CHAPTER – I

CONCEPTUAL FRAMEWORK OF THE STUDY

I.1. LANGUAGE

A language is a systematic means of communicating ideas by the use of sounds, gestures, signs or marks. It is the code used to express oneself and communicate to others. It is the mental faculty or power of vocal communication. Any means of communicating ideas, specifically human speech, and the expression of ideas by the voice and sounds and articulated by the organs of the throat and mouth is a language. This is a system of combining words to create meaning used by a particular group of people. Language is something specific to human, that it to say, it is the basic capacity that distinguishes human from all other living beings. Language, therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

I.1.a. What is Native Language?

The Language is native in the sense that the person, who identifies with it, gets his / her first cognition of the world through this language, acquires it before any other language and continues to owe allegiance to it. That is why it is also often called “Mother tongue” or “First Language”.

I.1.b. A Foreign Language (vs) A Second Language

Where language is learnt and used for restricted, individual purposes, it is called a foreign language. These foreign languages, while being available, are not the integral
part of the socio-cultural and linguistic contexts in which one lives. These languages don’t form a part of the communities’ verbal repertoire and there is no social or educational pressure to learn these languages, in the sense that the daily routine does not require one to learn those languages either for education or for personal interaction with other people within the country. French is not, for instance, a medium of instruction or as a requirement for a job. Newspapers and books are not published in French, nor does anybody make public speeches in French. French therefore is a foreign language in the sense that it is foreign to the socio-cultural, educational and administrative contexts of Indian.

Language is not merely a tool which helps the inhabitants of this planet for expressing their thoughts and feelings but also a way of getting civilized. Language is an important link to the world. In the present day world of globalization, it is very important to teach students about the world beyond their own countries. The learning of English is the first and foremost criteria to meet the challenges of the globalization and reach the global standard. That’s why the Indian Education Commission (64 – 66) has recommended that no student should be awarded a university degree unless he/she has acquired some proficiency in English.

English in India (and several other countries of South Asia and Africa) is learnt and used as a Second language. It is a second language and not a foreign language because it has become a part of Indian national and socio-cultural reality. English is as much part of the Indian linguistic scene as any other Indian language. English is everywhere, i.e. in the administrative and bureaucratic contexts of India, its trade and commerce, its judicial set-up, and even personal communicative need. There is a
constant social pressure to learn and use English and the education system is organized and structured to teach English at different stages. Indians learn English not only as a language, but also learn many subjects through English. Several of our creative writers write in English. When such a situation obtains it is different from that of a foreign language. At the same time, English is not a first language or native language of India. Within the Indian context, they learn and use one or more Indian languages (Hindi or Tamil or Marathi or Bangla, etc). This fact makes English a second language.

I.2. ENGLISH LANGUAGE

Even though the British introduced English in India to develop their business and administration, it has served as a window through which one can see the treasures of life. English is a West Germanic language that developed during the “Anglo-Saxon Era.” As a result of military, economic, scientific, political and cultural influence of the British Empire during the 18th, 19th and early 20th centuries, it has become the Lingua franca in many parts of the world. From the time when English was introduced by Macaulay, there has been controversy of using English as the medium. According to research made in the 1980’s, about one third of Indians studied in schools which have English as medium of instruction. As such the impact and importance of English is not only continuing but increasing.

I.2.a. English as an International Language: English is an international language, spoken in many countries both as a native and as a second or foreign language. In almost every country on the earth, English is taught in the schools. English is spoken as a native language by about 375 million people and as a second language by another 375 million
speakers in the world. Speakers of English as a second language will soon outnumber those who speak it as a first language, according to research by the British Council. As a rough estimate, 1000 million or one billion people around the world have some knowledge of English, either as a native language, as a second language, or as a foreign language.

English is the associate official language of India which has over 1030 millions (over a billion) people. Pakistan, Bangladesh, and many other nations which were ruled by Britain continue to use English both as an optional medium of instruction in their schools and as one of their official languages. The islands of the Philippines continue to use English as an important tool for education, administration, and for mass media purposes. English is the chief foreign language taught in the schools of Europe, South America, Asia and Africa.

It is more widely spoken and written than any other language, even more than what Latin has ever been. It can, indeed, be said to be the first truly global language. English is nowadays the dominant or official language in over 60 countries. Even though some nations which were ruled by the French continue to teach French as their most preferred second language, English is gaining ground even in these countries. In Japan too, English is the most favored second or foreign language.

In the Sixteenth Century, English was spoken mostly in England, southern Scotland, and small areas of Wales and Ireland. There were only about two to three million people speaking it as their native language. At present one in seven in this world speaks English either as a native language or as a second language.
English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides.

I.3. ENGLISH IN INDIA

I.3.a. Historical Background

Beginning with the establishment in India of the East India Company, the British came to India as traders in the second half of the eighteenth century, and stayed on as rulers for nearly two centuries.

I.3.a.(i). First Period: (1765-1813)

During this period, the British gradually introduced the English language and Western Language in order to create a class of Indians who could serve the imperial rulers as officials or functionaries, as well as, function as a communicative link between the rulers and the masses. Originally they were afraid of teaching English to Indians. Randle Jackson, a member of the House of Commons, voiced their feelings. He said, “We lost our colonies in America by imparting our education there, we need not to do so in India too.” However, after the Battle of Plassey in 1757, the situation began to change. In order to win over whom they had begun to rule, they decided to open educational institutions. Two such institutions were Calcutta Madarssha (1781) and Benares Sanskrit College founded in 1791. Provision was made for the teaching of English there. The earliest attempts to introduce English in India were made by the missionaries who came primarily for the purpose of religious and moral preaching rather than for spreading
English. The missionary effort culminated in the setting up of Christian institutions in different parts of the Indian Sub-Continent, where English was taught as one of the subjects.

I.3.a.(ii).Second Period: (1813-1834)

The second phase of the presence and spread of English in India is identified with two names, Raja Ram Mohan Roy and T. B. Macaulay. Raja Ram Mohan Roy led a group of Indians in demanding English Education for Indians. This group was convinced that English would be more useful for Indians than Indian languages for academic, socio-economic, scientific and international purposes. The effort of this group considerably strengthened the hands of Lord Macaulay whose famous minute was passed in 1835. As English developed stronger roots in Educational system in India, the whole sub-continent witnessed more and more Indians being taken in by the lure of English, native Indian languages suffering a great setback in the process. By the end of the nineteenth century five universities had been set up (Madras, Calcutta, Bombay, Allahabad and Lahore). With the spread of English and increase in the number of English-knowing Indians, the language came to be established as the official and academic language of India. It also acquired great prestige and replaced Persian and the Indian languages from several areas of education, administration, trade and business.

I.3.a.(iii).Third Period: (1834-1853)

In 1834 lord Bentinck invited Macaulay to preside over the General committee of public Instruction. This gave Macaulay the occasion for writing his famous minute
(1835). He strongly recommended that the spread of western learning could only be possible through the medium of English.

I.3.a.(iv). Wood’s Despatch:(1854)

Wood’s Despatch is often described as the Mogna Carta of English education in India. It confirmed, what Macaulay had said, English was to be the medium of instruction in the higher branches. The demand for English education was already there. Hence, the number of schools and colleges began to increase by leaps and bounds. The predominant position was given to English and the vernaculars began to be neglected.

I.3.a.(v). The Education Commission

The Indian education commission expressed its dissatisfaction at the exclusive use of English as the medium of instruction. The Indian universities commission (1902) raised its voice against the neglect of vernaculars. The Calcutta University Commission (1919) tried to compromise the claims of English and vernaculars and wrote: “the educated classes in the various provinces of India which wish to be bilingual, to use their mother-tongue for those dear and intimate things which form part of life and to use English as a means of intercommunication necessary for the maintenance of the unity of India, and of touch with other countries.”

I.3.b. Status of English in India

The twentieth century witnessed further strengthening of the roots of English in India as an influential language. Kachru states that “after World War I, there was a significant increase in educational institutions, and schools and colleges spread to the
interior of India. This naturally helped in spreading bilingualism in India further among the middle and lower classes of the Indian society”. (Kachru 1983: 23). The period since then has seen tremendous increase in English – knowing Indians and, even after the British formally left India in 1947, English has continued to gain ground and has become more and more firmly entrenched in the Indian soil. As a matter of fact, since Independence, several committees and commissions have, on different occasions, stressed the need to learn English. The government, on its own part, has consistently lent support to English and encouraged the teaching and learning of English. Government policies are also given official recognition to English as associate official language. The situation as it obtains today, is that English is recognized “Officially as the associative National official Language, and as inter – regional link – language; educationally it is recognized as an essential component of Education and as the preferred medium of learning, with specialized education in Science and Technology available through the medium of English only; socially it is recognized and upheld as a mark of Education, culture and prestige.” (Gupta & Kapoor, 1991:19). In the present scenario it is mandatory for any employable Indian in the global market to have some proficiency in English. Proficiency in English has become an added merit for Indians in the fields including legal, financial, educational and business in India.

English also dominates the field such as Media, Tourism, Trade and Internet. Over half of all personal letters / SMS / E-mails are also written in English. The majority of all information that is electronically stored around the world is English. More than 150 years of intimate contact had made English, an integral part of our educational system. “Act of 1965”, declared that English would continue to be used as an associate language
of union. Officially English is accorded the status of associate official language, but in fact, a stage has now been reached where English is considered to be an integral part of the socio – cultural, educational and administrative domains of Indian life. Besides, quite a number of Indian states and territories have adopted English as the official language. India is the third largest English book-producing country after the United States and the United Kingdom, and the largest number of books is published in English.

The official languages of the Republic of India are Hindi and English. According to the Article 343 (1) of the Constitution of India, "The Official Language of the Union shall be Hindi in Devanagari script." The individual states can legislate their own official languages, depending on their linguistic demographics. Accordingly, the states of Maharashtra, Punjab, Andhra Pradesh, Orissa (Odisha), Tamil Nadu, Karnataka, Kerala and so on have adopted their respective native languages i.e. regional languages as their sole official language, whereas some other states like Jammu and Kashmir have adopted two or more languages as their official language. The state of Jammu & Kashmir has adopted Kashmiri, Urdu, and Dogri as its official language. Until the Twenty-First Amendment of the Constitution in 1967, the country recognized 14 official regional languages. The Eighth Schedule and the Seventy-First Amendment provided for the inclusion of Sindhi, Konkani, Meiteilon and Nepali, thereby increasing the number of official regional languages of India to 18. English is now recognized as an associate official language, with Hindi the official language. It is recognized as the official language in four states (Manipur, Meghalaya, Nagaland, and Tripura) and in eight Union territories. Various political and nationalistic pressures continue to push for the choice of Hindi as a national language. However, it is hard to remove English from its place as a
language of wider communication, lingua franca, especially among the educated elite, or to replace the regional languages in mass communication by Hindi.

I.3.c. Indian Constitutional Provisions for English Language

The articles of the constitution which deal with language of English are as follows:

- **Article 120: Language to be used in Parliament** – Here it is mentioned that all the procedures in the Parliament shall be transacted in Hindi or in English.

- **Article 210: Language to be used in the Legislature** – Here it is mentioned that all the procedures in the Legislature of a State shall be transacted in the official language or languages of the State or in Hindi or in English.

- **Article 344: Commission and Committee of Parliament on official language** - As per this article a commission has to be constituted, comprising of a chairman and other members. These members would represent different languages mentioned in the eighth Schedule to the Indian Constitution. The duties and the aims of the commission and committee of parliament on official language are also specified in the article.

- **Article 348: Language to be used in the Supreme Court and High Courts** - According to this article, all transactions in the Supreme Court and all the high Courts of the country and all texts of Acts, Bills and orders should be in English language. With permission of the President, the governor of a state can use Hindi or any other state official language for the proceedings. However, in such case, English version of the documents has to be published in the official gazette of that state.
• Article 349: Special procedure for enactment of certain laws relating to language- It is specified that without considering the recommendations of the commission and the report of the committee of Parliament on official language, President should not sanction any bill or amendment regarding usages of language for official purpose.

I.3.d. Uses and Functions of English

The spread of English has been accompanied by its increased functionality and use in different domains and spheres of Indian life. Some of the domains of life where English has come to occupy an important place follow.

I.3.d. (i).Education: Even a casual glance at the way our education system is organized and structured will show that English plays a crucial, central role in Education. While a child goes to an English medium school or an Indian language medium school, she/he has to learn English for a period ranging from six to twelve years. No student can pass out of school and go on to vocational or higher Education without having learnt English as a subject. Specialized education in pure and applied Sciences, technology, medicine, law, business management etc. is available only through the medium of English. Several English language teaching centres and regional institutes of English have been setup in order to train teachers of English in new method and techniques of teaching English.

I.3.d. (ii).Business and Administration: Business and administration are the “receiving systems’ that provide gainful employment to educated young men and women, which insist on formal training and proficiency of English. Most of the competitive Examinations require the candidates to pass a compulsory or qualifying paper in English;
big and middle – level business establishments require aspiring candidates to be fluent in spoken English and proficient in Written English. This means that, as far as employment opportunities are concerned, most white – collar jobs in the government and in the Industry (both production industry and services industry) are available to those who know English. So if one wants to become an official in the government of India, a manager in some Industry, an officer in the armed forces, a doctor of surgeon, an air – hostess or sales executive, one has to be proficient in English.

I.3.d. (iii). The Judiciary: In the way Judiciary is structured, it is possible to use local Indian languages at the lowest levels of panchayats and local courts. However, the moment one moves onto the high court and Supreme Court, he /she finds that English has to be used by the lawyers and the judges. In the high court and Supreme Court all litigations are in English, all briefs are in English, representations and arguments are in English and the judgments are in English. Most of the law books and journals are available only in English.

I.3.d. (iv). Media and Publishing: The media in India, both print media and electronic media, gives pride of place to English. Music programmes, interviews, talks, discussions, news bulletins and so on are regularly telecast or broadcast in English. The English press with large number of dailies and periodicals caters to the needs of the people for news, information and entertainment. The publishing world devotes considerable resources to the production of books in English – books on a variety of subjects, both specialized subjects, as well as, subjects of general day- to -day interest.
I.3.d. (v). **Inter – Regional Communication:** The fact that India is a multilingual country with large number of mutually unintelligible, prestigious and developed languages tends to encourage people to use English in inter-regional communicative contexts. This is true not only of government and business where all inter-regional communication is in English, but also for personal interactions wherein people from different regions prefer to use English since they perceive it as a common link language shared by educated persons all over India.

I.3.d.(vi). **Intra–Regional Communication:** The use of English in education, administration, business, media and in inter–regional contexts as well as, the fact that English has come to be associated with ‘Educatedness”, sophistication, culture and prestige, encourages people to use English even in the situations where a common Indian Language is available. For approaching or negotiating with officials, business man, traders and others use English, not because they belong to different linguistic backgrounds, but because of other social and psychological reasons.

I.4. **ENGLISH LANGUAGE TEACHING (ELT)**

The history of English language teaching (ELT) is linked with developments in many fields and especially with linguistics, applied linguistics, the psychology of learning and education. ESL (English as a second language), ESOL (English for speakers of other language) and EFL (English as a foreign language) all refer to the use or study of English by speakers of other language. These terms are most commonly used in relation to teaching and learning English. ELT (English language teaching) is a widely used teacher – centered term, as in the English language teaching divisions of large publishing
houses, ELT training, etc. The abbreviations TESL (Teaching English as a second language) TESOL (Teaching English for speakers of other languages) and TEFL (Teaching English as a foreign language) are all also used. Other terms used in this field include EAL (English as an additional language), ESD (English as a second dialect), EIL (English as an International language), ELF (English as a Ligua Franca), ESP (English for special purposes, or English as a Specific Purposes), EAP (English for Academic Purposes), and ELL (English Learner Language). A somewhat similar term, LEP (Limited English Proficiency) is also used in this field.

I.4.a. ELT in India: A Brief Historical and Current Overview

Earlier, only the upper classes and a few limited size groups were seen using English in everyday life. The middle class reserved it for official purposes or those social occasions where they wished to leave an impression. The lower classes thought the use of English was beyond them and since the government schools of India made no effort to teach any kind of spoken English, this category of people had no exposure to it. However, around the year 1995, the whole paradigm began to change. The liberalization of the economy led to the advent of multinationals resulting in many developments like varied job opportunities that demanded a command of English, more English channels on the television, an increasing number of English publications and international lifestyles becoming a tempting option.

ELT in India has come a long way from year 1880 when only 60% primary schools used English as the medium for teaching. Up to 1940, the grammar-translation method flourished and the spread of English remained confined to education and office
circles, yet again in a haphazard manner. By 1970, structural linguistics started making its presence felt in Indian classrooms in the shape of drills and exercises. Around this time, all professional courses began to be taught in English, which had also become established as a library language and a subject for independent study. As compared to its establishment as an autonomous subject in other English-as-first-language countries around 1940, ELT emerged as an autonomous subject in India as late as 1980.

Similarly, the language laboratory also became a part of the ELT paradigm around 1985 as compared to the 1940 of these countries. CALI or Computer Assisted Language Instruction reached most classrooms in 1960 but it came to the Indian classroom around 1985; at present, in some places it has evolved into CALL or Computer Assisted Language Learning. Both CALI and CALL have not been adopted widely due to the obvious constraints of finance and the typically Indian mindset that learning cannot take place without the presence of a human teacher. In the Indian context, Tickoo's distinction between CALI and CALL took on special significance. While it is true that multinationals, call centers and some private institutes are encouraging CALL, it is CALI that has gained wider acceptance.

I.4.b. Aims and Objectives of English Language Teaching

The following are the aims of teaching English at the Secondary stage. Of course, all these objectives operate within the range of structures and vocabulary presented for the stage. There are certain specifications in case of each objective. They may be enunciated as follows:
- The pupil understands English when spoken at normal speed
  - Distinguishes between the sounds of the mother tongue and English;
  - Follows the articulation and intonation of the speaker;
  - Understands the meaning of the structures and vocabulary;
  - Grasps the substance of a length of connected speech;
  - Recognizes the mood of the speaker in a given context;
  - Grasps the ideas or ideas underlying a piece of connected speech;
  - Follows the sequence of ideas expressed or events narrated;
  - Recognizes relationships between objects, persons, ideas, events etc.

- He/she speaks English correctly
  - Speaks with proper articulation, stress and intonation;
  - Uses appropriate structures and vocabulary;
  - Speaks at a volume suited to the occasion;
  - Uses varied sentence patterns;
  - Presents his ideas in a proper sequence;
  - Speaks with reasonable speed;

- He/she reads English silently with comprehension
  - Reads with reasonable speed;
  - Grasps the meanings of words and phrases from the content;
  - Locates key-words, phrases and sentences in a passage;
  - Locates important details in a passage;
  - Identifies relationships between ideas, events and facts;
  - Interprets ideas, events, traits of character etc.;
• Gets at the gist of the piece;
• Locates the sequence of ideas, facts etc.;
• Infers the mood and purpose of the writer;

➢ He/she reads aloud English pieces correctly
• Reads loudly and distinctively with correct articulation, stress and intonation;
• Reads with reasonable speed and flow;
• Reads at a volume suiting the occasion;

➢ The pupil writes English correctly
• Uses appropriate structures, words, phrases etc.;
• Uses a variety of sentence patterns;
• Speaks correctly;
• Uses capital letters and marks of punctuation correctly;
• Presents his ideas logically;
• Organizes ideas, facts etc. into suitable paragraphs;
• Arranges paragraphs in a proper order to compose essays, reports, letters etc;
• Changes direct speech into indirect and vice-versa;
• Transforms sentences;
• Synthesizes sentences;
• Corrects mistakes;
• Different types of composition, essay, letter, application etc;

➢ The pupil acquires the knowledge of elements of English language
• Recognizes structures, words, sentence patterns, sounds, stress, intonation, spellings, capital letters, marks of punctuation;
Recalls structures, words, sentence, patterns, sounds, stress, intonation, spelling, capital letters and marks of punctuation;

**The student develops interest in English**

- Reads books, newspapers, magazines etc. in English of his own accord;
- Listens to radio and other programmes in English like news, speeches, bulletins, debates, discussions, music etc;
- Views television programmes, films, dramas, etc.
- Writes articles, reports, stories, letters, poems in English;
- Takes part in debates, discussions, dramas in English;
- Collects lines from poems and quotations from prose;
- Translates materials from the Mother tongue into English and vice versa;

**The pupil appreciates pieces of good English**

- loves good poetry and prose pieces;
- Appreciates music, poetic dictions, figures of speech, imageries etc.
- Feels the emotions, truth, beauty and goodness that are inherent in all good poetry.

The objectives once formulated are not meant for all times to come as they are formulated keeping in view the needs of the learner, societal needs and the quantum of knowledge at the time. Hence, in order to make the teaching process dynamic and lively, continuous appraisal and reappraisal of the objectives are not only essential, but also imperative. In the past, more stress was being laid on reading and writing the language and the speech ability was utterly neglected. It is said that for over a century of English teaching the teachers continued to talk about the language instead of talking the language.
Talking the language is more important, as it acquaints the student with the correct form of speech as well as structures.

I.5. TEACHING OF COMMUNICATION SKILLS

Art is something expressive, creative, original and usually personal. English is an art subject in which imagination and personal taste are important. Skill is an ability to do something efficiently. For example learning the proper spelling of a word is certainly a skill. Similarly learning to speak, write, or read are definitely language skills. Language Skills: Listening, Speaking, Reading and Writing are not independent. They do interact closely. Loban (1976) has found that students with low abilities in oral language were also low in reading and writing. Similarly students with adequate language abilities are good at Communication Skills.

Major Skills in English are Oral Communication skills, Active Listening Skills, Reading and Writing Skills, Composition Skills, Spelling skills, Pronunciation Skills and Dictionary Skills. As English is a skill subject the teacher should employ the following steps in Skill Instruction (Skill – based Teaching):

- Analyze the skill to be taught.
- Assess the entering behavior of the student.
- Provide training in component Skill.
- Describe and demonstrate Sub – Skills through instructional sequences.
- Provide, Contiguity, practice and feedback to the student.
- Make the student become autonomous in the Skill.
I.5. a. **Listening Skill:** Listening is the fundamental skill of all the four skills and it is a major skill of learning in the teaching and learning process. Listening skills are one of the important parts of communication processes. One should improve listening by concentration, patience and interest in the subject and also pay attention to the body language, facial expressions, tone of voice, and gestures of the speaker. It will give right perspective of the message. Listening is an art that can be mastered by practice.

I.5.a. (i). **Importance of Listening Skill:** Listening Skill develops speaking skill in pupils. Through listening only one can understand others. Practice in listening to radio, TV etc develops listening ability among students. It helps to pick up the various structures and vocabulary of the language and thus paves the way to acquire the language itself.

I.5.b. **Speaking Skill:** The importance of art of the speaking is now more vigorously felt than ever before. Whether one is an executive, an engineer, a doctor, a lawyer, Software professional, a public relations practitioner, a journalist, an accountant or a politician, he/she cannot be successful without knowing how to speak. Knowledge, confidence and delivery are the basic elements of an effective speech and that requires training.

I.5.c. **Reading Skill:** Reading is a skill by itself, which requires aspirants to make simple changes in their approach to master their talent. For a better grip over communication and language skills, a student should give sufficient time for reading every day. This should be done on a daily basis so that the memory gets refreshed with the knowledge. The abilities involved in reading are Comprehension and Recognition of the syllabus. The two kinds of reading are Oral Reading and Silent reading.
1.5(d). Writing Skill: Writing is one of the expressive skills to be developed in a language. Before attempting to write anything, the student should be familiar with the reading of that word or structure and their meaning. When the child is able to recognize meaning, then he can be asked to start writing. A person who can express himself in written English can:

- Write the letters of the alphabet at a reasonable speed.
- Spell the words correctly.
- Recall appropriate words and put them in sentences.
- Use appropriate punctuation marks.
- Link sentences with sentence correctors.

Writing skill is above all for communication, for conveying ideas and feelings from one mind to another mind. The hallmarks of good writing are the hallmarks of good communication. The skill of writing is developed through composition writing. There are two types of composition writing namely guided composition and free composition. Though they have different teaching procedure, their aim is developing writing skill among the students.

1.6. ENGLISH IN TECHNICAL EDUCATION

For engineering students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their prospective career. In order to master the engineering knowledge and skills better, engineering students should own the English language competence. Most of the scientific papers or journals in the world are published in English. Most of the engineering graphs are also
marked in English. Moreover, most engineering professors in various universities are also conducting their lectures in English. Hence, engineering students should at least master the Basic English ability to deal with the countless English lectures, tutorials, labs, projects and papers. Finally, they have to submit their important theses, still in English.

Today’s engineer has to communicate with more number of his/her counterparts across the globe and has to travel to many continents and work, away from their home country. Engineers usually work in groups. In order to understand and co-operate with their colleagues and accomplish their projects fluently, engineers have to speak good English. Text materials relating to the subjects of engineering and technology are available only in English. Considering the above facts, learning English, the universal language, as a second language becomes inseparable and unavoidable in engineering curriculum.

**I.7. ENGLISH FOR SPECIFIC PURPOSES (ESP)**

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP and in the number of ESP courses offered to overseas students in English speaking countries.

**I.7. a. Definition and Meaning:** ESP (English for Specific Purposes) has been referred to as “applied ELT” as the content and aims of any course are determined by the needs of a specific group of learners. Hutchinson et al. (1987:19) who state, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". English can be taught for two reasons such as developing
linguistic competence and communicative competence. If it is taught for developing the four basic skills and literary skills it is known as “English for Academic purpose”. If English is taught for developing communicative competence it is known as “English for Specific Purpose”.

I.7. b. Characteristics of English for Specific Purposes (ESP)

According to Dudley-Evans (2001) the absolute characteristics of ESP are:

- ESP is designed to meet the specific needs of the learners.
- ESP makes use of the underlying methodology and activities of the specialism it serves.
- ESP is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.
- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of General English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.
- ESP is generally designed for intermediate or advanced students.
- Most of the ESP courses assume some basic knowledge of the language systems.

I.7. c. Need for English for Specific Purposes (ESP)

Modern Society has developed many facets. So language is devised to express them. In recent time, new areas of expression have emerged in relation to science, medicine, religion, computer, law, the press and advertising etc. Each area has its own set
of Technical terms, Vocabulary, Sentences, Structures and Styles. Scientists, Doctors, bankers, and others need the jargon in order to communicate with each other successfully and unambiguously. Professionals in several specialized fields have defended their use of Technical and Complex language as being the most precise means of expressing technical and complex ideas.

I.7. d. Importance of English for Specific Purposes (ESP)

ESP has become increasingly important as:

- There has been an increase in vocational training throughout the world.
- With the spread of globalization has come the increasing use of English as the language of international communication. More and more people are using English in a growing number of occupational contexts.
- Students are starting to learn and therefore master general English at a younger age and so move on to ESP at an earlier age.
- An increasing number of learners are taught in English medium schools using approaches such as CLIL (Content and Language Integrated Learning).
- In some English speaking countries governments are launching initiatives to help economic migrants obtain the practical English skills necessary to function in the workplace. For example, the new TESOL for Work Qualifications in the UK are designed to help employers and employees access courses which offer them the functional language skills demanded across a variety of employment sectors. Content includes topics such as customer care and health and safety.
I.7. e. Branches of English for Specific Purposes (ESP)

i. English for Academic purpose (EAP)

ii. English for Science and Technology (EST)

iii. English for Occupational Purpose (EOP).

**English for Science and Technology (EST)** aims to provide learners with the language basis to access and understand materials on Science and Technology. The EST Curriculum enables learners to

- Obtain information by reading and understanding different text types in Science and Technology in English.
- Obtain information by listening to and viewing texts on Science and Technology in English.
- Access and understand information on the internet and other Electronic media.
- Present Information Science and Technology in an appropriate level in Written and Spoken English.
- Think critically and give points of view on issues pertaining to Science and Technology.

In Science and technology language is used to define, classify, report, explain and prove. Clarity of concepts and logical thinking are very important cornerstones of Scientific English. English for Science and Technology is a variety of language manifested in a certain way in the expression of concepts and procedures that characterizes the study of Science and Technology. EST is designed to help the international undergraduates and graduate students and professionals become more comfortable using English as a common language in the fields of Science and Technology. In a highly interactive
learning environment, mixing group and individual project work with in class and out of class activities and visits students improve their overall English Language Skills, (Listening, Speaking, Reading and Writing) as well as the critical thinking, oral presentation, interviewing and research Skills needed as International Scientists, Engineers, and Technical experts.

This EST program enables the participants to improve their overall English Skill areas, their oral presentation Skills their analytical research Skills and strengthened their pronunciation. It helps to promote thinking and discussing critically and logically about a variety of Scientific and Technological topics with peers. It enables the students to organize their own ideas, create slides and make effective oral presentations. It gives awareness on issues and concerns of new businesses in emerging Technologies. EST programmes develop skills, fluency and confidence needed to communicate effectively in English. The overall abilities are polished. It motivates the students to participate in discussion on Science and Technology. It develops research Skills and writing skills on Science and Technology topics and enables the students to present scientific concepts and observations.

I.7. f. Differences between ESP and ESL – (English as a Second Language)

➢ The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.
Esp concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

Esp diverges not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in esl all four language skills; listening, reading, speaking, and writing, are stressed equally, in Esp it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An Esp program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

Esp combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism.

I.7. g. Responsibilities of an Esp (English for Specific Purposes) Teacher

A teacher that already has experience in teaching English as a Second Language (esl) can exploit her/his background in language teaching. She/he should recognize the ways in which her/his teaching skills can be adapted for the teaching of English for
Specific Purposes. Moreover, she/he will need to look for content specialists for help in designing appropriate lessons in the subject matter field she/he is teaching. As an ESP teacher, must play many roles. May be asked to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate students’ progress.

I.7.g.(i).Organizing Courses: ESP teachers have to set learning goals and then transform them into an instructional program with the timing of activities. One of the main tasks will be selecting, designing and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress.

I.7.g.(ii).Setting Goals and Objectives: ESP Teachers have to arrange the conditions for learning in the classroom and set long-term goals and short-term objectives for student’s achievement. Teachers’ knowledge of students' potential is central in designing a syllabus with realistic goals that takes into account the students' concern in the learning situation.

I.7.g.(iii).Creating a Learning Environment: ESP teachers’ skills for communication and mediation create the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. Being their teacher, may be the only English speaking person available to students, and although time with them is limited, teacher can structure effective communication skills in the classroom. In order to do so, in interactions with students try to listen carefully to what they are saying and give feedback back at them. The teacher should create an atmosphere in the language classroom which supports the students. Learners must be self-confident in
order to communicate, and it is an ESP teacher’s responsibility to build the learner’s confidence.

**I.7.g.(iv).Evaluating Students:** The teacher is a resource that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn.

**I.7. h. Ways to improve ESP teachers’ skill and knowledge**

Bell (2002) advocates the three Cs for helping teachers to improve their knowledge and skills in a particular area of ESP.

- **Curiosity:** The teacher should be interested in the subject area and want to learn more.

- **Collaboration:** Teachers should seek out subject specialists, show them their work and ask for their feedback.

- **Confidence:** Confidence will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

Harding (2007) suggests that teachers should:

- Think about what is needed and shouldn’t follow an off-the-shelf course or course book.

- Understand the nature of their students’ subject area.

- Work out their language needs in relation to their specialism.

- Use contexts, texts, situations from their subject area.
• Use authentic materials.
• Make the tasks as authentic as possible.
• Motivate the students with variety, relevance and fun.

I.7. i. Responsibilities of the ESP (English for Specific Purposes) Learners

The learners come to the ESP class with a specific interest for learning, subject matter knowledge, and well-built adult learning strategies. They are in charge of developing English language skills to reflect their native-language knowledge and skills.

I.7. i.(i). Interest for Learning: People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. The more learners pay attention to the meaning of the language they hear or read, the more they are successful; the more they have to focus on the linguistic input or isolated language structures, the less they are motivated to attend their classes. The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs.

I.7. i.(ii). Subject-Content Knowledge: Learners in the ESP classes are generally aware
of the purposes for which they will need to use English. Having already oriented their education toward a specific field, they see their English training as complementing this orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In such way, the learners can take advantage of what they already know about the subject matter to learn English.

I.7. i.(iii). Learning Strategies: Adults must work harder than children in order to learn a new language, but the learning skills they bring to the task permit them to learn faster and more efficiently. The skills they have already developed in using their native languages will make learning English easier. Although the teacher will be working with students whose English will probably be quite limited, the language learning abilities of the adult in the ESP classroom are potentially immense. Educated adults are continually learning new language behavior in their native languages, since language learning continues naturally throughout our lives. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behavior to new situations or new roles. ESP students can exploit these innate competencies in learning English.

I.8. ENGLISH COMMUNICATION SKILL AND ENGINEERING STUDENTS

The word “communication” is derived from the Latin word “communico” which means “to share”. It means to share the information or to share what one knows and to interact with others.

I.8.a. Importance of English Language Communication: “Communication skills were considered more important than either technical knowledge or computer skills”. English
is a means not only for international commerce; it has become increasingly essential for inter-state commerce and communication. In India, people going from North to South for education or business mostly communicate in English, which has become a link language. Proficiency in English is a mandatory requirement for any professional working in a global business environment. In any industry almost no exception is made in any job category about the need for good communication skills. The importance of communication skills has spread through the society not as a desirable, but as a necessity. Hence now in professional college one has to learn how to develop communication skills through various listening, speaking, reading and writing (LSRW) skills which include listening English News, participating in Group Discussions, Presentation Skills, Role Plays, reading Comprehension, writing essays, various types of letters, reports etc. All these activities definitely improve the communication skills

I.8.b. Need of effective English language communication for engineering students

The need of effective communication tends to be increasing due to technology explosion. Engineering students may have technical knowledge and creativity. However, when they are unable to share their knowledge and fail to convince their colleagues or supervisors, their knowledge will go unnoticed, unused and unrewarded. An engineering student’s success in the “on campus recruitment” is mainly based on their demonstrations of communication skills. At the end of third year or at the beginning of the fourth year, many well-reputed IT companies visit campuses to recruit candidates to their companies. Candidates with good communication skills taste success and those who lack such skills become depressed and get frustrated. Very often recruiters complain that about 50% of
students don’t have employability skills. What actually they mean “employability skills” is including “communication skills”.

I.8.c. Need for English Course with Emphasis on Communication Skills

The first-year *Engineering English* course has not been effective as students are not trained in listening and speaking skills and their final examinations assess only their reading and writing skills. An engineering education is relevant for the graduate if it meets the needs of the industry. Even though English is the medium of instruction in the field of professional education, the language proficiency is far from satisfactory. They have acquired some rules of language and many manage to convey their ideas often in faulty English. Even though they are good at English, their stage fear and poor body language make them outside from the companies. Some people may be good at communicating through writing but they may have problems in speaking in front of an audience. Some may be good at interpersonal communication, but may not feel comfortable in making presentations. In this context, it was decided that students should be trained in the skills which recruiters look for in undergraduate engineering students who prepare for on-campus recruitment. This makes the stakeholders, conceive ‘English Language Communication Lab’.

I.8.d. English Language Communication Lab in Elevating Communication Skills

An English language Communication Skills Lab (ELCS Lab) is a facility where a student can learn a language with the help and guidance of a teacher through a system, to improve his/her speaking and listening capacity. The Language Lab can receive inputs from recorded tapes, audios and videos, CDs, etc. A proficient teacher in the English language is the only external requirement to monitor the students during the learning process. Students will automatically receive pre-recorded lessons from the master source
through the teacher while logging in and can use these lessons for practice. Students can be subdivided into small groups to either listen and respond to the instructor's program material or interact with each other in conversational exercises. These labs have advanced remote monitoring facility, which enables the teacher to monitor all the students through a master control.

**Fig: I.1**

**English Language Communication Skills Laboratory**

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**I.8.d.(i) Benefits of English Language Lab**

- **Acoustics:** English Lab provides an opportunity to all learners to hear the instructions. Each learner can listen to the lesson material at a level set by the Instructor and also receive guidance from the teacher. Individual headsets give the students the accurate and correct pronunciation.

- **Developing Listening Skills:** It is obvious that listening skill is very important aspect in language learning. Language lab helps learners to develop good listening
skills. Learners hear the correct language patterns all the time through their headsets. The students might be attentive towards the sounds in the lab more carefully than in the theory classes.

- **Privacy and Effective Learning:** Individual headsets provide learners with a psychological privacy. They promote not only speaking ability but also effective learning. It encourages the students to speak so that the mute and shy people including other students get benefited from it. They can practice the sounds according to British pronunciation which help them to speak with correct pronunciation. The shy learners can get more benefits from the lab. Students can be supervised individually by the monitor so that their doubts can be clarified easily. In theory classes, the students usually stop speaking when teacher communicates with an individual learner but in a lab they will continue working without interruption. The students can improve their language skills effectively by listening the material in the lab.

- **Overcoming Shyness:** The use of language learning system encourages learner to talk freely and lose their shyness when talking in front of the people.

- **Attention and Concentration:** Since the language lab allows the learner to listen to the program individually, each individual learner’s attention may be focused on the program material being studied. The attention and concentration to students by lab make them learn more things in the lab.

- **Oral Testing:** The students can test their voice by producing the sounds. The testing will make the students speak without fear and bring the students on one path which focuses on learning English.
- **Record / Comparing**: The learners have the ability to record their own voices along with the master stimulus. Each learner can be working interactively on different segments within the same program or be working with completely different program material.

- **Role Playing Exercises**: Using the random pairing/random-grouping feature that all advanced modern language learning systems incorporate, instructors can generate a variety of exercises structured around role-playing. Learners can be grouped together in small numbers and hold conversational practice with each other.

- **Teacher Monitoring**: Since the instructor is not concentrating on producing the next question or drill, he/she can concentrate more on the student responses. The instructor has more time to produce materials and oversee class activities due to the automatic, rather than manually, controlled instructor console features.

### I.8.d.(ii). Role of English Language Teachers in English Communication Lab

Some years ago, the role of an English teacher is to teach English lessons and explain the lessons in regional language. But in the modern age, English language teachers are expected to play different roles:

- As an English teacher, he/she has to teach the lessons and grammar with full of examples.

- As a communication skills consultant, English teacher works out and plans for improvement of students communication skills by introducing new activities like group discussion, debates, situational dialogues or other activities.

- As a soft skills trainer, he must train the students to empower them.
Though the teachers today have had students who are quite experienced with computers, they have also had some students who had seldom used a computer; lacked basic knowledge such as how to operate a mouse or open a folder; and lacked the vocabulary, reading, and listening skills to follow instructions for using the computer. Most of the students have the communication problem. Sometimes they do not have adequate language proficiency. Communication and soft skills and ability to learn on their own are very important for those who join the company. Teachers of English have a responsibility to help the students in overcoming their fears about communicating and to assist students in developing more positive perceptions of communication activities.

I.9. ENGLISH COURSES FOR ENGINEERING STUDENTS AT ANNA UNIVERSITY

The Anna University, Chennai has designed the English syllabus for engineering students comprises of the four skills such as Listening, Speaking, Reading and Writing. The subject title is “Technical English” a theory subject and “communication skills lab” a practical subject. The former is taught to the first year students of the four years engineering degree course and the lab course is conducted in second or third year of the same students. The main objective of this course is to

- To help students acquire the ability to speak effectively in English in real life situations;
- To improve their active and passive vocabulary;
- To develop effective reading skills;
- To enable students write letters and reports effectively in formal and business situations;
The lab training is given with the assistance of networked computers, and specially designed software. The objectives of the practical training are

- To equip students of engineering and technical with effective speaking and listening skills in English
- To develop their soft skills which will make the transition from college to workplace smooth and help them to excel in their jobs
- To enhance students performance at placement interviews, group discussions and other recruitment exercises

The lab practice is divided into two categories as “English Language Lab” where the listening comprehension, reading comprehension and vocabulary and speaking tests are conducted, and “Career Lab” where Resume / Report presentation, Group discussion and interview skills are developed. 40% of the total marks (100) in final examinations are given for the English Language lab practice and the rest of 60% is given for the career lab practice for which the test and evaluation are decided by the examiners during final examinations.


Course Content

**Unit I:** General Vocabulary - changing words from one form to another - Adjectives, comparative adjectives – Active and passive voice – Tenses - simple present, present continuous - Nouns – compound nouns - Skimming and scanning – Listening and transfer of information – bar chart, flowchart - Paragraph writing, description – Discussing as a
group and making an oral report on the points discussed, conversation techniques - convincing others.

**Suggested activities**

2. Changing sentences from active to passive voice & vice versa.
3. Skimming, cloze exercises, exercises transferring information from text to graphic form – bar charts, flow charts.
4. Writing descriptions using technical vocabulary.
5. Role play, conversation exercises, discussions, oral reporting exercises.


**Suggested Activities**

1. a. Vocabulary activities using prefixes and suffixes.
   b. Exercises using questions – asking & answering questions.
2. Scanning the text for specific information
3. Listening guided note-taking - Writing paragraphs using notes, giving suitable headings and subheadings for paragraphs. Using expressions of comparison and contrast.
4. Discussion activities and exploring creative ideas.

**Unit III:** Tenses - simple past, simple future and past perfect - Reading in Context - Reading &note making– single line – definitions – sequencing of sentences – instruction

**Suggested activities**
1. Providing appropriate context for the use of tenses
2. Listening and note-taking
3. (a) Writing sentence definitions and instructions
   (b) Identifying the discourse links and sequencing jumbled sentences
4. Speaking exercises, discussions, role play exercises using explaining, convincing and persuasive strategies.

Unit IV: Modal verbs and probability - Concord subject verb agreement (Errors Correction), Cause and effect expressions – Extended Definition - Speaking about the future plans.

Suggested activities
1. a. Making sentences using modal verbs to express probability
   b. Gap filling using relevant grammatical form of words.
2. Writing extended definitions
3. Speaking - role play activities, discussions, extempore speaking exercises speculating about the future.


Suggested activities
1. a) Sentence completion exercises using ‘If’ conditionals.
   b) Gap filling exercises using gerunds and present participle forms
2. Reading comprehension exercises.
3. Role play, discussion, debating and speaking activities for stating, discussing
problems and suggesting solutions.

4. Writing letters to officials and to the editor in formal/official contexts.

**Areas to be covered under different headings**

**A) Language focus:** Suffixes and Prefixes, Transformation of words, Matching words & meanings (synonyms), compound nouns, Degrees of comparison, Active and passive voice, impersonal passive, Tenses, Modal verbs, ‘Wh’ Question forms, Conditional clause, Gerunds & infinitives, Expressing Cause & effect, Concord, Punctuation, Writing definitions

**B) Reading:** Reading in context, Skimming and scanning, Reading and note making, Intensive reading for making inferences, Reading comprehension.

**C) Listening:** Listening and transfer of information, Listening & note taking.

**D) Writing:** Transformation of information from graphical data to written form and from written form to graphical form, Paragraph writing – Description, Paragraph Writing – comparison and contrast, Note-making, Writing Instructions, Jumbled sentences, Letter writing- Formal (Invitation, Accepting, Declining, Permission Letters) Letters to the editor

**E) Speaking:** Discussing as a group and making oral reports, Role play-Conversation techniques-convincing others, Creative thinking and speaking, Exploring creative ideas, Persuasive strategies, Speaking about the future plans, Extempore speech, Speaking exercises speculating about the future, Presentation of problems and solutions, Debates.

I.9. b. “ENGLISH LANGUAGE SKILL LABORATORY”- (HS210) II SEM

**Unit I (Micro Skills I), Tasks (Type I): Lexical word identification**

A) Identifying the homophones/words with silent letters/often mispronounced words
B) Identifying the missing words in native speech (Native accent)

**Tasks (Type II): Decompressing structures**

A) Expanding sound units into word clusters (Ex: verbs with multiple auxiliaries /contracted forms

B) Identifying the constituent words in collocations/compound words/idiomatic phrases

**Unit II (Micro Skills II): Identifying tonal variations for meaning making Tasks**

A) Punctuating the script after listening to it

B) Marking word chunks/tone groups in transcript after listening to it

C) Marking syllable stress in words

D) Identifying tonal variations expressing rhetorical questions/ information seeking questions/exclamations/general statements

**Unit III: Content Comprehension and Making Inferences**

**Tasks:** Listening and filling in the chart, Multiple choice questions (negative/factual), True/False questions, Questions with multiple answers, (choosing two/three correct answers) Matching information, Filling the blanks, Comprehending the text organization.

**Unit IV (Listening and act) (8 hrs)**

**Tasks:** Locating spots in a map following the given directions, Transferring data to graphs/diagrams/flow charts, Diagram/Picture completing tasks, Finding the answer through the process of elimination.

**I.9. c. “ENGLISH LANGUAGE LABORATORY”- CUMULATIVE SKILLS – II (HS610) SEMESTER- VI**

**Course Content:** Target words (Words D+ to Z from Barron’s GRE Test), Writing articles on media-based themes, Debate, Channel conversion (Speaking on Non-Verbal representations)
Record Lay Out

Part I: Use of Vocabulary: 10 assignments using the target words in sentences of their own.

Part II: Article based on newspaper reading

One article (750 words) based on any theme emerging out of the news items.

News items (at least 5) should be collected from English dailies and pasted on the even pages.

Part III: Internal Question Papers on Target Vocabulary Testing & Coding sheets

Six Question papers to be pasted (2 for synonyms, 2 for antonyms and 2 for sentence completion)

Mode of Evaluation

Internal Assessment (20 marks) (10 marks for the Record and 10 marks for the six tests on Target Vocabulary) External Assessment (100 marks-to be converted to 80 marks)

The external practical will consist of two segments (a) Written Test and (b) Testing Speaking.

Written Test (1 hr)

a) Testing Target Vocabulary (40 objective type items – 15 synonyms, 15 antonyms and 10 sentence completion) (40 marks)

b) Writing articles on the theme emerging from the given newspaper, items given (5 Newspaper items based on a single theme will be given) (20 marks)

Testing Speaking (3 + 3 minutes)

a) Debate (Each student will be required to speak for three minutes for or against a given topic), b) Speaking on the given diagram / chart / table (20 marks)


Syllabus design of Anna University is a general syllabus clubbed together, to all the branches of engineering students. The syllabus is graded thematically. It is a combination of task-oriented or skill-based pattern. The textbook prescribed is ‘English for Engineers and Technologists’. Volume I and volume II compiled and edited by the Humanities and Social Sciences Division, Anna University in 1990. In 2002, it is integrated as one volume.

The book is an outcome of English Language teaching project undertaken by Anna University in collaboration with the Overseas Development Administration of the UK and the British Council. “The objective of the project was to develop suitable course materials for students of Engineering and technology who found the earlier conventional course, which was primarily literature based, irrelevant to their needs” (1990: iii).

The materials are organized around eight topics namely, ‘Resources, Energy, Computers, Transport, Technology, Communication, Environment and Industry. Each topic consists of three units related to the topic. Each unit consists of a main section to be tackled by the students. The support materials in the form of Preparation and Follow-up sections are designed with various task-oriented materials. They are skimming, scanning skills, oral fluency, role-play, language focus, vocabulary practice, group discussion, writing activities etc.
“Textbook Analysis of English for Engineers” book is focused on guiding the learning process through a series of designed activities. The design of these materials offers a special guidance and support for the slow-learners as well as fast-learners. The text materials are compiled from various resources, *The Hindu, The Readers Digest, Time Magazine, India Today*, etc.

It has been said any well-developed syllabus will be useless even other than the papers in which it is printed, unless there is effective teacher to implement it. The positive attitude is the first requirement that the teacher is supposed to possess. The investigator, in this regard, plans to know the attitude of the English lecturers working in engineering college who actually are the back-bone of this course ‘Technical English with Communication Laboratory’.

**I.10. ATTITUDE**

Attitude is a complex social, cultural, and psychological factor, which influences students’ approaches to the situations in life, including second language learning. Students with positive attitudes usually progress more rapidly in second language learning.

**I.10.a. Word History:** The date of Origin of this word belongs to 17th century. In origin, *attitude* is the same word as *aptitude*. Both come ultimately from late Latin *aptitūdō*. In Old French this became *aptitude*, which English acquired in the 15th century, but in Italian it became *attitudine*, which meant ‘disposition’ or ‘posture’. This was transmitted via French *attitude* to English, where at first it was used as a technical term in art.
criticism, meaning the ‘disposition of a figure in a painting’. The metaphorical sense ‘mental position with regard to something’ is developed in the early 19th century. (Wikipedia)

I.10.b. Definitions: Attitude has been defined in a number of ways.

- According to Travers (1973: 337), cited in Mangal, S. K. (2007, p.328) “Attitude is a readiness to respond in such a way that behavior is given a certain direction.”
- According to Fishbein (1975), “Attitude is an important concept that is often used to understand and predict people’s reaction to an object or change and how behavior can be influenced.”
- Likert (1932, p.9), cited in Gardner (1980, p.267), defines the term attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object".
- Gardner (1980, p.267), elaborates on Likert’s definition by defining attitude as "the sum total of a man’s instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic".
- Ajzan (1988, p.4), cited in Atef Al-Tamini (2009, 9(2), p.33) considers attitudes as “a disposition to respond favorably or unfavorably to an object, person, institution, or event”.
- Baker (1992, p.10), cited in Atef Al-Tamini (2009, 9(2), p.33) defines attitudes as “a hypothetical construct used to explain the direction and persistence of human behaviour”.
Wenden (1991), cited in Atef Al-Tamini (2009, 9(2), p.33) proposed a broader definition of the concept “attitudes”. He states that the term “attitudes includes three components namely, cognitive, affective and behavioural.” A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. Finally, the behavioural component refers to one's consisting actions or behavioural intentions towards the object.

I.10.c. Characteristics of Attitude

- They are acquired and not born; nobody has a favourable or unfavourable attitude towards anything by birth.
- One’s behaviour depends on one’s attitude towards ideas, persons or objects in one’s environment.
- Attitude towards an object is not necessarily based on it’s utility.
- Attitudes differ from culture, skills and religions.
- There are individual differences in attitude.
- They are integrated into an organized system.
- They can be modified and measured.

I.11. RESEARCHES ON ATTITUDES

There is a great amount of research on attitudes towards different languages. Different aspects of language attitudes have also been studied. For example:

- the relation between attitudes and motivation (Donitsa-Schmidt et al., Bernaues et al. 2004),
- the relationship between attitudes and learning strategies (Gan 2004),
- the relationship between attitudes and level of achievement (Graham 2004),
- beliefs and attitudes about target language use, first language use & anxiety (Levine 2003),
- attitudes to language and language learning at secondary & tertiary levels (Yang & Lau 2003),
- attitudes towards English-language usage among peers (White 2002),
- the relationship between negative attitudes towards non-native speakers (Lindemann 2002),
- the relationship between attitudes towards ideology, culture, people, language and factors affecting attitude (Flaitz 1988).

Hence, it is clear that attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning.

I.12. LANGUAGE ATTITUDES

Although attitude is a hypothetical psychological construct, it touches the reality of language life. Learning a language is closely related to the attitudes towards the languages. (Starks & Paltridge 1996: 218, cited in Firdevs Karahani. 2007, p.75)

In the Longman Dictionary of Applied Linguistics (1992:199) ‘language attitudes’ are defined as “An Expression of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.
Fishman and Agheyisi (1970) have suggested that there is a mentalist and behaviorist viewpoint to language attitudes. According to the mentalist view, attitudes are a "mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject's introspection. According to behaviorism, attitudes are a dependent variable that can be statistically determined by observing actual behavior in social situations.

Gardner (1985) sees attitudes as components of motivation in language learning. According to him, ‘motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language’. He believes the motivation to learn a foreign language is determined by learner’s attitudes towards foreign people in general and the language in particular.

I.12.a. Teachers’ Attitude towards linguistic

Teachers’ attitude plays an important role in the present context. In the professional courses, the teachers have changed their role from being the controller of the class to the facilitator. They accept students’ mistakes in the language use as a necessary part of the language learning. They help and motivate students use more language in their daily life. Learners learning outcomes are influenced by the interpretation of teachers’ interpersonal behaviour. If they believe that the teacher is associated with them and their learning outcome, the teacher empathizes with them and understands their problems, they react positively and this factor contributes to their motivation level in the classroom.

I.12.a.(i). Why are teacher attitudes important?

Teacher attitudes are important because they affect the student. Teacher attitudes play a
significant role in shaping the classroom environment which has an impact on a student's self efficacy which in turn influences a student's behavior. To be more specific, studies have shown that teacher mindset can affect the performance of linguistically diverse students. Consciously or unconsciously, their attitudes play a crucial role in language’s “growth or decay, restoration or destruction” (Baker, 1988).

**Fig.I.2**
Teacher Attitude towards linguistic

I.12.a.(ii). How does teacher attitude affect students?

Teacher attitudes are often reflected in their behaviors toward students, the classroom environment, and perhaps even in student achievement. A teacher’s positive attitude, however, can be very helpful in supporting ELL’s and fostering a community that reaps the most benefits for all students. A teacher’s negative attitude toward language develops low-esteem and less academic abilities. The effects of negative teacher attitudes
on English Language Learners can be particularly harmful because these students may already be experiencing a great deal of conflict about their self-identity which comes when taking on a new language. “Moving into a second language is deeply uprooting, Self-transforming, and therefore, always a threat to the experience of identity” (Roth and Harama 2000 p.763, as cited in Hsieh and Min-Hua 2006). When students feel limitations within the classroom because of Teacher’s negative attitude, low self-esteem, a lack of self-efficacy, fear, and resistance, or disengagement, low academic achievement can result (Godley et. al, 2006).

I.12.b. Student’s Attitude towards Teachers

They want a teacher who can motivate them to speak more and more in the classroom and teach them how to use language outside the classroom. They want their teacher to be good at English and capable of correcting their mistakes without hurting their ego or without accusing them of not having knowledge of English. They want their teacher to create an informal environment in the class where they can learn with fun.

I.13. RATIONALE FOR THE STUDY

As an engineering student’s success in the on-campus recruitment is mainly based on their demonstration of communication skills, the urgent need to improve technical students’ communication skills has been emphasized by educationists as well as employers. According to NASSCOM (National Association of Software and Services Company) President Karnik, only 25 percent of technical graduates are suitable for employment in the outsourcing industry because of their lack of abilities to speak or write well in English. (Karnik, 2007 as cited in P’Rayan 2008:1). Most students are not ‘industry ready’ because they lack communication skills. (Infosys, 2008).
The English language courses taught at the engineering level in India have been mostly knowledge based. Only very recently, universities and colleges have introduced skill based courses with focus on communication skills. But efforts taken in this direction are not adequate. As a result, the graduates produced by the universities/colleges suffer largely due to lack of communicative skills to study in the world-class institutions or work in global atmosphere. So there arises a need for English language courses with emphasis on communicative skills. In this context, the *Engineering English* course taught in engineering colleges affiliated to the Anna University in Tamil Nadu, India, is expected to play a vital role in improving students’ communication skills and preparing them to the workplace or making them “industry ready”. Thus the Anna University, Chennai has been trying to address the national problem of the lack of communicative skills by introducing certain new elements in the curriculum, necessary modifications in the teaching methodology and testing and evaluation system. Having realized the potential of Computer assisted Language Learning (CALL), the Anna University has instructed all its affiliated engineering colleges to set up language laboratories, but many colleges do not seem to have exploited the potential of CALL. The Anna University introduced a course entitled “Communication Skills Lab” (HS210, HS610) for second and sixth semester engineering and technology students. The course has two components: Language Lab & Career Lab. The students have computer-assisted activities 2 hours a week for a period of 15 weeks.

In India 75% of the students are from rural areas and they are coming through regional language medium schools. Hence based on their background, the educationists have to design the syllabus and adopt methods to test their English Language proficiency.
Therefore it is necessary to go for a detailed discussion as to whether the existing curriculum is fulfilling the need of the hour and suitable to the students in achieving their goals, the present methods of testing the proficiency of the students are suitable. (MJAL, vol.1:1, February 2009, 1:1, “Teaching English as a second language in India” – a review by Murali.M.) The industry has moved forward rapidly and technology also has changed but the educational institutions and the curriculum have not changed that rapidly. So, the gap has to be bridged by providing additional training to the people who are coming out of colleges so that they are industry-ready.” Those educational institutions which impart employability skills in their students are successful in getting most of their students placed in top companies. So, it is the need of the hour to think carefully how best ELCS Lab can be integrated into English language classes in order to exploit its potential to transform students’ experience in English language learning.

The role of teaching faculty is pivotal, as the success of communication Lab integration with Technical English depends upon the positive attitude of teachers rather than upon infrastructure. English lecturers will ultimately determine whether the course (Technical English- II with English Communication Skills Lab) is used to enhance the learning process. Hence it is necessary to find out their attitudes towards the technical English also. It’s only when teachers feel that they have a firm grasp of the new innovative method of learning, it can become a tool for change. Hence, the present study is conducted to find the attitude of engineering college lecturers towards Technical English with English Communication Skills Lab. Quite a large number of studies have been conducted on Engineering English but as far as the studies reviewed by the researcher are concerned, no study has been undertaken to analyze the attitude of English
lecturers towards Communication Lab. Besides, the area is hardly touched. In order to fill the gap identified and mentioned above, the investigator attempts to analyze the attitude of English lecturers of engineering colleges towards Technical English II and communication lab in engineering curriculum.

I.14. A BRIEF RESUME OF SUCCEEDING CHAPTERS

This dissertation is presented in five chapters. The first chapter gives the background of the study. The related literature is discussed in the second chapter. The third chapter gives details about the methodology followed, the sample selected, the tools used and the statistic techniques applied. The analysis of data, interpretation of the results, the findings and the conclusion drawn are discussed in the fourth chapter. The last chapter summarizes the whole matter. The recommendations as the education implications and the suggestions for further research are also given in the fifth chapter. The books referred are listed under “Bibliography”. The copies of the tools used in this study are given in the “Appendix”.