CHAPTER 1

INTRODUCTION

1.1 AIMS OF THE RESEARCH

The aim of the proposed research project was to first of all investigate the problem areas of the learners specific to the text ISO 9001-2000 Quality management system Standard.

The investigation was conducted in order

(i) to study the previous knowledge, linguistic and communicative abilities the learners already possess and require to read, understand and interpret the Standard ISO 9001:2000.

(ii) to attempt an analysis of the text at the lexical, grammatical and discourse levels and identifying the linguistic skills and communicative abilities required while performing tasks related to the Standard.

On the basis of the needs analysis

(iii) (a) to suggest a suitable methodology for the ESP programme envisaged, and

(b) to offer suggestions regarding materials design.

The research involved the following stages:

(a) collecting data by way of questionnaires, interviews and discussions with the target audience viz. the personnel working at various levels of the organizations.
(b) analyzing the text i.e., ISO 9001-2000 Standard at lexical, grammatical and discourse levels.

(c) consolidating the findings of a & b.

(d) working out a suitable ESP methodology based on the findings provided by the Needs analysis.

(e) designing appropriate tasks that enable the learners to develop the required competence.

(f) trying out the sample tasks with the target learners in order to ascertain their feasibility and effectiveness.

Based on the above activities suggestions are given for a frame work in designing a 'need based result oriented ESP course'.

1.2 INTRODUCTION

Globalization of the Indian economy has among other things strengthened the position of English as an International auxiliary language. With the advent of foreign and multinational companies, the Indian organizations face very stiff competition. To stay in the competitive market, the Indian organizations are compelled to meet the Quality management system requirements of International standards which are published in English.

ISO 9001-2000 is a generic International Standard applicable to different kinds of organizations like manufacturing, Service, educational, software, hardware, sports, trading, etc. ISO 9001 is the 'Mother Management Standard' which provides the frame of reference for Quality management
system certification. Indian organizations use the English version of the standard. The linguistic skills and communicative abilities they already possess are not adequate to meet the demands made for this purpose of implementing the Standard. In fact, many organizations have expressed a need for support in the area of language skills specific for the purpose. However, a close study of the document and the implementation process clearly reveals that support in the area of language use cannot be offered without systematic academic research.

1.3 ESP (ENGLISH FOR SPECIFIC PURPOSE)

Background

The importance of English as an international language continues to increase as more and more people are required to learn English. The growth of business and increased occupational mobility has resulted in a need for English as a common medium of communication and access to much scientific and technical literature is difficult for those with substantial knowledge of English.

These demands or requirements have resulted in the expansion of a particular aspect of English Language Teaching [ELT] namely the teaching of English for specific purposes. It is found that some learners who have already completed a ‘general’ course, wish to learn English for particular reasons connected with their studies or their jobs. Teachers in such contexts are faced with learners, often adults, who already have some
knowledge of English acquired in a school situation, and who now, in contrast to their school learning experience are well aware of the purpose in learning the language.

One of the developments was the move towards a focus on the learner as a main consideration in course design. This had implications for ELT programmes in that the learner and his needs were now taken as central to the problem of deciding course content. Once the learners’ needs have been identified, in terms of why they wish to learn English and the kind of English they will have to use, this information can be used as guidance for the content of a course suited to their particular interests and needs.

1.3.1 ESP: INTRODUCTION

E.S.P. English for Specific Purposes is primarily concerned with learning like any form of language teaching. Hutchinson and Waters (1989) attribute three main reasons for the emergence of ESP. They are

i) The expansion of scientific, technical and economic activities on international scale gave way to the domination of two forces – Technology and commerce – these in turn made way for an international language. The people, as a consequence, wanted to learn English not just for pleasure or prestige of knowing the language, but because English was the key to the international transactions of technology and commerce. The people realized the importance of learning the language to keep abreast of the developments in their field.
Time and money constraints created a need for cost effective courses with clearly defined goals in the early 1970's.

ii) The new studies in language shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication. The idea behind the change was, if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course. The English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study.

The guiding principle of ESP was "Tell me what you need English for and I will tell you the English you need".

iii) The different needs and interests which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. The only way of achieving 'relevance' to the learners' needs and interests was to take texts from the learners' specialist area.

The growth of ESP was brought about by a combination of three factors i.e. the expansion of demand for English to suit particular needs, developments in the fields of linguistics and educational psychology.

1.3.2 DIFFERENT APPROACHES TO ESP

The term ESP has changed its signification in the sense that formerly standing for 'special' purposes, the term now used by scholars,
practitioners and institutions’ is English for ‘specific’ purposes. English for ‘special’ purposes is thought to suggest special languages, i.e., restricted languages, which for many people is only a small part of ESP, whereas English for ‘specific’ purposes focuses attention on the purpose of the learner and refers to the whole range of language resources.

ESP is generally used to refer to the teaching/learning of a foreign language for a clearly utilitarian purpose.

Thus the ‘general’ with which ‘specific’ of ESP is contrasted, is that of general, education for life, culture and literature oriented language course, in which the language itself is the subject matter and the purpose of the course.

Widdowson (1984) observes that inspite of the implied claim, an ESP course is in one sense really no more specific in its purposes than is one designed for general purpose English teaching [GPE]. He argues that syllabus designers and textbook writers have customarily worked out to exact specifications, directed at purposes represented by different stages of achievement, themselves defined by reference to some notion of eventual aims. In this respect, he says GPE is no less specific and purposeful than ESP and what distinguishes them is the way in which purpose is defined, and the manner of implementation.

Brumfit (1981) acknowledges that it is clear that an ESP course is directly concerned with the purposes for which the learners need English,
purposes which are usually expressed in functional terms. ESP thus fits firmly within the general movement towards "Communicative" teaching of the last decade or so.

According to Hutchinson & Waters (1989) the content of the course is determined in the following ways.

i) restriction: Only those "basic skills" (understanding speech, speaking, reading, writing) are included which are required by the learners' purposes;

ii) selection: Only those items of vocabulary, patterns of grammar, functions of language, are included which are required by learners' purposes;

iii) themes and topics: Only those themes, topics, situations, universes of discourses etc. are included which are required by the learners' purposes;

iv) communicative needs: Only those communicative needs are included which are required by the learners' purposes.

The most usual limitation when considering ESP materials is by subject matter, or theme and topic.

To Hutchinsons and Waters (1989:18), "ESP is an approach and not product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material."

They substantiate their view by showing what ESP is not. To them ESP is not
a) a matter of teaching ‘specialized varieties of English’. The fact that language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. But they agree that there are some features which can be identified as ‘typical’ of a particular context of use and which, therefore, the learner is more likely to meet in the target situation.

b) just a matter of science words and grammar for scientists, etc, there is much more to communication than just the surface features that we read and hear.

c) Different in kind from any other form of language teaching, in that it should be based in the first instance and efficient learning.

They add that there is no such thing as an ESP methodology, but it is an approach to language learning which is based on learner need. According to them, the foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? The whole analysis derives from an initial identified need on the part of the learner to learn a language. They conclude that ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.

To Widdowson(1984:15) ESP is essentially a training exercise. He quotes from Strevens to offer a working definition of ESP, i.e., ESP is
i) devised to meet learner’s particular needs;
ii) related in themes and topics to designated occupations or areas of study;
iii) selective (i.e., not general) as to language content;
iv) when indicated, restricted as to the language ‘skills’ included.

Brumfit (1980) tries to place ESP courses within the tradition of EFL/ESL teaching. He refers to Holden who argues that the seeds of ESP were present in all good teaching. He considers the latest developments in language teaching has developed a demand for EFL courses and customers are willing and able to spend considerable sums of money on language courses.

He agrees with the notion that ESP course is directly concerned with the purposes for which learners need English, purposes which are usually expressed in functional terms and ESP directly fits firmly within the general movement towards ‘communicative’ teaching. He suggested that ESP is not necessarily a new approach but a new emphasis in teaching.

1.3.3 NEED FOR ESP COURSES IN INDIA

The planning and development of ELT curriculum is closely linked to socio-cultural-economic situation of the location. The legacy of ELT in India dates back to the 17th century, that is even before the advent of colonial rule in India. Ever since there has been steady changes in perspectives towards the study of English in keeping with the socio-cultural-economic changes within India and also at the international level.
The magnitude of importance attached to the study of English language in India needs no explicit mention for the share allotted to ELT, in the total available educational provisions, bears testimony to this fact.

English remains to be the only common language available even after fifty-five years of independence. The current socio-economic situation in India has been responsible for pressures and challenges in the use of English among the educated in particular and the masses in general.

The following reasons can be quoted as influencing the current changes that are taking place in India.

a) Globalization and liberalization of Indian economy.

b) The fast emerging revolution in the field of information and technology.

c) The ever increasing number of Indian professional students seeking admission to various universities in other countries, seeking jobs in U.S., U.K., Canada, Australia and other countries.

d) The demand for communication in English in jobs at both public and private sector companies.

All the above factors reveal very clearly that English language skills are very essential in keeping pace with the changing trends. Language in communication plays a very significant role in various fields in our country.

Two important issues are clear. They are

i) the cultural pluralism of the country necessitated the linguistic pluralism, reaffirming the fact that language is, after all, a critical component of culture.
ii) it is also evident that there is a need for English language for the purpose of communication within this country of diversified languages and also for international communication.

1.4 QUALITY MANAGEMENT SYSTEM - INTRODUCTION

QUALITY - DEFINITION

Looking at the term 'Quality' is essential before discussing Quality Management System. 'Quality' can be described as follows.

Quality is

a) about ensuring that our output or performance meets the requirements we need

b) fitness for use (Juran)

c) compliance with specified requirements (Crosby)

d) freedom from defects, imperfections or contamination

e) degree of excellence

f) customer satisfaction

g) delighting customers

h) the totality of characteristics of an entity that bear on its ability to satisfy stated and implied needs

Quality can also be expressed by the simple formula:

\[ Q = \frac{P}{E} \]

Where \( P \) = Performance or result

\( E \) = Customer's expectations
When \( Q = 1 \), the customer's expectations are complied with and full customer satisfaction is attained. This is the ideal situation.

A product or service has quality when it satisfies the users needs, both stated and implied. For any business which depends for its ultimate survival on satisfying a market, meeting customer requirements is clearly vital. If customers are not satisfied, they can always buy from someone else. In this sense, therefore, quality is the core task of a business. It is not an option; it is essential for survival.

1.4.1 QUALITY MANAGEMENT SYSTEM: CONCEPTS AND STANDARDS

The quality management system comprises the “organizational structure, procedures processes and resources needed to implement quality management.”

Quality management system is defined as “All activities of the overall management function that determine the quality policy, objectives and responsibilities, and implement them by means such as quality planning, quality control, quality assurance and quality improvement within the quality system.”

Thus quality management falls within the overall management function of a company.

The purpose of a quality management system is to enable an enterprise to achieve, sustain and improve quality economically.
Quality management system organizes resources so as to achieve certain objectives by laying down rules and an infrastructure which, if followed and maintained, will yield the desired results.

Quality does not happen by chance. It has to be managed at every stage of the life of the product. A quality management system is a mechanism by which a company can organize and manage its resources to achieve, sustain and improve quality economically. Quality management system are analogous to financial management systems.

A quality management system harmonizes the efforts of all groups in the organization towards a focus on the quality of what it produces and what factors might prevent it from satisfying customers.

The definition of "Quality Management System" as provided by ISO 9000-2000 is given below:

The QMS is that part of the organization’s management system that focuses on the achievement of results, in relation to the quality objectives to satisfy the needs, expectations and requirements of interested parties, as appropriate.

Quality Management System can thus be summarized. Quality Management System encompasses all the parts of an organization that have impact on the management of the product quality:

- Organization’s policy on quality
- How organization is organized [Structure].

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- Who does what [roles and responsibilities]
- What things are done [processes and procedures]
- How much effort is required [the resources]
- How the organization is managed and controlled [the management system].

'Quality' in this context is "conformance to requirements". It is when a product or a service does what it is supposed to do, no more and no less.

'Management' is the act (or art) of managing, the way we direct or control resources. In this context, resources can be people, equipment, money or a combination of all these.

'Systems' are a series of connected activities that together make a larger whole.

The quality management system is a key management responsibility, owned at the highest level in the organization. The appropriate design of the system is critical to ensure that whatever the organization's policy on quality be, it is implemented throughout the organization.

1.4.2 BENEFITS OF A GOOD QUALITY MANAGEMENT SYSTEM

An effective quality management system confers the following benefits to the organization:

1. It enables them to identify and plan tasks and their method of performance in order to yield the right results.
2. It provides the means for identifying and resolving problems and preventing their recurrence, thereby improving conformance.

3. It enables staff to control their own operations, thereby reducing firefighting and freeing managers from constant intervention in business operations. This will help to create quality awareness and job satisfaction among employees.

4. It provides a means for documenting the company’s experience. This can serve as the basis for training staff and thus for improving their performance.

5. It provides data that can be used to determine the performance level of operating processes and products, and to effect improvements.

6. It generates objective evidence to demonstrate the quality of products and effectiveness of systems and thus to build confidence among customers.

Implementing a quality management system based on ISO 9001:2000 can help transform an ad hoc method of quality control into an organized and cost effective quality management system. By combining high quality with low cost, this can give the company a tremendous competitive advantage.

1.4.3 WHAT ARE STANDARDS?

Standards influence every one’s life daily and every organization, public or private, large or small, and whatever its activity, needs to know about them.
A 'Standard' is a technical or management specification or other document. It is a precise and authoritative statement of the criteria necessary to ensure that a material, product or procedure is fit for the purpose for which it is intended. Standards are drawn up with the co-operation and consensus or general approval of interested parties. They are based on the consolidated results of science, technology and experience, aimed at the promotion of optimum community benefits and approved by a body recognized on a regional, national or international level.

1.4.4 THE NEED FOR 'STANDARDS' IN A QUALITY MANAGEMENT SYSTEM

The quality of a product is a major factor in any purchase decision. Before placing an order, the purchasing organization likes to know whether the supplier is capable of supplying a product that will meet all its requirements. Traditionally, the purchaser calls for samples from potential suppliers and carries out inspection and testing to determine whether the samples conform to specifications. Actual shipments have been known to contain non-conforming products even when the samples have passed all the tests. Major buyers therefore generally send their technical experts to assess the quality management systems of suppliers to assure themselves that these suppliers will be able to supply products of consistent quality.

The pre-assessment of suppliers’ quality capabilities can mean tremendous costs for buyers, particularly when overseas suppliers are
involved. Multiple assessments by different purchasers can likewise be extremely expensive for the organizations, because of the extra effort required to prepare for each assessment.

Another problem for organizations is the subjective nature of each assessment. Experts from different purchasing organizations, drawing on their company’s own experiences, may have different perceptions of an effective quality management system. As a result, the organization may receive varying assessment reports from different purchasers for the same product and production system.

To solve these problems, a universally accepted quality management system Standard was deemed necessary. This should serve as reference or benchmark for the assessment of any organization’s quality management system.

In brief, ‘Standards’ provide a common yardstick so that system effectiveness of the organization’s system can be measured using a common basis, common communication systems benefit all. In music, the violinist can be Japanese, the orchestra British and the conductor German, but they all work together to produce sounds from a common music annotation system. This ensures consistency, allows for simplification and avoids errors and misunderstandings.
There is a ‘cost’ in developing our understanding, training the people and maintaining skills, but these costs are outweighed by the gains. Like learning music, learning ‘quality’ is both challenging and rewarding.

It is for these reasons that the International Organization for Standardization (ISO) has issued the ISO 9000 series of Standards for quality management system. More details about the standards are discussed in the next section.

1.4.5 THE ISO FAMILY OF STANDARDS

‘Quality Management System Standards’ are a family of documents that provide the models of quality management systems practice for our use. These models can help us design, implement and improve quality management systems:

- Act as yardstick against which to test quality management systems.
- Act as a benchmark to demonstrate to others our competence.

Introduction

ISO 9001-2000 is evolved from existing and widely used quality management system standards and can be traced directly to the United States Military quality Standard (MIL-Q-9058A), the NATO quality standard (AQAPI) and BS Standard 5750.

1.4.6 BENEFITS OF ISO 9001-2000 QUALITY MANAGEMENT SYSTEMS

ISO quality management systems bring various benefits to their users.
I) The primary purpose of an effective quality management system is to inspire confidence among customers in a contractual situation. If two suppliers are trying to land in the contract, the one that has registered its quality management systems has a clear edge.

II) It makes the organization compete in world market.

III) Registration has become market driven.

IV) Provides the means for staff to perform their tasks right the first time.

V) Provides the means for identifying the right tasks and specifying them in a way that will yield the right results.

VI) Provides means for documenting the company’s experience in a structured manner and thus establishing a basis far educating and training staff and the systematic improvement of performance.

VII) Helps to maintain consistency in the quality of products or services.

VIII) Brings clarity and transparency to duties and responsibilities.

IX) Improves traceability.

To sum up,

a) Quality is about ensuring that our output performance meets the requirements we need

b) Quality management system Standards are an indicator of ‘best practice’ agreed by an international group of experts.
c) Quality management System Standards provide common yardstick of good management practice any one can use.

d) The Quality management system is the system of the organization owned by its management.

e) Implementing the standards can provide assurance to the organization and others of the same capability to meet policy and performance objectives.

f) Compliance with Quality management system Standards can be objectively assessed.

Next chapter deals with the detailed analysis of the needs of the personnel implementing Quality Management System using ISO 9001-2000 Standard in various organizations and how an ESP course can be designed based on the analysis of these needs.