise the sub-skills learnt at level I and would also prepare them for more demanding tasks at level-III. Tasks placed in Difficulty Level III are the most challenging ones, requiring the students to take up writings of argumentative, analytical and reflective nature. One or two business-writing tasks have also been included at this level. Though tasks of all such types mentioned above have been included in Difficulty Level II also, yet the tasks in Difficulty Levels III would be more challenging. The tasks at this level have been built on the assumption that, as the students have already been acquainted with the various sub-skills of writing (in Difficulty Level I), and have already attempted integrated tasks of simpler nature (in Difficulty Level II), they would be able to perform these tasks successfully. These tasks also demand more input in form of collection of material from various sources (including various genres of media) and on more intensive group-work with students and teachers working together on the same tasks.

It has been suggested that a few of the best attempted tasks in Difficulty Level III may be recommended for publishing. This would serve as an inspiration and in all probability, would, give an opportunity for healthy competition among different groups of students.

5.2.1 When to move from one level to the next - An important question that comes to the mind while discussing the relevance of the three difficulty levels is when should a student move from one level of difficulty to the next. It has to be decided if the three levels of difficulty go in correspondence with the three years of the course or should there be some other criteria, such as the performance of the students at one level etc. ?

What the researcher anticipates regarding this issue is that some students would exhibit greater adaptability to the change than the others. Some students would clear the level I more quickly than some others, and if these students (who clear the level I more quickly) are made to persist with that level only (which they have cleared), it would amount to sheer wastage of their learning capability and creative
energy. However, on the other hand, if they are cleared to move to the next level before others do, that might make it very unmanageable for the teacher to handle different groups of students at different difficulty levels simultaneously. In the opinion of the researcher, it is a very sensitive issue which needs to be handled very judiciously. If a few students quickly move ahead of the others, either it would expedite the progress of the others, or it would germinate a complex in them. As a teacher, the researcher had an opportunity to observe the learning behaviour of the students, and the factors affecting it, and this anticipation is firmly based upon that observation. It gains particular relevance when the composition of the class is such that it consists of students with different levels of competence and this is generally the case in many of our classrooms.

Given such a situation, the researcher would suggest that it should be left to the discretion of the teacher as to when a student should move from one level of difficulty to the next. One thing that a teacher might do is that he/she may make the composition of the groups (pairs or larger groups made before attempting the tasks) such that it consists of students of different competence levels. This point may again be contested by some on the ground that if students of different competence levels are placed in one group, that would also do no good to the 'complex' in the students who have lower level of competence than the others. This, in fact, is the point where the role of the teacher is very vital and where the classroom environment plays a very important role. Both these factors have been discussed in detail in chapter two and their relevance to our present concern is discussed in this chapter also (See 5.4 and 5.5). Another thing that may be done is that some kind of tests may be designed in order to assess the progress of the students from time to time. Such tests may be administered after every three of four months, and may be considered as a basis for taking a decision about the promotion of the students from Difficulty level I to Difficulty Level II. The students who are left behind at level I, may be given six weeks or so to cover up and move up to Difficulty Level II. Once all the students reach Difficulty Level II, they may be treated at par and same tasks may be attempted by all. The students who join the level II late than the others, may be subjected to some kind of a crash course of about two to three weeks to catch up with the others. Those who've already moved ahead may also participate and help the newcomers.

To conclude this discussion, it may be made clear that these levels of difficulty have not been suggested only as a criteria for awarding masks or grades to
the students. Rather, these have been suggested as indicators of the learning needs and progress of the students. Thus, the three levels of difficulty may not be confused with the three years of the course, though some kind of a system may be evolved for co-ordination between the two after further research.

5.3 Factors essential for implementation - For successful implementation of the tasks, the following factors are considered to be of paramount importance:

5.3.1 Acceptance of change - The first and the foremost factor required for successful implementation of the tasks is acceptance of the change on part of the students as well as the teachers. Any kind of inflexibility or resistance to change would negatively affect their grasping of the new concept. The programme calls for change in several factors including the priorities, the attitude, and the methods. The change might sound unconvincing or even strange in the beginning, but would prove fruitful in the end.

5.3.2 'New' classrooms - The process-oriented programme calls for a 'change' in the classrooms, not physically, but in the environment. Communicative teaching cannot take place if classrooms are set in a traditional manner with every student trying to attempt a piece of writing individually, in fact, hiding his writing from the ones who are sitting beside or behind him, with the teacher keeping a strict vigil on all. Communicative teaching demands that the classroom environment should be comfortable and co-operative with the students divided into pairs or groups (depending upon the requirement of the tasks they attempt), and sharing rather than concealing the information. This new setting will definitely boost the confidence level of the students, who have been shy of showing their writings to others, and sometimes even to their teachers because of a fear of 'what will these people think if my attempt is not upto the level'. Initially the students will have to be forced to an extent to participate (by making pair work or group compulsory), but later they will enjoy it and produce better writings. A typical FE classroom with all the audio-visual aids which hitherto were considered useful for learning listening and speaking, may be used for learning writing also.
5.3.3 New role for the teacher - Communicative teaching demands for a revolutionary change in the role of the teacher, expecting him to be a 'co-operator and participant' rather than an 'instructor'. This programme also calls for a change in the role of the teacher, but only to a certain degree. Talking in context of our FE classrooms, the researcher is of the opinion that a radical change in role may not help the students much. The teacher may acquire the role of a participant, but he cannot dethroned completely. He still needs to control several factors contributive to the process of learning. In the new perspective, he has to lead from the front, initiate the change and guide the student through it. A major sacrifice, however, that the teacher has to make is that he has to shun the egoistic thinking that he should be the undisputed master of the affairs. He has to act as a captain of a team, who can marshal his resources to their best in order to gain victory in form of a change in the attitude of the students and consequently, in their performance.

5.3.4 Teacher-training - Teacher-training holds a key position in the process of making teaching of writing 'process-oriented'. Most of our teachers have been teaching compulsory English courses which demands less creative efforts for years. Helping material is also easily available for such courses, it diminishes the role of the teacher to that of someone who makes the students understand the text and after that evaluates their written products. This situation calls for the need of orientation for the teachers to help them fit into their new role of a partner, as different from that of an instructor in the classroom. Agencies like RIE (Regional Institute of English) which have been largely instrumental in designing the study materials for this course, and TTTI (Technical Teachers' Training Institute), Chandigarh should come forward with some training programmes for them. Teachers from all over the state should be encouraged to attend these programmes which would train them in the use of this new approach for teaching writing. Such programmes would also help them psychologically to adjust to their new role.

5.3.5 Interaction among teachers - Along with the interaction among students, and between the students and the teachers, regular interaction among different teachers of the subject would also be very helpful. All the tasks which integrate two or more language skills can be attempted much more successfully if the teachers teaching various papers of the course work collectively on these tasks.
5.3.6 **New Role for the Learner** - If, on one hand, this programme calls upon the teachers to come one step down from their traditional position, it also calls upon the students to climb at least two steps up in order to reach the position where they can work as partners with their teachers. If the teacher needs to lead from the front, the student also needs to follow him with a sense of dedication towards the goal. The student needs to reflect the change in the classroom environment, in the attitude of the teacher and in the methods used for teaching. He has to look like a mirror image of the change in the factors mentioned above by adorning himself with jewels like hard work and commitment to the goal, along with an attire in which he appears thoroughly changed - as initiator and co-operator rather than as a passive recipient of knowledge.

5.3.7 **The Testing System** - Annual examination held to assess the performance of the learners with regard to their 'product' of writing produced within a stipulated period of time, may be supplemented with a system in which the 'process' of writing indicating the development of the right approach, and the amount of effort being put in by the learners is given equal accreditation as the product. Such an assessment would be meaningful if done on a regular basis. In the initial stage of the programme, it would compel the students to go through the steps of the process, but slowly it would develop into a habit.

5.3.8 **Handling the time constraint** - The time duration mentioned in most of the tasks is more than forty-five minutes. Some tasks even require about two hours, which is highly unmanageable given the tight day-to-day time-tables of colleges. Academic sessions are also short and fixed. This problem may be overcome with the adjustments like spreading longer tasks over more than two days, or occasionally integrating writing classes with the other class of the course.

5.3.9 **Creative Efforts** - With the help of their teachers, the students of this course should come forward to publish a magazine (monthly or bi-monthly) consisting of a variety of writings e.g. college news, city news, review of news-reports and articles, general writings etc. produced by the students of this course. Participation in such activities should be made mandatory for the students.
5.3.10 **Working on computer - a must** - It has been suggested at the end of many tasks that the students should take prints out of their writings and display them in the classroom. This suggestion has been made with a purpose of acquainting the students with writing on computer, particularly those, who have never had a chance to do so earlier. It would motivate the students and also give them a sense of achievement which is absolutely vital for learners of this age.

5.4 **Assessment to take place over a period of time** - As the present programme is process-oriented and aims at changing the overall approach towards writing, it would need to be tested or assessed over a period of time. It was not possible to trial the newly prepared tasks in a short period of time. The students need to be trained under this programme for at least one year of the course in order to make a realistic assessment of the programme. The researcher is of the belief that as more and more batches would pass, the programme would gain ground as the teachers would grow in confidence with every batch and then pass that confidence on to the students. Once the teachers are convinced of the usefulness of the programme, it would be a great boost for the students as well.

5.5 **Change 'slow' but 'sure'** - The proposed programme ensures change, though it might be a little slow. It aims at a change in the overall approach towards writing, and changing approaches and attitudes can neither be easy nor quick. Thus, to expect an overnight change with the introduction of the programme would be unrealistic and unfair.

5.6 **Need for novelty**

Over the years, there has been a change in the attitude of students and their parents towards the subject of English. It is no longer required by the students or their parents as a course which provides the learners the cultural background of a country, acquaints them with some of their best literary works; and then their knowledge of all this is tested once in a year through a set pattern of examination for which the learners can prepare themselves by cramming the ready-made materials easily and cheaply available in the market. Even the exercise of teaching structures of English through the grammar courses has failed to yield desired results with a large percentage of learners failing even to construct meaningful sentences after studying the grammar
courses for nearly ten years. This change in attitude can be easily observed in the mushrooming of the private centres which offer to teach English for communicative purposes and can be considered as reflecting positive learner attitude. Thus the course of FE not only has a huge potential to exploit this positive learner attitude, it can also do so in a more earnest manner, because unlike private centres money is not the motive behind this exercise. This course is a move in the right direction of developing all the four skills of language simultaneously. It only needs proper handling so that goals can be achieved. It would be worth-mentioning here that even in past there was an attempt in this direction by a university which rechristened its Compulsory English course as 'Communication Skills', but the attempt proved futile as no concrete steps were taken towards changing the methods adopted for teaching. Thus, consideration of such superficial efforts may serve as a starting point for the realization to take place that even this course runs a risk of losing a great deal of its relevance in its infancy days only, if a novel approach towards teaching of writing is not adopted as has been adopted in the case of teaching spoken language.

5.7 Proposals for modifications - In the light of the changes which the present situation calls for, a few suggestions are made which, the researcher is confident, will go a long way in developing the writing skills of the students of this course. The following suggestions will give a new dimension to the approach of the students towards writing, acquaint them with the 'process' of writing, and help them adapt to this change. Following are the suggestions:

A) Prepare and prescribe a Text-cum-work book

B) Provide teachers proper training in the use of work book.

C) Consider the performance in work book while making internal assessment.

A) Prepare and prescribe a Text-cum-work book

The present study underlines the need to prepare a book which explains the various concepts in writing, such as accuracy, fluency, appropriacy in use of vocabulary, communicative effect in writing etc. to the students. The book should contain different chapters on these topics and the students should be made to understand the concepts with the help of examples. Bringing about accuracy in writing is something which they learn even in their Compulsory English course. This text-cum-work book should emphasize more on teaching the other less overt areas of
writing such as organization, point of view, paragraphing, cohesion, coherence, communicative effect in writing and factors affecting it. This text-cum-work book should also aim at acquainting the students with the 'process' approach to writing. It should make the students learn the importance of steps such as goal-setting, planning, note-making, writing, editing, revising, rewriting etc. The theoretical understanding of the concepts would help the teacher as well as the students in changing with the change.

The three universities (GNDU, Amritsar; Punjabi University, Patiala; and Punjab University, Chandigarh) should take the initiative to get the text-cum-work book prepared. These universities should utilize the expertise available within themselves or may seek help from agencies like RIE (Regional Institute of English), Chandigarh. Some help in form of information about the students' needs should also be sought from the practising teachers. Such collaborative work would definitely result in an innovative text-cum-work book.

This crucial task should be entrusted to the experienced people in the universities and affiliated colleges. The people involved in the preparation of the text-cum-work book should also offer practical guidelines to practising teachers as to how the work book section of the book may be used effectively to bring about the best results.

The workbook section of the book should not be like any other workbook containing a few exercises or writing tasks. It requires designing of specialized tasks to help the students understand and acquire the process of writing on their way to become independent writers. Such a workbook would give a new dimension to teaching of writing and would be helpful for both - learners as well as teachers. Such a book would also fulfil the much needed requirement for a specially prepared 'guide' suggesting what type of exercises should be taken up in a FE classroom to teach the items prescribed in the curriculum. It should contain tasks graded according to the levels of difficulty as mentioned earlier in the chapter (See 5.2). It may consist of two Parts 'A' and 'B'. Part A should serve as a foundation course for the students whose existing levels of competence are not as high as some others. It should contain tasks which deal with one aspect of writing at a time. Part B may be taken up later in the course when all the students reach more or less same level of competence. It

* The word 'guide' here does not mean a book which provides material for cramming. Such books are widely used as a help by the students.
should contain such tasks as have been placed in Difficulty Levels II and III. These tasks require more than one skill to be exercised while attempting it. These exercises should be more challenging than the exercises in Part A. Such a pattern of grading the tasks would be particularly helpful for the students from semi-urban and rural backgrounds, who may not be possessing the confidence to attempt many things simultaneously. The first year of the course may be treated as a 'bridge' year which would prepare the students for the challenge that lies ahead of them in the two succeeding years. Introduction of such a text-cum-workbook at the entry level of the course can serve as a foundation of the bridge. A few more factors discussed as essential for the successful implementation of this programme would go a long way in making the tasks in the workbook all the more relevant. Such a division of the tasks would be logical keeping the average levels of writing competence of a large section of students in mind.

B) Provide teachers proper training in the use of the workbook - A lot about teacher training has already been discussed in the chapter (See 5.3.4). However, it needs a bit of reemphasis while discussing the uses of the text-cum-workbook. Such a book, however earnestly prepared keeping the present levels of writing competence of the students in mind and incorporating the recent research in writing, may fail to be effective, if the practicing teachers do not understand the rationale - the theoretical principles - underlying the book. However, once the practicing teachers understand the rationale and are convinced of the relevance and suitability vis-a-vis learners present needs, they would be able to convince the students of its relevance. Therefore, it is crucial on part of the teachers to appreciate the change. First, they have to internalise the process of writing and then pass it on to the students, failing which they may develop a passive resistance to the change, finding it 'odd'.

Learners have a pivotal role in the entire learning process. Learners' careless approach to writing will take gigantic effort to change. Co-ordination required by the tasks in a classroom would develop a new level of relationship between the learners and the teachers. Like teachers, the students also need to be told about their new role, their mindset also needs to be reframed early in the course if the change has to be successfully effected. Another thing that a convinced and trained teacher can do is that he can brief the students about the new approach and mentally prepare them for it.
Teacher training programmes are necessary to ensure smooth and effective transition from prevalent methods of teaching to the proposed one. These are also necessary to give practical demonstration of how the workbook section of the book may be used for the best results. It would be useful if, during training, the teachers do the tasks in the workbook themselves. Such an exercise would provide the teachers an opportunity to have a first hand experience of going through the process. Such training programmes, as mentioned earlier, would also help the teachers adjust to their new role. After that, in their turn, they can help the students to adjust to their new role. Therefore, teacher training is the most crucial link if such a text-cum-workbook has to be used effectively.

C) Consider the performance in workbook while making internal assessment - Preparing a workbook and training teachers in its proper use are necessary but not sufficient to ensure that the workbook is taken seriously by the students. Teachers may make their sincerest efforts to ensure change in the approach of the students, yet they may fail to motivate them to participate in the classroom activities in the real sense of the word. Students may not like the change at this level and may come up with various excuses for not adopting the process approach. Thus initially, it would need to be imposed upon them to participate and to go through the process in order to help them develop it as a habit.

Examination scores are big motivation as well as big threat for students; and may be used both ways, only for the good of the students. As mentioned earlier in the chapter, not only the product of writing should be credited or discredited, but the process should also be considered while evaluating a piece of writing. The section of the book which contains exercises should provide space for going through the steps of the process and work at the steps level should be considered while marking the fair piece of writing. The performance of the students at the workbook may be considered as a basis for making internal assessment. By doing so, on one hand, the practice of learning rather cramming according to the type of questions expected in the examination would be curbed and on the other hand, a new approach towards writing would be developed.
5.8 Tasks Ahead

This study is an individual's effort to determine the present levels of writing competence of the students of TDC-I who have opted for the vocational course of FE and to prepare suitable learning materials to build their writing competence. It needs to be followed by a full-fledged trialing of the proposed programme over a period of time. It is hoped that this study will mark the beginning of a new approach towards learning and teaching of writing, which gradually might envelope the compulsory English courses also.

It is true that it would not be possible to bring about an overnight change in the writing competence of the students with this approach, but it can be logically expected that this programme would bring about a positive change in the attitude of the students and teachers towards writings. As a result, the students would be able to perform their writing tasks in a much more effective, confident and independent manner. It may also not be possible to bring about equal improvement in the writing skills of the students or to bring about improvement in the writing skills of each student, yet the researcher is of the belief that this programme would prove to be path breaking so far as teaching of writing to the students of this course is concerned.

5.9 CONCLUSION

This study was undertaken to prove the hypothesis that the present approach to teaching of writing is not likely to succeed much in equipping the students sufficiently to achieve the targeted high levels of writing competence set by the course of FE and that the approach to writing needs to be given a new dimension. In order to test the hypothesis, the subjects (N=15) were administered two subjective tasks, one argumentative and the other descriptive. The purpose of these two tasks was to assess the present levels of grammatical and discourse competence of the students, along with an assessment of their range of vocabulary and their ability to use that in appropriate contexts, of the students at the entry level of the course. The researcher also made use of a Teachers' Questionnaire and a Students' Questionnaire in order to have an insight into their attitudes towards writing in general and the approach adopted by them in teaching and learning writing. (See Ch. Three). Keeping the present levels of competence in mind, some sample tasks and materials were
designed (See Ch. Four) and a discussion regarding implementation of these tasks and materials was done earlier in the chapter by the researcher.

The researcher is of the opinion that teaching writing according to the traditional approach will not explore and develop the writing competence in the students beyond an average level. The traditional approach only trains the learners in use of some grammatical items and make them dependent upon a model for structure and ideas. The fact that our students, even after twelve years of formal study of English, remain largely deficient in putting the language to actual use, is well-known. It proves that teaching only structures of the targeted language is less than sufficient to enable the learners to communicate effectively in written mode of that language, as Widdowson (1978 18,19) also confirms, 'It is possible for someone to have learned a large number of sentence-patterns and a large number of words which can fit into them without knowing how they are put to communicative use.'

In order to develop writing as a process of discovery of one's own ideas, and to give those ideas a communicative form, a process-oriented approach to teaching of writing (See Ch. 2) needs to be introduced and then developed into a habit. Such a step would change the overall approach towards learning and teaching of writing and also would provide an opportunity to the students to incorporate their own ideas and views while writing. It will function as a big confidence booster for them. The researcher strongly believes that such an approach will free the learners to explore the hidden territories of their minds and discover new ideas which till now had lied chained to the form of this 'dreaded' language. Introduction of FE as a vocational course is an innovative exercise which has the potential to become a milestone in the teaching of EAP in Indian context. It is an initiative taken in the direction of meeting the long-standing need of a course in English which would encourage the students and provide them a realistic opportunity to put the language they have been learning since twelve years to 'real' use in both written as well as spoken mode. What is required now after introducing the course is a practical approach which can improve the writing skills of the students of this course and can lead them to their path to independence.