CHAPTER II
REVIEW OF RELATED LITERATURE

II.1. INTRODUCTION

A review of related literature is an essential aspect of investigation. The term “review” means revision or “glance over” or “refer back on”. It implies locating, studying and evaluating the reports of relevant researches, study of published articles, research abstracts as well as reports of casual observation and opinion that are related to the individuals’ planned research project (Agarwal, 1998). According to Mouly, “the review of related literature promotes a greater understanding of the problem and it is crucial aspects and ensures the avoidance of unnecessary duplication.” As John W Best (1986) pointed out, “review of related literature is a valuable guide in defining the problem, recognizing its significance, suggesting data gathering devices, appropriate study design and sources of data.

The survey of related studies serves multiple purposes. It helps the investigator to acquaint with correct knowledge in the area of research. It furnishes the tried methods, techniques, priorities and importance about the similar related past studies and to help in the formation of hypotheses for the new study. By studying the works of other investigators, one can avoid futile and irrelevant topics, vain efforts and ineffective approaches already discarded by his/her predecessor. So the investigator has attempted to collect relevant information related to the work from literature available in the field.
II.2. SOURCE OF INFORMATION

The investigator, for this study, went through the journals, unpublished theses, books, research abstracts, etc. and browsed different websites.

II.3. Classification of the Literature Reviewed in the Present Study

The literature reviewed is presented into two categories such as

(a) Studies conducted in India

(b) Studies conducted Abroad.

Each category has been further divided into

(1) Studies related to attitude towards English language teaching and learning

(2) Studies related to attitude towards English communication skills

(3) Studies related to Engineering curriculum

II.3.a. STUDIES CONDUCTED IN INDIA

II.3.a.(i). Studies Conducted in India Related to Attitude towards English Language Teaching and Learning

Study: 1


Title: Socio-Pedagogical Factors affecting Language Skills among Engineering College Students.
Objectives

- To find the relationship among language skills, language aptitude and verbal intelligence of the selected engineering colleges students.
- To find the influence of socio-economic factors of family, influence of college environment and influence of personality traits in language skills of engineering college students.
- To study the influence of pedagogical factors such as study habits locus control, learning approaches, learning styles, and learners’ effectiveness on language skills of the students.

Method: Descriptive survey method and Quantitative approach was employed for the study. A sample of 135 Engineering College students from Coimbatore District was taken, using of probability sampling method for the study. The tools were used for the study as CALSAP (Computer Assisted Language Skills Assessment Package), Language Aptitude Test (LAT Spelling), Language Aptitude Test (LAT Error), Group Test of Intelligence in English (GTI verbal adopted from Ahuja), Socio-Economic Status Scale (SESS adopted from Bhardraj Gupta), Family Environment Scale (FES adopted from Bhatia and Chadha), College Environment Scale (CES adopted from Arokiadoss), Study Habits Inventory (SHI adopted from Patel), Learning Style Questionnaire (LSQ adopted from Grasha and Reichman), Learner’s Effectiveness Questionnaire (LEQ adopted from Arokiadoss), Personality Traits Scale (PTS adopted from Cattell), Locus of Control Questionnaire (LCQ adopted from Crandall). Data were analysed with the help of ‘t’-test, correlation and ANOVA techniques.
Findings

1. Socioeconomic status, family environment and personality traits were identified as significant factors affecting the language skills among the selected engineering students.

2. The influence of pedagogical factors such as study habits, locus control, learning approaches, learning styles and learners’ effectiveness significantly influenced the language skills of the students.

Study: 2


Title: The Pedagogical Scenario of English at the Post-Graduate Level in Andrapredesh.

Objectives

- To study about the objectives of teaching English.
- To study about the needs of the learner.
- To study about the compatibility between the objectives of the students and those of the teachers.
- To study about the existing evaluation practices.

Method: A survey was conducted covering five universities in Andrapradesh in order to know the views of teachers and students about the M.A courses in English

Findings

1. The objectives/needs of the students who opt for M.A. after their graduation are very different from what the course actually offer them.

2. There seems to be little compatibility between the objectives of the students and those of the teachers.
3. The absence of explicitly stated objectives renders the existing evaluation process meaningless.

4. Teaching literary text renders the whole teaching enterprise a self defeating one.

Study: 3


Title: The ESL Text Book Selection for B.A. First Year, Nagpur University: An analytical Study.

Objectives

- To evaluate the textbook ‘Sesame” prescribed for I B.A. students at Nagpur University.
- To study the appropriateness of the textbook for B.A. first year students in the eyes of teachers.

Method: A questionnaire was administered to the teachers involved in the teaching of ESL to B.A. first year, Nagpur University. The result is presented in the form of average, and percentage of ‘yes’ for each section of the questions namely programme and course, language skills, exercise and activities and practical concern.

Findings

1. The text book does not fulfill the purpose of imparting training on any language Skill.

2. The level of materials in the text book does not correspond with the level of materials in the book of immediate preceding class.

3. The text is selected at random.
Study: 4


Title: A Study of the Impact of the Medium of Instruction at School Level on the Performance of Individuals Pursuing Engineering and Medical Courses.

Objectives

- To find out the opinions of the students of professional and non-professional colleges and parents of English and Marathi medium school.
- To compare the performance of engineering and medical college students who had Marathi as their medium of instruction at school level with those of the same class who studies through English at school level.
- To compare the performance of engineering and medical college students with Marathi as both mother tongue and medium of instruction with those students whose mother tongue was not Marathi but had Marathi as their medium of instruction at school level.
- To compare the performance of engineering and medical college students with Marathi as mother tongue and English as their medium of instruction at school level with other students of the same class whose mother tongue was not Marathi but English as their medium of instruction at school level.

Method: The sample of the study consisted of students, teachers and parents. 714 students were taken as a sample with the help of purposive sampling (515 from Watched Engineering College and 199 from Govt Medical College, Miraj). For teachers and parents a lottery system of random sampling was done. Exam results were taken from engineering and medical college records.
Findings

1. The performance of the final year engineering and medical passed English MI students on the basis of percentage of merits was found significantly superior to their counter parts of Marathi MI.

2. The effect of medium of instruction on the percentage of marks in case of first year as well as final year students of both the courses was found non – significant.

3. Majority of the student recommended English M.I. at school level and amongst them the proportion of English M.I. students, female students, urban origin students and medical course students was higher than Marathi M.I., male, rural, origin and engineering course students respectively.

4. 57.5% teachers of engineering college recommended Marathi as M.I at school level where as the medical college teachers were equally divided.

5. 73.1% teachers of non – professional college recommended Marathi as MI at school level.

6. Out of 32 Marathi M.I parents of English MI Students, 78.1% recommended English as MI whereas 90.4% parents of Marathi MI students recommended MI as MI at school Level.

Study: 5


Title: Learner’s Attitude and its Impact on Language Learning.

Objectives

- To find out learners’ motivational level, anxiety level, their involvement in a
language learning class, their confidence level, their perception about the language classroom and language teacher and their perception about the curriculum.

**Method:** A questionnaire was administered to collect data from 350 students pursuing different professional courses in different English medium universities in Uttar Pradesh, India. 150 from B.Tech, 100 from BBA, 100 from BCA were randomly selected for the survey.

**Findings**

1. In B.Tech, 78% of students gave preference to their engineering subject. 98% of students wanted to excel in English, but they don’t want to write an exam. 30% of students wanted English should continue to be taught in all four years of engineering. 100% of students needed good English to appear and qualify in an interview. All of them want an informal class with formal real life activities such as mock interviews and seminars.

2. In B.BA, 94% of students put communication skills on priority and they prefer to study communication strategies in business. 72% of students give priority to spoken English as they need to carry out their business assignments with different people. 90% of students prefer communication skills.

3. In BCA, 98% students prefer technical knowledge over English language or communication skills. 2% were not able to give their specific opinion.

**Study:** 6

**Investigator:** Nandhini Manivannan. (2005)
Title: Computer Assisted Language learning for Vernacular medium Students of Engineering Colleges.

Objectives

- To find out the handicaps of vernacular medium students.
- To equip the students from vernacular medium schools to acquire skills of effective communication through the help of modern teaching aids.

Method: First year engineering students from vernacular medium school were selected as sample for the study.

Findings

1. Students have handicap in comprehending the all English syllabus, it also crucially undermines the student’s ability to communicate with teachers and peers.

2. More than 50% of non-English medium students say their cognitive process has been affected by the language factor.

3. Fast delivery and differencing speeds of lectures along with unfamiliar pronunciation by lecturers are reasons for their poor performance.

4. Computers can develop the communicative skills at the own pace of the learners.

Study: 7

Investigator: Soundiraraj. (2006)

Title: Attitude of Learners towards Teaching of Grammar at the Tertiary level.

Objectives

- To study the attitude of learners (B. E. Students) towards teaching of grammar.
• To study the needs of the learners regarding teaching of grammar.
• To provide suggestions to improve teaching of grammar.

Method: A total sample of 75 B. E. students of Anna University was selected for the study. A questionnaire was employed to collect the data. Simple percentage analysis was done to assess the attitude of the learners. In addition to the questionnaire device, informal interview with these selected learners were also held for the study.

Findings
• Students are not aware of the importance of grammar.
• Grammar lessons are not found interesting.
• The error correction hurts the ego of the students.
• Teachers should teach grammar as part of their lesson.
• Use of technology is essential in grammar class.
• Teacher should use the particular language item and its relevance in communication.

Study: 8


Title: Factors affecting English learning among engineering and technology students.

Objective
• To find out whether motivation factors, attitude factors, language anxiety factors affect the learning of English among engineering and technology students with respect to their gender.
Method: The researchers have taken 408 (138 female and 270 male) first year engineering and technology students with various mother tongues such as Malayalam, Tamil, Telugu, Hindi and Bengali from five engineering colleges in and around Chennai, as the subjects for the study. Three questionnaires (motivation questionnaire, attitude questionnaire and language anxiety questionnaire) had been administered and random sampling method was followed for collecting data. The raw data were analyzed manually as well as by using SPSS and Microsoft Excel 2002.

Findings

1. Male students have less motivation to learn English language than female.

2. Female students have less negative attitude toward English language learning than male students.

3. Male students have high language anxiety than female students.

Study: 9


Title: Students Attitude towards Using Computer for Language learning- A Survey.

Objectives

- To find out the students attitude towards necessity of developing communicative skills especially writing skills.

- To find out the attitude of students towards using the computer in teaching and learning English in and outside the classroom.

Method: The researcher distributed 247 survey questionnaires to students randomly to study the attitude of students.
Findings

1. The study reveals that 98% of the students think that there is a need for the English language learning in their technical course.

2. 86% of them like to devote some extra time for learning English.

3. 71% of them think that for technical education, lack of proficiency in English is a disadvantage.

4. 88% of the students like learning English through computer.

5. 93% of the students agree or strongly agree that computer gives them more chance to practice English.

6. 47% students have positive attitude that they can learn English faster by using computers.

Study: 10


Title: Teachers’ Attitude towards the Use of ICT in English Language Teaching.

Objectives

- To find the attitude of secondary school English language teachers towards the use of ICT in ELT

- To compare the attitude of secondary school English language teachers categorized on the basis of gender, locality, management and experience.

Method: The tool used for the study was ICT Attitude Scale for language teachers, constructed and validated by the investigator. The tool was administered to a representative sample of 120 secondary level English language teachers, of Thiruvananthapuram dist, Kerala. The data collected were scored, tabulated and then
subjected to statistical analysis. Statistical techniques like percentage analysis, t-test and ANOVA were used to analyze the collected data.

Findings

1. 53% of teachers were positive to a great extent and 37% of teachers were positive to some extent. Only 10% were reported to have a negative attitude to the use of ICT in ELT.

2. There is no significant difference between the attitude of teachers categorized on the basis of gender, locality, management and experience.

Study: 11


Title: A study on the teaching and learning of English as a second language at the degree level in the arts and science colleges affiliated to MS University, Tirunelveli.

Objectives

- To study the English language teachers’ opinion about the teaching and learning of English as a second language at the degree level.

- To find out the level of perception of teachers towards ESL curriculum with regard to aims and objectives, curriculum, method of teaching, acquaintance with A.V.Aids, classroom activities, teacher’s views on evaluation, teacher’s difficulty, professional development, self-assessment and curricular support for teachers and assessment of teachers about students.

- To study the opinion of the first degree students regarding the teaching and learning of English as a second language.
Method: A survey was conducted by administering questionnaire to both ESL teachers and students. The data were collected from 925 undergraduate students and 81 English language teachers of 15 Arts and Science colleges affiliated to M.S.University. The questionnaire aimed at eliciting responses regarding the ESL curriculum meant for the undergraduate students. The investigator has used the statistical techniques such as percentage analysis, ‘t’ – test, ANOVA and correlation analysis.

Findings

1. Regarding the speciality of the ESL curriculum, 35.80 % of the teachers say that it promotes creativity and critical thinking. About 34.57 % of the teachers say that it suits only for high achievers and 34.57 % of the teachers also say that it suits only average achievers. 30.86 % of the teachers say that it suits all categories of learners.

2. The perception of teachers teaching English in arts and science colleges affiliated to M.S.University towards ESL curriculum with respect to aims and objectives, curriculum, method of teaching, acquaintance with A.V.Aids, classroom activities, teacher’s views on evaluation, teacher’s difficulty, professional development, self-assessment and curricular support for teachers and assessment of teachers about students is moderate.

3. About 52.24 % of the students feel that at the end of the course they will be able to communicate confidently in English. About 76.97 % of the students claim that at the end of the course they will be able to write competitive examinations in English.
Study: 12


Title: Teaching English Language Education through Computer Assisted Instruction.

Objectives

- To find out the effectiveness of computer assisted instruction in achievement of English language education.
- To find out the achievement in English language education with experimental group-I and experimental group-II through computer assisted instruction.
- To compare the achievement in English language education of the control group (Traditional method) with that of the experimental group-I without discussion (Computer Assisted Instruction) and experimental group-II with discussion (Computer Assisted Instruction).
- To find out the relationship between achievement in English language education and cognitive correlates.

Method: In this study there are two experimental groups. (i) computer assisted instruction without discussion (ii) computer assisted instruction with discussion. The investigator selected 105 student teachers from St.Justin’s College of Education, Madurai and from Lakshmi College of Education, Gandhigram (35 for control group and 35 for Experimental group-I and 35 for Experimental group-II) based on ‘matching technique’ out of 150 students to whom the Entry Behavior Test (EBT) was administered. The investigator has also administered the Aptitude in English Language Test, Teaching Profession Perception Scale (TPPS) and Attitude towards English language Teaching Scale, Teaching Competency Scale and Chattell’s 16PF Questionnaire to the control
Findings

1. Computer Assisted Instruction has proved to be more effective in teaching English language education than the traditional method.

Study: 13


Title: The Influence of Listening, Reading Comprehension on the Skill of Speaking of the Students Studying in the Teacher Training Institute of Kanyakumari District.

Objective

• To find out the level of Listening, Reading Comprehension and Speaking Skill of the students studying in Teacher Training Institute with regard to background variables – gender, locality of institutions, birth order, year of study, medium of study at higher secondary level.

Method: A sample of 751 teacher trainees is selected by using simple random sampling procedure and survey method was followed. The researcher adopted the research tools such as Listening Comprehension Scale developed by Dr. S. Chelvi (2007) and reading Comprehension Scale developed by Dr. S. Chelvi (2007), for data collection.

Findings

1. No significant difference is observed in the listening comprehension and in the speaking skill of the students studying in teacher training institute with regard to gender, locality of institution, order of birth, year of study, medium of study, listening to English news, T.V. programmes, speaking in English, reading English news/ magazines/ story books/ articles and writing letters.
2. There is significant difference in the reading comprehension of the students studying in teacher training institute with regard to gender and locality of institution but there is no significant difference is observed in the listening comprehension and in the speaking skill of the students studying in teacher training institute with regard to order of birth, year of study, medium of study, listening to English news, T.V. programmes, speaking in English, reading English news/ magazines/ story books/ articles and writing letters.

3. There is significant correlation between listening comprehension of the students studying in teacher training institute and speaking skill.

4. There is significant correlation between reading comprehension and speaking skill.

**Study: 14**

**Investigator:** Jagannath K. Dange (2011)

**Title:** Effectiveness of Peer-Tutoring on English Language Achievement and Nurturing Effects.

**Objectives**

- To find out the relative effectiveness of peer tutoring and conventional method of teaching in English language teaching.
- To find out the influence of peer-tutoring on high school students following nurturing effects: self-esteem, team-spirit, communication skill, social interaction, and confidence, positive inter dependence, greater involvement.

**Method:** A pre-test post-test parallel group experimental design was applied. The Simple random sampling technique was used to select experimental and control groups of
students studying in IX standard in the Millath high school, Shimoga City, Karnataka State, India. The researcher selected a sample of 50 students and divided them into two parallel equated groups, through “Raven’s Progressive Matrices Test of General Intelligence” (Raben, J. 1988). One of the groups was assigned to be the experimental group and the other was the control group. Each group had 25 students. The tools used for the collection of data in order to verify the hypotheses are pre-test in English (Achievement test), Raven’s Progressive Matrices of General Intelligence Test, Post-test in English (Achievement test), and Observation Schedule. Pre-test was administered to both the groups, scoring was done according to the key answers. The experimental group was taught through the peer-tutoring method, mean-while the teachers were asked to observe the experimental group’s (peer tutoring) nurturing effects by using an observation schedule and put the tick mark in the relevant column. The post-test was administered to both the groups, scoring was done according to the key answers and scores were tabulated. The statistical technique used for the analysis of data was ‘t’ test (test of significance) for finding out the effectiveness of peer-tutoring method of instruction.

Findings

1. There was no significant difference between the mean of scores of the pre-test of the experimental and control group.

2. There was a significant difference between the mean scores of the post-test in English of the experimental and the control group.

3. There was significant difference between the mean scores of the pre-test and the post-test in English of the experimental group.
4. There was no significant difference between the mean scores of the pre-test and the post-test in English of the control group.

**Study: 15**

**Investigator:** Margaret, S. (2011)

**Title:** Learner – Based Teaching for achieving Oral Fluency: How to make it a win-win situation.

**Objective**

- To investigate the effects of Learner-Based Teaching on oral skills of ESL learners in a heterogeneous language proficiency group.

**Method:** A pre-test – post-test control group design was used. There were 40 students of an aided school in Chennai involved in the study. The experimental group was given rigorous practice in oral communicative tasks for five months in well scheduled sequences. A wide range of L2 exposure activities and oral skill-focused tasks were employed for getting their interest and to sustain their involvement and effort. Data were collected from four types of oral tasks, scores of pre and post tests, favorable attitude questionnaires, student interview, and teacher interview to achieve methodological triangulation. The statistical tools of the independent samples test and paired samples test were used to determine whether there were significant inter-and intra group differences.

**Findings**

1. Involving learners themselves in identifying the type of tasks, creation of the needed environment, arranging for group dynamics, designing activities and collection of materials would enhance their involvement and interest even in challenging tasks such as achieving oral skills in English.
Study: 16

Investigator: Shree Deepa (2011)

Title: ‘Critical Thinking’- A Technique in Enhancing the skill of preparing to write essays at the Under –Graduate Level – A Report.

Objective

- To study the effectiveness of ‘Critical Thinking’- A technique in enhancing the skill of preparing to write essays at the under –graduate level.

Method: 40 first semester PG students of Sciences, Social Sciences and Humanities from University of Hyderabad form the sample for the study. The topic of the essay was finalized and written on the blackboard and the students were asked to spell out ideas that could be used while writing the essay. Every idea was accepted, and written on the blackboard, none discarded. The students were given the 35 strategies list and were allowed to skim through it. Now the teacher put them in pairs and asked them to discuss the ideas that can become a part of the essay first individually, and then with their partners. The students were also engaged in building a skeleton of the essay and organized the ideas in to possible paragraphs. Throughout the class the teacher played the role of a facilitator in the background.

Findings

1. The students were able to positively engage in conversation and discussion with their class and voted this method as one of the better ways of preparing to write essays.

2. Mind mapping was converted into informed choice and organization of ideas.
Study: 17

Investigator: Sameera Faheem. (2011)

Title: Challenges for ESP Learners Coming from Vernacular Background, Learning L2.

Objectives

- To find out whether learners who are benefited in L1 will be benefited in L2.
- To study whether there is a positive growth in learner’s performance in the L1 mediated L2 Task.

Method: The subjects were 20 learners, ten from Urdu medium and 10 from Telugu medium background, studying in B. E. first year, from different branches from Deccan College of Engineering and Technology, Hyderabad. They had 10 years of exposure to English as a “school subject”, while the medium of instruction in school were Urdu and Telugu (L1). The topic of group discussion was “Can technology by itself bring happiness and prosperity to the people of the world” chosen according to their level of studies. Before starting with the task, the learners were given 15 to 20 minute’s time to recollect the ideas on the topic. At the beginning of the task they were given the chance to introduce themselves. The first task was done in L1 and the second task in L2. During the task of their discussion they were evaluated for their expression of ideas and feelings, their negotiation and positive talking, grammar and vocabulary and their fluency in communication.

Findings

1. There is a positive transfer of academic skills in English when mediated by L1 task and the learners who are benefited in L1 are also benefited in L2.
Study: 18

**Investigator:** Sandhya Reddy, A. (2011)

**Title:** “Inculcating the habit of reading – A challenge for the English Teacher in the Engineering College”.

The author points out in this article that reading is an essential part of language instruction at every level because it supports learning in multiple ways. In language labs, there are activities to promote the habit of reading directly or indirectly. In group discussions, students are told discussions to be conducted the following week will focus on current issues. So they are asked to keep themselves abreast of the latest developments by reading the newspapers daily. There are many other language lab activities like presentation skills, information gap activities, debated, film reviews and so on which also test the reading acumen of the students.

Study: 19

**Investigator:** Narasimham, Y. (2012)

**Title:** Attitude of the Secondary School English Language Teachers towards Using Information and Communication Technology.

**Objective:** To study the attitude of secondary school English language teachers towards using information and communication technology.

**Method:** 120 English teachers were selected on the basis of purposive sample random sampling from urban (60) and rural (60) areas. A questionnaire developed by the researcher was used as a tool to collect data.

**Finding:** The English teachers under study showed quite a positive attitude towards using information and communication technology.
Study: 20


Title: A study on the impact of Area on the undergraduate learners’ attitudes towards the English language.

Objective: To study the impact of Area on the undergraduate learners’ attitudes towards the English language as regards to the situation of ELT in India.

Method: The sample of 604 respondents for the present study was drawn from 16 Arts colleges, affiliated to the Gujarat University, situated in urban as well as rural areas. A random sampling was adopted to elicit the data. The questionnaire includes two sections (Agreement scale and Frequency scale) having 26 close-ended questions. The questionnaire also contains the respondents’ personal information for the research purpose. ANOVA and ‘t’ test were used to measure the significant difference between or among the groups of learners under study by using SPSS software.

Findings

1. The learners from both urban and rural areas possess the similar attitudes towards the English Language.

2. There is no significant difference between the groups of respondents from urban and rural areas in terms of their attitudes towards the English Language.

II.3.a.(ii). Studies Conducted in India Related to Attitude towards English Communication Skills.

Study: 1

Investigator: Marc J. Riemer (2002)

Title: English and Communication Skills for the Global Engineer.
The author states that, “skills such as problem solving, communications, interpersonal skills and critical and independent thinking should be fostered in engineering education, not just because they are qualities that employers look for but because they should be part of any tertiary education.” A course in English for Specific Purposes (ESP) will enhance English language training and an engineering student’s communication skills. The concept of English for Specific Purposes (ESP) in Engineering Education, achieves more in the education of engineering students by focusing the learner’s attention on the particular terminology and communication skills required in the professional field.

**Study: 2**


**Title:** Communication Skills for Engineering Professionals.

According to the authors' view, in the present scenario professional engineers certainly need effective and impressive communication skills. There is a great need to frame course materials to enhance LSRW (listening, Speaking, reading, Writing) skills of engineering graduates. Integration of LSRW skills within subject modules will definitely provide ample opportunities to the professional engineers. It should be incorporated throughout the engineering programme. Therefore, communication skills programmes in engineering colleges should be revamped to suit the requirements of the curriculum.

**Study: 3**

**Investigator:** Harish Shukla. (2004)

**Title:** Communication in English: Problems faced by Hindi Medium Students in Technical Institutions.
**Objective:** To identify the problems of communication abilities of the students studying in different technical institutions, particularly engineering colleges.

**Method:** Using the interview method, 30 students (sample) of the technical institutions of Indore city were contacted to collect data.

**Finding**

1. Lack of proper guidance, lack of exposure to formal environments, family background of the students, lack of educational facilities, economic and social status, lack of confidence are some of the causes for English communication problem.

**Study: 4**

**Investigator:** Chelvi, S. (2007)

**Title:** A Study on English Language Proficiency in Students of Engineering Colleges in Kanchipuram District, Tamil Nadu.

**Objectives**

- To find the level of English Language proficiency (ELP) in total and in respect of its dimensions – Listening, Speaking, Reading, and Writing (LSRW) of the students of engineering colleges in Kanchipuram District.

- To find the significance of relation between the identified language related activities (Habit of Listening to English News – HLEN; Habit of Exposure to Programmes in English EPE; Habit of Reading English Books - HREB; Communication in English through Writing - CEW), of Engineering College Students and their ELP in total and its dimensions.
To find the significance of difference in ELP in total and its dimensions of the student of engineering colleges in terms of gender, birth order, year of study, branch and medium studied.

**Method:** The investigator having chosen the target population as the second and the fourth year engineering students has worked out the strategy to include the students of EEE, ECE, IT / CSE and Mechanical branches. The investigator took 426 B. E. students studying in EEE, ECE, IT / CSE and Mechanical branches of engineering colleges in Kanchipuram district, using stratified random sampling technique. The tools used for the study were “Language Related Activities” and “English Language Proficiency Test” developed by the investigator and the supervisor. The investigator has used the statistical techniques such as percentage analysis, ‘t’ – test, ANOVA, correlation and regression analysis.

**Findings**

1. The level of ELP of engineering college students in Kanchipuram district is found to be average in total and also with regard to its dimensions – LSRW.

2. Among the five languages related activities the Oral Communication in English (OCE) is found to be significantly correlated with the ELP of engineering college students in total and with all its dimensions – LSRW.

3. Female students of engineering colleges are found to be better than their male counter parts in their ELP and in one dimension – Speaking.

**Study: 5**


**Title:** English Language Skills for Engineering Students: A Needs Survey.
Objectives

- To find out the language needs of the engineering students.
- To identify the competencies for teachers of specific English at engineering colleges.

Method: This needs survey was conducted on 254 B.Tech degree students from the first to the final years of mechanical engineering, computer science engineering, chemical engineering and bio-technology at Sastra University, India. A close ended questionnaire was administered to collect data.

Findings

1. Out of the language skills and sub skills, listening skills, speaking skills, reading skills and writing skills received higher ranks. The remaining skills such as study skills, referencing skills, grammar skills, interpretative and appreciation skills received lower ranks.

2. 98.9% of the students agree that teachers of engineering college need a specific set of competencies to develop in their students.

Study: 6

Authors: David Wilson, D., and Thayalan, V. (2007)

Title: The Significance of the Language Laboratory in Communication.

Authors of this article attempt to highlight the significance of the language laboratory and its challenges imposed on the learner and teacher. This article discusses the various features of the language lab. As it is a technological aid for learning it has number of advanced facilities that can help a student to learn language with proficiency to communicate. The electronic devices used in the laboratory will stimulate the eyes and
ears of the learner to acquire the language quickly and easily. A learner can get the experience of having interaction with native speakers through the laboratory. Hence the language laboratory has become the need of the hour in any language learning process for communication.

**Study: 7**

**Investigators:** Albert P’Rayan, and Ramakrishna T. Shetty. (2008)

**Title:** Developing Engineering Students’ Communication Skills by Reducing their Communication Apprehension.

**Objectives:** To analyze the engineering students’ communication apprehension in different dimensions such as group discussion, meetings, interpersonal, public speaking

**Method:** Survey method was followed. In order to assess the communication apprehension of engineering students, a sample of 120 students from Jeppiar Engineering College, Chennai was asked to complete the personal report of communication apprehension (PRCA-24). This instrument is composed of 24 statements concerning feelings about communicating with others. This is used to assess the respondents’ communication apprehension in four areas such as (1) group discussion, (2) meeting, (3) interpersonal communication, (4) public speaking. Those who have scored less than 50 have low communication apprehension and above 70 have high communication apprehension.

**Findings**

1. 37.5% had high communication apprehension in the area of group discussion.
2. 55.8% had high level of communication apprehension in the area of meeting.
3. 50% had high level of communication apprehension in the area of interpersonal communication.

4. 65.83% had high level of communication apprehension in the area of public speaking.

Study: 8

Investigators: Shailja Agarwal and Jaya Chintranshi. (2010)

Title: Faculty perceptions of Business Communication Skills and needs of Management students.

Objectives

- To determine Indian business management faculty members’ perceptions on the importance of business communication course.
- To determine Indian business management faculty members’ perceptions on the students’ possession of importance of business communication course.
- To identify the faculty reasons behind students not exhibiting the required level of interest in business communication classes.
- To analyze what the faculty community of business management institutions feels about the number of semesters this course should be taught as in India, business communication is a course taught in one semester and in few cases, in two semesters.

Method: The study was conducted on a population of 98 full-time faculty members teaching in various AICTE approved Business Management Institutes of Lucknow, India. These faculty members represent all the departments of business management studies. All the respondents were Indians and ranged between 27 to 63 years. All the respondents had
an average experience of 7 years. 64 respondents were male and 34 were female. Copies of the questionnaire were mailed to faculty members of various management schools. Out of 315 questionnaires circulated, 119 were received, 98 of these were found to be complete for analysis. After receiving the completed questionnaires, responses were analyzed using descriptive statistics.

**Findings**

1. Possession of written communication skills was found to be lower than the possession of same components in the oral skills.

2. The business management teaching community feels that the course of Business Communication should be taught in either two or four semesters as opposed to the course being presently taught in one semester in most B-schools.

3. The faculty also opined that the business communication classes are not taken very seriously by students.

**Study: 9**

**Investigators:** Vaishali, Ganeshan Sailakshmi, and Raghuveer C.V. (2010)

**Title:** Attitude of physiotherapy students towards communication skills and effects of an interactive lecture.

**Objectives**

- To assess the attitudes of undergraduate and post graduates physiotherapy students towards communication skill learning.

- To study the effect of an interactive lecture on communication skill on the attitude of undergraduate and postgraduate students towards learning communication skills.
**Method:** Study design: Randomized controlled trial. All Undergraduate and Postgraduate students of Physiotherapy requiring direct interaction with patients were included in this study. The Communication Skills Attitude Scale (CSAS) was used to assess the attitudes towards communication skill learning. The mean baseline score of CSAS was calculated for the experimental & control group which was 86.38 and 87.5 respectively. Repeated measures ANOVA showed no statistically significant difference between the experimental and control group.

**Finding:** Positive result was shown towards communication skill learning among the physiotherapy students. However, the attitude did not improve after a brief interactive lecture on communication skills.

**Study:** 10

**Investigator:** Tajeaswara Rao Gurugubelli (2010)

**Title:** The Role of Communication Skills among Polytechnic Students.

The author highlights, how these communication skills are useful and why they are necessary to polytechnic students for their professional growth. He says, “Polytechnic trainers need to imbibe the communication skills throughout the curriculum. The deficiency in this area may result as a barrier for their professional growth. Hence, English Communication Labs were established in polytechnics to train the students’ communication skills. By this they learn the listening and speaking skills with enough practice to improve their fluency.
Study: 11

**Investigator:** Mangal, S.K. (2011)

**Title:** Language Laboratory established and functioning.

The author explains in detail about the various types of language lab and their uses and applications. He states that Language lab provide tremendous scope and opportunities for teaching and learning of the essentials related to the acquisition of basic skills, understanding and application of a new Language. Hence, efforts should be sincerely made in establishing Language Lab in our Schools along with making our language teachers operate them in an effective way for the proper realization of the objectives of teaching of English.

Study: 12

**Investigators:** Reena, and Rosalia H. Bonjour. (2011),

**Title:** Teaching Communication skills for Tamil Medium Engineering Students.

According to the authors, engineers need to be able to communicate their thoughts, ideas and plans to many other specialists in many different fields. Therefore communication skills are crucial for engineering students to ensure a secure placement and a comfortable life. They also suggest in their article that teachers of English have a responsibility to assist students in developing more positive perceptions of communication activities. English teacher should conduct multiple classroom activities for developing communication skills like presentations, group discussions, role-play and LSRW activities.
**Study: 13**

**Investigator:** Ramesh Babu, A. (2011)

**Title:** English Language Communication Skills Laboratory for Engineering Students: Syllabus, Objectives, Advantages and the Role of Teacher.

In this article the author discusses “English Language Communication Skills Laboratory”, a course for undergraduate engineering and technology students studying at colleges affiliated to the Jawaharlal Nehru Technology University, Hyderabad, India which was introduced in August 2005. The main objective of the course is to develop students’ communication skills and send them for campus placement or recruitment. He also gives a detailed picture of the English lab syllabus, objectives and advantages to students by lab which one can develop students’ communication skills in English, the problems of the students and the role of teacher in guiding students in the English lab. He says, “English language lab acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching. Language laboratories are for drills and for listening comprehension.” He recommends that the English language teacher is not just a teacher of grammar and sentence structure; he/she is expected to play an active role as a diagnostician, counselor, communication specialist, soft skills trainer.

**Study: 14**

**Investigator:** Livingston, G. (2012)

**Title:** Using Communication Skills Laboratory in Enhancing Speaking Skills of engineering students.
Objectives

- To know the effectiveness of the Communication Skills Laboratory in teaching of English.
- To know the students’ perceptions of the use of the computer assisted language learning.

Method: The thirty students from the third year electronics and communication engineering class of an engineering institution in a remote village of Chennai participated in this experiment. They all had twelve years of English education and one year at the tertiary level of education as Technical English subject in their first year of B.E degree program. The study was conducted for three days. The first day was used for pre-test and self-introduction. All the learners introduced themselves giving information about their name, previous school, and their native place. The second day was used to play a CD collection of spoken dialogues. The dialogues covered all the five levels of communication. The learners were instructed to sit in the communication lab and highly motivated to listen to the collection of dialogues to be played in the audio CD. All the students were asked to do role play in groups of four, after the completion of playing the CD dialogues. The third day was used to play another audio CD with a set of questions which is useful for them when attend an interview.

Findings

1. The first day of the program had shown their previous experience received from their schools. The second and the third day of the program showed greater confidence in their talk. They showed improvement after playing and listening to the CD containing dialogues. They participated very actively and their discussion
was very enthusiastic. Their performance was good.

2. All the learners felt that the program was successful and helpful in motivating them to speak. The learners who were shy felt that they found it easy to speak in the group, rather than as single individuals.

II.3.a.(iii).Studies conducted in India related to Engineering curriculum

Study: 1


Title: Needs Analysis: Advanced Professional Spoken English Course for Engineering Students.

Objectives

- To study the importance of need analysis in an ESP curriculum and the necessity of revising the syllabus.
- To introduce the Advanced Spoken English Course focusing on placement.

Method: A Questionnaire was administered to user agencies that came for campus interview to the department of placement and training.

Findings

- The user agencies rank communicable ability as number one criterion.
- The positive attitude and team spirit should be improved.
- Students should be helped to acquire oral communication skills and strategies to participate in group discussions and interviews successfully.
Study: 2


Title: English for Engineers: An Alternative Syllabus for Engineering Colleges in Tamil Nadu.

Objectives: To identify and analyze the perceptions of teachers and learners towards the present English syllabus.

- To identify the learners needs - academic, social and professional.
- To suggest an alternative syllabus for the students.

Method: A survey was conducted at the state level involving 3500 students from 40 engineering colleges affiliated to various universities in Tamil Nadu and Pondicherry States in India. Two types of questionnaires were used to collect the data.

Findings

1. Students have awareness that English is a language that can be considered indispensable for flourishing in the different types of careers that the technical students go in for.

2. Students are very keen in improving their communication skills in English.

3. The English syllabus followed in engineering colleges is not at all helping the students adequately.

4. A student – centered syllabus should be framed.

Study: 3


Title: English and Communication Skills Curricula in Engineering and Technology Courses in the Indian State of Maharashtra: Issues and Recommendations
In this article, the authors have listed the key features of the compulsory communications subject for undergraduate engineering students in the Indian State of Maharashtra. In order to maintain relevance in today’s world, universities need to reflect industry (and social) demands by passing on to graduates the required skills. Communications skill training is essential for any engineering programme.

Study: 4

Investigator: Jeyachandra, S. (2009)

Title: Textbook Analysis of English for Engineers.

Objective: To find out whether the prescribed text book is relevant to the engineering course.

Method: The descriptive method is applied. Opinions were gathered and two questionnaires were used to collect data from engineering students and teachers of English working in engineering colleges. A mini survey was conducted among the students of five different engineering colleges in Tamil Nadu, India.

Findings

1. All the students and the teachers find the text to be simple and agree that the text book is relevant to the engineering course.

2. 60% of CBSE, 48% of Matric, 54% of state board students didn’t agree to the fact that the technical terms and definitions are clear. 64% of the teachers acknowledge that the technical terms are properly defined.

3. Only 36% approve that it promoted student’s technical knowledge. 15% approve that it increases their language learning. 70% of them respond that they have
improvement in grammar. 18% unable to improve their grammar and 12% of them are not sure of their improvement.

**Study: 5**

**Investigators:** Venkatraman, G., and Krishnamurthy, B. (2009)

**Title:** A Course in English for Students of Engineering with Emphasis on Problem Solving Methods.

**Objective**

- To find out whether the prescribed course is relevant to the engineering curriculum.

**Method:** The researcher conducted a survey on 60 students of second semester B.Tech of Sastra University, India. A questionnaire with 6 close ended questions with a 3 point scale was used for the survey. The responses were tabulated and percentage analysis was carried out.

**Findings**

1. 95% averred that the course is very relevant.
2. 95% stated that the content of the course is highly adequate.
3. 51.66% responded that the distribution of theory/practical is even.
4. 83.33% opined that the syllabus is satisfactory.
5. 96.66% stated that they like the course.
6. 90% stated that the course help them to develop problem solving skill.
7. 90% of the students are for the course.
II.3.b. STUDIES CONDUCTED ABROAD

II.3.b.(i). Studies conducted abroad related to attitude towards English Language Teaching and learning

Study: 1


Title: Attitudes towards English Language Learning in Higher Education in Japan, and the Place of English in Japanese Society.

Objectives

- To investigate, how the average Japanese student feels about English, that is, what she/he thinks of his/her learning experience and his/her own ability, and whether or not she/he actually perceives a need for English.
- To investigate, whether students are amenable to the idea of English as an official language

Method: The subjects totaled 518, of which 287 were first year students and 231 were second year students. 36% of the subjects were male and 63% were female. All students were studying one of the following three courses: Human Behavior, Language Communication, or International Culture. The questionnaires were distributed to collect data.

Findings

1. The majority of students thought English is necessary for travel (94%), for communicating with other nationalities (87%), for using internet/computers (85%), and for entertainment (67%).
2. More than half of the students think that English should be taught as a compulsory subject in Japan.

3. One third of the students agree with the idea that English should be an official language of Japan, a half of them are not quite sure.

**Study: 2**

**Investigator:** Joseba Mikel Gonzalez Ardeo. (2003)

**Title:** Attitude towards English and ESP acquisition as an L2 or L3 at university.

**Objective:** To find out if there is difference between monolingual and bi-lingual university students’ attitude in acquiring English for specific purposes.

**Method:** The sample consist of 120 (63 female, 57 male) students who have completed several English for purposes courses while in primary and secondary school (Nursing 41 & Business administration 43) and one or two ESP courses (Engineering mechanical-39)while at university. A questionnaire and two tests were used as instrument for this study. The answers were recorded on answer sheets, codified and eventually, statistically evaluated. SPSS was used to carry out the statistical analyses.

**Finding**

1. As far as their attitude towards English are concerned, the differences between monolinguals and bi-lingual were not significant either, both groups showing overall positive attitude toward English.

**Study: 3**

**Investigators:** Anne Walker, Jill Shafer, and Michalle Liam. (2004)

**Title:** Teacher attitude towards English language learners in the main stream classroom.
Objectives

- To explore the nature of mainstream teacher attitudes towards ELLs.
- To find out the factors that contribute to teacher attitudes.
- To find out how these attitudes vary by community context.

Method: This study was a triangulation mixed method research design (Creswell, 2002) utilizing both quantitative and qualitative methods. Data were collected through both survey and teachers' interviews. Survey data were collected from 422 K-12 English teachers of 28 schools and interview data from 6 ELL teachers. A 14 questions survey using a 5 point Likert Scale was developed to elicit responses related to the nature of teacher attitudes toward ELLs. The chi-square test of independence was used for statistical analyses.

Findings

1. 70% of teachers were not actively interested in having ELLs in their classroom. 14% of teachers were directly objected to ELL students being placed in their classroom. 56% of teachers were responded neutrally to the idea.

2. The low incidence teachers' attitudes regarding English language learners are in some regards more positive than those found in rapid influx and migrant serving schools.

3. Many teachers pointed out lack of training, lack of time, negative attitude of administrator, responsibility of the learner, Ethnocentric bias (racism and prejudice) as the factors that contribute their attitude towards ELLs.

Study: 4

Title: Attitude of medical students of Kashan University, Iran, towards learning English.

Objective: To identify the students' attitudes towards learning English as a school subject i.e. prior entering the university.

Method: The research sample consisted of 45 medical students who enrolled in the first and second year of study. To collect the data, different types of questionnaires were administered to the sample at the beginning, in the middle and at the end of the English for Medical Purposes (EMP) courses.

Finding

1. Most of the subjects had positive attitudes towards both learning English and the English language teacher.

Study: 5

Investigator: Joanna Rodiki Petrides.(2006)

Title: Attitudes and motivation and their impact on the performance of young English as a Foreign Language (EFL) learners.

Objective: To find out whether there is an impact of attitude and motivation on the performance of young EFL learners in listening and speaking.

Method: Questionnaire-1 seeking information on the qualifications of primary teachers of English in Cyprus, and their attitude towards teaching English as a foreign language was distributed to 187 teachers from 304 schools all over Cyprus. Questionnaire-2 seeking information on the attitude of children taught by the teachers that have been selected in accordance with the first questionnaire, towards the English language was distributed to 250 children. Listening test and speaking test were also implemented on the
same day. All the data gathered through tests and questionnaires were logged in a SPSS file. One way ANOVA analysis was carried out.

Findings

1. There is a relationship between motivation and attitude on the performance of young EFL learners in listening and speaking.
2. Motivated children with positive attitudes towards the language (English), enjoy being in the classroom and feel that what they learn will be useful for them in their life.

Study: 6


Title: Effects of Attitude and Motivation on the Use of Language Learning strategies by Iranian EFL University Students.

Objective: To explore the effects of attitude and motivation on the use of language learning strategies by Iranian EFL students.

Method: The participants in this study consisted of 126 undergraduate university students, majoring in teaching English at Shiraz Islamic Azad University. The data were gathered through administration of a 50 item, Likert-type questionnaire with 5-point scale responses. The gathered data were subjected to a 3way ANOVA to see whether motivation types (instrumental and integrative), attitude (positive and negative) and years of study (freshman and senior) had any effects on the choice of language learning strategies by the subjects.

Findings

1. Iranian EFL university students’ use of LLSs was proved to be influenced by their
attitude. Learners who had positive attitude used these strategies more frequently than those with negative attitude. Seniors showed greater use than freshmen.

2. Motivation was not found to have a significant effect on LLSs. Years of study, affect LLSs significantly. Seniors showed greater.

Study: 7


Title: Attitude of PISMP (Persediaan Ijazah Sarjana Muda Pendidikan) Students in IPBA (a teacher training institute) Towards English.

Objectives

- To find out the attitude of PISMP Students in IPBA towards English
- To find out whether PISMP students have a favorable attitude towards English in general, towards the English language and towards the culture of English-speaking people.

Method: The sample for this study (35) was selected from the PISMP students in IPBA. A survey questionnaire was used to collect the data for this study

Finding: PISMP students generally have positive thoughts and emotions towards the English language and the culture of English-speaking people.

Study: 8

Investigator: Firdevs Karahani.(2007)

Title: Language attitudes of Turkish students towards the English language and its use in Turkish context.

Objective: To examine the relationship between language attitudes towards the English language and its use in Turkey.
Method: The sample included 190 eighth grade students of a private primary school in Adana, Turkey, where English is intensively taught. The questionnaire consisted of two parts: The first part required personal information such as gender, the age when they started to learn English, the place where they started to learn English. The second part asked them about their attitudes towards the English language and their attitudes towards the use of English in Turkish context. Mann Whitney U test and Spearman’s rho correlation coefficient tests were applied.

Findings

1. The degree of attitudes of the Turkish students towards English is generally mildly positive.

2. The Turkish students have strongly positive attitude towards the importance of English.

3. Regarding gender differences, female students are found to have more positive attitudes than male students.

4. Statistically significant differences are found between female and male groups in terms of the foreign language’s being beautiful, musical and as a language of culture but there is not any statistically significant difference between their attitudes in terms of its being important, rich and interesting.

Study: 9

Investigator: Mustafa Nazary. (2008)

Title: The Role Of L1 In L2 Acquisition: Attitudes Of Iranian University Students.

Objectives: To find out the attitude of Iranian EFL university students, toward the L1 use
in their classroom and examine the relationship between the learners’ language proficiency level and their attitudes.

**Method:** 85 EFL students studying English at Tehran University from various majors with variety of proficiency level constitute sample for this study. Survey method is followed. The questionnaire has two parts. Part-I, includes demographic information, Part-II includes 16 items on a Likert-scale to define students’ attitude. After the process of data collection, each group’s (elementary, intermediate, advanced level of language proficiency) data were analyzed.

**Findings**

1. 81% of advanced level students, 68% of elementary and intermediate level believe that the teacher should know the student’s mother tongue.

2. Iranian university students are reluctant to use their mother tongue in English language situations and reject it strongly for the sake of better exposure to L2.

**Study: 10**

**Investigators:** Atef Al-Tamimi, and Munir Shuib (2009)

**Title:** Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University Of Sciences and Technology, Yemen.

**Objectives**

- To determine which of the 3 types of motivation (instrumental, integrative and personal) could be the primary source of petroleum engineering students’ motivation towards learning the English language
To determine the type of attitude that petroleum engineering students have towards learning the English language.

**Method:** The study sample consisted of 81 third, fourth and fifth year petroleum engineering students at Hadhramout University of Sciences and Technology, Yemen. A questionnaire and interview were used for data collection. The questionnaire consisted of 3 sections. In section- A, 3 items were used to collect information regarding the student background. Section- B used to identify students’ motivation to learn English. Section – C used to elicit information regarding the students’ attitude towards English language. The data collected in the study was of two types namely quantitative and qualitative. The quantitative data of the questionnaires were analyzed by using SPSS.

**Findings**

1. The instrumental motivation comes as the first source, personal motives come as the second source and integrative type of motives comes as the third source of motivation to learn English.
2. 97.5% like to attend more English language training courses to improve their language proficiency.
3. The students have positive attitude towards the use of English in the Yemeni social, educational and cultural context.

**Study:** 11

**Investigator:** Michael William Cameron Brunton. (2009)

**Title:** An Evaluation of Students’ Attitudes to the General English and Specific Components of their Course: A Case Study of Hotel Employees in Chiang Mai, Thailand.
Objective: To investigate hotel employees’ attitude towards the components of general English and specific English for hotel management.

Method: The investigation involved 10 Thai hotel employees. The approach was qualitative. Before the course started, the participants were given a small Perceived Need Analysis to find out participant’s attitude towards the course, and the two components ESP and general English. Each week both components were taught on different days. At the end of the course there was a questionnaire using a Likert scale on both components.

Findings

1. The participants’ attitude toward both components did not differ significantly.

2. Satisfaction with the ESP component was high, however the majority of the participants wanted to learn general English.

Study: 12


Title: Use and Attitudes towards Nigerian Pidgin English (NPE) among Nigerian University Students.

Objective: To find out the degree of NPE usage among the Nigerian University Students on account of student’s attitudes.

Method: The researcher made use of the interview-questionnaire approach to elicit the attitude toward NPE. 100 subjects from two universities (University of Lagos, University of Benin) served as sample. Purposive sampling was followed. The instrument used for this study is a structured questionnaire which contains 16 items focusing on use as well as the attitude towards NPE.
Findings

1. University of Benin students use NPE more than University of Lagos students.

2. University of Benin students’ attitude toward the availability of books and magazine in NPE is more positive than University of Lagos students.

3. University of Benin students have positive attitude to the adoption of NPE as a medium of instruction in primary school.

4. University of Lagos students use more of NPE only in social gatherings while University of Benin students use it more in everywhere.

5. University of Benin students’ attitude toward NPE in terms of the general public is more favorable than that of Unilag students’ attitude.

6. The attitude of University of Benin’s students towards NPE is more favorable than the attitude of University of Lagos students.

Study: 13


Title: Attitudes of Learners toward English: A Case Of Chinese College Students.

Objective: To investigate attitudes of Chinese college students toward the English language and toward the current English education policies and practices in China

Method: This study adopted the concurrent embedded strategy of mixed methods design. In this approach, quantitative data from questionnaires of 398 respondents and qualitative data from interviews of 20 students were collected. Interview questions included English learning experiences of the students, their purposes for learning English and expectation for future use of English, and their attitudes toward English and English education policies in China.
Findings: The study found that Chinese college students have positive attitudes toward the English language and "China English. The students acknowledged that the Chinese government has attached much importance to English education.

Study: 14

Investigators: Hairuzila Idrus, Rohani Salleh, Muhammad Ridhuan and Tony Lim Abdullah. (2011)

Title: Oral Communication Ability In English: An Essential Skill For Engineering Graduates.

Objective: To assess students’ levels of self-efficacy in English communication.

Method: The participants for this study were 169 senior-year engineering students at UTP. A 32-item survey questionnaire was designed and administered to the study sample to assess the self-efficacy perceptions of the students.

Finding

1. 169 senior-year students in the sample possess high self-efficacy beliefs in all three constructs (aptitude, attitude and aspiration) which means they have high confidence in their ability to communicate in English.

Study: 15

Investigators: Diala Abu Ghazaleh, and Deema Hijazi. (2011)

Title: Jordanian graduate and under graduate students’ attitudes towards English.

Objective: To find out the attitudes of Jordanian university students towards learning English and the English language.
**Method:** A sample of 200 graduate and under graduate Jordanian university students studying English as a foreign language (EFL) served as the respondents to a five point Likert Scale questionnaire which included three domains: (1) attitude towards English, (2) attitude towards learning English and (3) purposes of learning English.

**Findings**

1. There is a definite degree of positiveness towards English and learning it.
2. Gender has no effect on EFL students’ attitudes.

**Study: 16**

**Investigators:** Dennis Soku., Kwabena Nkansah Simpeh., and Mavis Osafo-Adu. (2011)

**Title:** Students’ Attitudes towards the Study of English and French in a Private University Setting in Ghana.

**Objectives:**

- To find out whether there is any significant difference between the attitude of male and female, young students and the aged, students in Level 100 and Level 200 and Francophone and Anglophone students towards the study of English, and French.

**Method:** A sample of 130 students from level 100 and level 200 participated in the study on the basis of stratified random sampling. Survey questionnaire developed by the researchers to measure the attitudes of students to the study of English and French was administered for data collection. Means and Standard Deviations as well as Analysis of Variance (ANNOVA) were used as analytical methods for the study.

**Findings**
1. Gender had a significant effect on students’ attitudes to the study of English; whereas gender had no significant effect on students’ attitudes to the study of French, thus no significant difference exists between males and females in their attitudes to French.

Study: 17


Title: An Attitudinal Study of Pakistani English.

Objectives: To explore the nature of Pakistanis’ attitude towards English language

Method: The sample for this study (100 students) is randomly selected from schools, colleges and universities. 50 were the university students, 25 were the college students and 25 were English medium school students. All the participants were multilingual and used English, Urdu and Punjabi language with differing proficiency levels. They all belonged to district Faisalabad

Findings: 40% respondents favour the use of English in all contexts and domains such as family, friends, educational institutions and offices. While the rest of the 60% respondents do not like the widespread use of English. They are forced to accept it as a necessary evil.

Study: 18


Title: Attitudes towards EFL Learning and Extensive Reading of Japanese Engineering Students.

Objective: To describe Japanese engineering students’ attitudes towards EFL learning
Method: Data for this study were derived from two different sources, a questionnaire with open-ended items, and reading journals. The questionnaire asked students across proficiency levels about their preferences and attitudes in English learning, while the reading journals traced intermediate learners’ weekly reactions to out-of-class extensive reading assignments. The sample consisted of 168 second-year undergraduate engineering students.

Findings

1. The ratio of students who like English and their reasons differ according to their proficiency levels. Students who are either in the advanced classes or those who like English in the beginner and intermediate classes wish to develop oral communication skills (i.e., speaking and listening), whereas those who dislike English in the lower classes have a greater desire to improve their receptive skills (i.e., reading and listening) and vocabulary.

2. Even though the majority of students said they didn’t like English at the beginning of the semester, most of them responded positively towards extensive reading after twelve weeks of out-of-class extensive reading assignments.

II.3.b.(ii). Studies conducted abroad related to attitude towards English communication skills

Study: 1


Title: Communicative language teaching in a multimedia language lab.

Objective: To find out the similarities and differences of language teaching and learning between a traditional class room and multimedia language lab under the communicative frame work.
Method: The sample consisted of 45 second year students from the department of foreign languages at Fooyin Institute of Technology, Taiwan. The subjects were paired in groups and assigned a topic. The data were obtained through classroom observation and a group interview of 5 randomly selected students. The purpose of the interview session tended to further understand the students’ attitudes towards the CLT approach and the multimedia lab.

Findings

1. Layouts of the traditional classroom and multimedia lab look similar.

2. In a traditional classroom teachers can easily reach students by walking in the aside and initiate the communication. Students can also easily rearrange the seats for the communicative activities. But it doesn’t happen that way in a multimedia lab.

3. Communicative activities of the traditional classroom are different from multimedia lab.

4. The role of teachers and students in a multimedia lab is different from traditional classroom. Here, the teacher should co-ordinate the flow of communication between the teacher and the student as well as between the student and the computer.

5. Setting of a multimedia lab is different from traditional classroom. Text books, audiotapes, chalks and black boards are the teaching tool in a traditional class Room whereas computer software is the teaching tools in a multimedia lab.

5. Computer software problems and technical problems in the management of the multimedia lab are some of the barriers in implementing multimedia lab
Study: 2


Title: Student Attitudes towards Communication Skills Training in a Medical College in Western Nepal.

Objectives

- To determine the positive and negative attitudes of the respondents towards communication skills training in a medical college.
- To find out, if any, the association of attitude with the demographic and educational characteristics of respondents.

Method: The Study was carried out among 123 (42 third and 81 fourth Semester) students at the Manipal College of Medical Science, Nepal. The Communication Skills Attitude Scale (CSAS) was used to collect information regarding students’ attitudes about communication skills training. SPSS Version 9 used for the statistical analysis.

Findings

1. There is no difference in the attitude of male and female respondents towards communication skills training in a Medical College.

2. Nationality and attitude towards communication skills training during the clinical years showed a significant association.

Study: 3


Title: The Relationship between Medical Students’ Attitudes towards Communication Skills Learning and their Demographic and Education-Related Characteristics.
Objectives: To find out the relationship between medical students' attitudes towards communication skills learning and their demographic and education-related characteristics.

Method: A total of 490 medical students from the Universities of Nottingham (Years 1 and 2) and Leicester (Year 1) completed the 26-item Communication Skills Attitude Scale (CSAS) and a personal details questionnaire satisfactorily. The relationships between students' attitudes and their demographic and education-related characteristics were analysed separately for Nottingham and Leicester students using both univariate and multivariate statistics.

Findings

1. The medical students' attitudes towards communication skills learning are associated with their demographic and education-related characteristics.

2. Both Nottingham and Leicester students with more positive attitudes towards communication skills learning tended to be female, tended to think their communication skills needed improving and tended not to have parents who were doctors.

Study: 4

Investigator: Camilla J. Vizconde. (2006)

Title: Attitudes of student teachers towards the use of English as language of instruction for science and mathematics in Philippines.

Objective

- To find out the attitude of science and mathematics teachers towards English in the medium of instruction for science and mathematics in Philippines.
**Method:** 19 pre-service teachers from the government and private schools were purposively selected for the study. Qualitative in nature, the researcher made use of “robotfotos” and actual interviews as main tools for gathering data. Data from the recorded interviews were transcribed carefully and categorized into two classifications such as positive and negative attitude towards the language and the persons using the language. The data were then summarized and interpreted.

**Findings**

1. The majority of respondents gave English an important status in the country.
2. Most of the respondents had positive attitudes towards fellow Filipinos who use the English Language in a place beyond the home.
3. All of the respondents were positively inclined towards the use of English in teaching Science and Maths, because, all materials that they use are written in English.

**Study:** 5

**Investigators:** Wright K. B., Bylund C., Ware J, Parker P, Query JL, and Baile W. 2006

**Title:** Medical student attitudes toward communication skills training and knowledge of appropriate provider-patient communication skills: A comparison of first-year and fourth-year medical students.

**Objectives:**

- To find out the attitude of medical students towards communication skills
- To find out whether there is gender differences in communication Skills among medical students
To find out whether there are differences between first-year and fourth-year medical students in terms of their attitudes toward communication skills training, perceptions of the importance of medical communication, confidence about communicating with patients, and knowledge about appropriate provider communication.

**Method:** There were 118 first-year and fourth-year medical students respondents to the survey (N = 118). The researchers measured the medical students’ attitudes toward communication skills learning using Communication Skills Attitude Scale (CSAS). This 26-item measure uses a five-point Likert-type scale, and it includes positive and negative statements about communication skills training.

**Findings**

1. Fourth-year medical students do not differ from first-year medical students in terms of attitudes towards communication skills training or knowledge of appropriate provider-patient communication, but they have significantly higher confidence scores about communicating with patients.

2. Positive attitudes towards communication skills training are significantly related to perceived importance of communication skills and confidence when communicating with patients.

3. Female medical students have more positive attitudes towards communication skills training than male medical students.

**Study:** 6

**Investigator:** Ferit Kiliçkaya. (2006)

**Title:** Instructors' Attitudes towards English-Medium Instruction in Turkey.
Objective

- To find out the instructors’ attitudes towards English medium instruction in Turkey

Method: The sample of this study consisted of 100 instructors from the universities in Ankara in Turkey. A Likert-type scale questionnaire, consisting of 24 items were designed in Turkish and sent to the email addresses of instructors in universities in Ankara. The participants' views on the statements in the questionnaire were analyzed using SPSS program.

Finding

1. Turkish instructors are more favorable to the idea of adopting Turkish as an instructional medium rather than English. They agree that instruction in Turkish can promote student learning better.

Study: 7

Investigators: Tor Anvik, and Tore Gude.(2007)

Title: Assessing Medical Students attitudes towards learning Communication Skills.

Objective: To explore the attitudes of Norwegian medical students towards learning communication skills and compare the result with other countries.

Method: The Communication Skills Attitude Scale (CSAS) created by Rees, Sheard and Davises was used as a tool to collect data. The CSAS Questionnaire was mailed simultaneously to all students (3055) of the 4 medical Schools in Norway. Responses Collected from 1833 students were analyzed by use of SPSS software

Finding: Medical Students attitudes towards learning communication skills may be more complex.
Study: 8


Title: Communication Skills Training: Effects on Attitudes toward Communication Skills and Empathic Tendency.

Objective: To explore and compare the first-year Adnan Menderes University medical students’ attitudes toward communication skills and empathic tendency before and after communication skills training.

Method: The Empathic Tendency Scale (ETS) and Attitudes towards Communication in Medical Practice Questionnaire (ATCM) were used to collect data from 62 first grade students of Adnan Menderes University Medical School in academic period of 2003-2004. Empathic Tendency Scale (ETS) is a self-report scale consisting 20 items. Attitudes towards Communication in Medicine (ATCM) scale is a Likert type self-report scale consisting 8 items. Students are clustered into two groups for both scales using K-means analysis, which was used to see whether the students were homogeneous regarding empathy and communication attitudes at the beginning of the teaching period.

Findings

1. According to the Empathic Tendency Scale results 25% of students have a high empathic tendency and 75% have a low empathic tendency and the results of the Attitudes towards Communication in Medical Practice Questionnaire indicated that 56% have positive and 44% have negative attitudes towards communication.

2. Women had more positive attitudes toward communication skills and their empathic tendencies were higher than men’s.
Study: 9


Title: The Effects of Task – Based Language Teaching on Developing Speaking Skills among Palestinian Secondary EFL Students in Israel and Their Attitude towards English.

Objective: To investigate the effect of an instructional programme based on the task based language teaching on developing the speaking skills of Palestinian secondary EFL students in Israel and their attitude towards English.

Method: The researcher conducted this study on a sample of 2 groups: an experimental group taught by the task based programme (TBP) and a control group taught conventionally. The participants in the study are the 91 eleventh grade students from high schools. A task based program developed by the researcher, pre–test and post – test of speaking skills, an attitudinal questionnaire were used as instruments for data collection. ANCOVA & MANCOVA were used to analyze the data.

Findings

1. The TBLT program enhanced significantly the Speaking Skill of the Students of the experimental group and positively affected their attitudes towards English.

2. This Program improved the girls’ speaking skills more than the boys’ in the experimental group.

Study: 10


Title: A Study on the Assertiveness and Academic Procrastination of English and Communication Students at a Private University.
Objective

- To examine the assertiveness and academic procrastination of English and Communication students at a private university in Sarawak, Malaysia.

Method: Subjects who were administered Rathus Assertiveness Schedule (Rathus, 1972, 1973) comprised 53.8% business students and 46.2% engineering students. About 57.9% were male students and 42.1% were female students. Their mean age was 18.5 years. Subjects who were administered the Procrastination Assessment Scale – Student (Solomon & Rothblum, 1984) comprised 44.4% business students and 55.6% engineering students. About 60.8% were male students and another 39.2% were female students. Their mean age was 18.5 years. Responses on both instruments were coded using Microsoft Excel spreadsheets. Data were analyzed using SPSS, Version 17.0

Findings

1. Business and engineering students who had taken English and Communication Skills significantly differed on assertiveness. Engineering students had higher mean scores than their business peers.

2. Male and female students who had taken English and Communication Skills differed significantly on assertiveness items.

3. Significant age differences in assertiveness were found among English and Communication students. Older students had higher scores on positive assertiveness than their younger counterparts.

Study: 11

Title: Attitudes toward Communication Skills among Students’-Teachers’ in Jordanian Public Universities.

Objectives

1. To find out the attitudes toward communication skills among Students-Teachers in Jordanian Public Universities.

2. To find out if there are significant mean differences in the positive and negative attitudes toward communication skills among students-teachers in relation to their GPA (less than 2, 2 and more), year level (sophomore, junior, and senior) and discipline (class teacher, childhood teacher)

Method: The sample consisted of 81 students from Childhood College and 208 students from Educational Science College. The Communication Skill Attitude Scale (CSAS) was used to collect information regarding student attitudes about communication skills training. After collecting the data, it was analyzed using SPSS.

Findings

1. There were no significant differences between class teachers and childhood teachers students in their attitudes towards communication skills.

2. Students with grade point averages 2 and more have positive attitudes toward communication skills than students with GPA-2.

3. Senior students have high positive attitudes towards communication skills than sophomore and junior.

4. Sophomores have high negative attitudes toward communication skills than senior and junior students.
Study: 12

Investigator: Fung Lan Yong. (2010)

Title: Attitudes towards Academic Writing of Foundation Students at an Australian-based University in Sarawak.

Objective

- To examine foundation students’ attitudes towards academic writing, considering gender and age differences.

Method: The sample consisted of 103 foundation students enrolled in an Australian-based university in Sarawak. It comprised 69 male students and 34 female students, with a mean age of 18.7 years. Subjects were taking foundation courses in either business or engineering that aimed to teach fundamental skills in academic writing, research, and report writing. 29-item questionnaire was adapted to collect data on foundation students’ (1) perceptions toward academic writing, (2) expectations of academic writing, and (3) feedback on academic writing. Data were analyzed using the Statistical Package for Social Sciences (SPSS, 2004). An independent two-tailed t-test, two-way analysis of variance (Gender x Age), and frequencies were used to present results.

Findings

1. Many foundation students exhibited positive attitude towards academic writing.

2. Significantly more male students revealed that (a) writing English was more difficult than speaking, (b) they might have to write English on the job, (c) they wanted to write English letters to friends, and (d) they expected to write a lot in various courses than female students.

3. Significant age differences existed in students’ attitude towards taking exams in English.
4. Older students tended to be more aware of the inevitability of professional courses and exams, mostly conducted in English.

**Study: 13**

**Investigator:** Sumaya Ambu-Saidi. (2010)

**Title:** Student and Teacher Attitudes towards the Use of Language Learning Technology (LLT) in a Tertiary English Course in Oman.

**Objective**
- To find out the student and teacher attitudes towards the Use of Language Learning Technology (LLT) at Nizwa College of Applied Sciences, Oman

**Method:** A total of 61 (18 female, 43 male) students from Nizwa College of Applied Sciences (NCAS) in Oman participated in the study. All of them had completed an intensive foundation year in English and two English courses in their first year of the English program at NCAS. The participants also included 8 (4 male, 4 female) native and non-native English teachers who were teaching these second year students; four males and four females. They all had some experience in using LLT in English teaching. The study uses triangulated methods in data collection, namely: a questionnaire that contains 28 items and semi-structured interviews, the content of which is based on the questionnaire. The questionnaire was administered to students while the interviews were conducted with the teachers. The quantitative and qualitative approaches used in analyzing the data.

**Finding:** Both teachers and students reacted positively to the role of LLT in enhancing the English four macro skills - reading, writing and listening skills and in micro language skills - vocabulary, grammar and pronunciation.
Study: 14

Investigator: Gard B. Jenset (2011)

Title: Student attitude towards teaching English with technology.

Objective: To investigate the attitudes among student-teachers toward using electronic resources in teaching.

Method: Two groups of student teachers of English at the faculty of Education, one composed of 26 students in their first semester (new) and the other composed of 26 students in their III or IV year (experienced) were asked to assess their own IT skills and web skills. The data were collected by means of a questionnaire and analyzed statistically.

Finding: There is no significant difference in their attitude towards teaching English with technology.

Study: 15


Title: Does the inclusion of “professional development” teaching improve medical students’ communication skills?

Objectives:

- To determine whether the introduction of professional development teaching in the first two years of the medical course improve students' observed communication skills, by comparing students from two consecutive cohorts at a UK medical school.
• To establish whether students' patient-centered attitudes and confidence in communicating with patients are related to observed communication skills.

**Method:** Eighty-two medical students from two consecutive cohorts at a UK medical school completed two videoed consultations with a simulated patient: one at the beginning of year 1 and one at the end of year 2. Group 1 (n = 35) received a traditional pre-clinical curriculum. Group 2 (n = 47) received a curriculum that included communication skills training integrated into a 'professional development' vertical module. Videoed consultations were rated using the Evans Interview Rating Scale by communication skills tutors.

**Findings**

1. Students receiving the professional development training showed significant improvements in certain communication skills.

2. Patient-centered attitudes were not related to observed communication.

**Study: 16**

**Investigators:** Jonna Koponen., Eeva Pyorala., and Pekka Isotalus.(2012)

**Title:** Comparing Three Experiential Learning Methods and their Effect on Medical Students’ Attitudes towards Learning Communication Skills.

**Objective**

• To compare medical students’ attitudes towards learning communication skills before and after a communication course in the data as a whole, by gender and when divided into three groups using different methods.
**Method:** Second-year medical students \((n = 129)\) were randomly assigned to three groups. In group A \((n = 42)\) the theatre in education method, in group B \((n = 44)\) simulated patients and in group C \((n = 43)\) role-play were used. The data were gathered before and after the course using Communication Skills Attitude Scale.

**Findings**

1. Female students had more positive attitudes than the male students.

2. Students’ positive attitudes towards learning communication skills increased significantly and their negative attitudes decreased significantly between the beginning and end of the course.

3. There were no significant differences in the three groups in the mean scores for PAS or NAS measured before or after the course.

**II.3.b.(iii).Studies conducted abroad related to Engineering curriculum**

**Study:** 1

**Investigator:** Manakul, W. (2006)

**Title:** English in Engineering Education for Japanese Graduate Students.

**Objective:** To find out the perception of professors and students with regard to English Education at the graduate school of engineering, Hokkaido University.

**Method:** To obtain the data 3 sets of questionnaires were used to survey participants. Participants were the Japanese students in the Japanese program (340), International Students in the English program (801) and Japanese professor of engineering Hokkaido University (65).

**Findings:** 70% of the Japanese students recognize that English is necessary for their research. 80% of the Japanese students think English is necessary for their future works.
Study: 2

Investigator: Milos Tasic.(2009).

Title: English Language Teaching in Mechanical Engineering.

Objective

- To determine how important and necessary the English is for the students at the faculty of Mechanical engineering in Nis.

Method: The research sample comprised of 50 male and female students of the second, third and fourth year mechanical engineering. In order to gain the relevant data, the method of surveying is used, with the basic instrument being the survey questionnaire. The acquired data were processed by applying SPSS.

Findings

1. 90% of the students of mechanical-engineering choose English over other existing language course namely German, French and Russian. They think of English as the most significant and necessary foreign language as they are fully aware of the status of English among other languages.

II.4. REVIEW OF THE STUDIES REVIEWED

The investigator reviewed 39 Indian studies (30 researches and 9 conceptual articles) and 36 foreign studies related to ELT, English communication skill and engineering curriculum. The investigator presented them with Study No, investigator(s) name, year of investigation, title, major objectives, methods and major findings. As this study aims to investigate the attitude of engineering college English lecturers’ towards English Communication Lab and the Barriers, the investigator attempts to summarize the researches previously done in the field of attitude towards English language learning,
attitude towards English communication skills and studies related to engineering curriculum for relating these to the context of the present research.

There is a plethora of research that have been carried out in India as well as abroad to investigate learners’ and teachers’ attitude towards English language with various dimensions, variables, population with different sampling techniques. For example, attitude towards English language learning (Lafae, B.E., and Tsuda, S. (2002), Arani (2004), Farhat Jabeen, et.al (2011)), attitude towards English language and ESP acquisition (Joseba Mikel G Gonzalez Ardeo (2003), Azizi Hj Basar, Hazriq Asjad Zaini (2006), Yang Yu (2010)), attitude towards Nigerian pidgin English (Akinmade, T., Akande, and Oladipo Salami.L.(2010)), attitude towards general English and its specific components (Michael William Cameron Brunton. (2009)), attitude of learners towards teaching of grammar at the tertiary level (Soundiraraj (2006 )), English teachers and students opinion about teaching and learning of English as a second language at the degree level (Ajith Jaya, C.N (2009)) were found out.

Besides, the relationship between the learners language proficiency level and their attitude (Mustafa Nazary 2008), motivation and its impact on the performance of learners (Meenakshi H.Verma (2005), Joanna Rodiki Petrides.(2006), Narayanan.R., et.al. (2008), Atef Al-Tamimi, and Munir Shuib (2009)), impact of the medium of instruction at school level (Kumbharr, P.A. (2003)), impact of area on the learners attitude towards language Hitendra Vyas, Tarun Patel. (2012)) influence of socio-pedagogical factors on language skills Chandrakanthi, S., Ananthasayanam. (2003) have also been explored by some researchers and reviewed by the investigator.
The above mentioned studies confirmed that the Chinese, Pakistani, Japanese, PISMP (Persediaan Ijazah Sarjana Muda Pendidikan) university students have positive attitude towards learning English. There is a significant relation between students’ academic achievement and attitude towards foreign language. Motivated children with positive attitude towards the language (English) enjoy being in the classroom and feel that what they learn will be useful for them in their life. The socio-economic status exercises a powerful influence on the development of the language skills among the students.

Some studies related to attitude of language teachers and students towards the use of ICT in ELT (Nandhini Manivannan.(2005), Barbhuiya Mamun, A. (2008), Sree Rekha.R (2008), Denisia S.P. (2009), Narasimham Y. (2012)) are reviewed and recorded. It is understood from these reviews that, majority of the students strongly agree that they can learn and practice English faster by Computers and Computer Assisted Instruction has proved to be more effective in teaching English language education than the traditional method.

students, physiotherapy students have strong positive attitude towards English communication skills.

Tareq Mitib Murad. (2009), conducted an experimental study to investigate the effects of Task Based Language Teaching on developing speaking skills among Palestinian Secondary EFL students in Israel and confirmed that Task Based Language Teaching improved the girls’ speaking skills more than boys. Katherine J and Lorraine M Nobel (2011) investigated the effects of “Professional Development” teaching on communication skills among medical students and confirmed that this method would enhance their involvement and interest even in challenging tasks and showed significant improvements in communication skills in English. Sumaya Ambu-Saidi. (2010) also investigated the use of Language Learning Technology (LLT) in a tertiary English course in Oman and reported that the use of LLT resources increases student motivation and provides flexible mode of learning in terms of space and time. Gard B.Jenset (2011) investigated students’ attitude towards Integrating Technology in teaching English. The result clearly demonstrated that almost all the students exhibited a highly positive attitude towards Integrating Technology in teaching EFL students. Lakachew Mulat (2003) and Ming Chang (2011) have also explored the teachers attitude towards communicative language teaching (CLT) and traced the fact that majority of the teachers have favorable attitude towards CLT.

G. Livingston (2012) conducted an experimental study to know the effectiveness of the Communication Skills Laboratory in teaching of English among the engineering students of a remote village of Chennai and found out that the Communication Skills Laboratory was useful in motivating the learners to speak.
The investigator also reviewed a few conceptual articles related to the significance of English language laboratory (Mangal, S. K. (2011), Ramesh Babu, A. (2011), David Wilson, D., and Thayalan V. (2007)) which showed that language lab provide tremendous scope and opportunities for teaching and learning of English communication skills.


II.5. AN ANALYSIS OF THE STUDY

The research methods adopted in the reviewed literature comprises Survey method, Experimental Method, Semi structured interview, face to face interview method, Qualitative, Quantitative and mixed methods, Quasi-experimental method and case study method. The researchers used various scales and questionnaires such as Language attitude scale, Communication Skills Attitude Scale (CSAS), Attitude towards Communication in Medicine (ATCM) Scale, Language Attitude Questionnaire, Technology attitude questionnaire, Language anxiety questionnaire, Engineering ATTITUDE
Survey (EAS) to investigate the participants’ attitudes. The standardized tools are used in several studies and for the rest the investigators have developed their own tools. Most of the studies adopted simple random sampling and purposive sampling techniques and the common statistical techniques ‘t’ – test, ‘F’ – test, chi-square test, correlation, multiple correlation, factor analysis and cluster analysis are applied. The Statistical Package for the Social Sciences (SPSS) was used to perform the analyses.

II.6. THE GAPS IDENTIFIED

From the above brief literature survey, it is clear that over the past decade more attention has been focused on the importance of learners’ attitude than teachers’ attitude. The issues of teachers’ language attitudes haven’t been sufficiently discussed with regard to engineering English.

Though the literature suggests that English communication skills are becoming increasingly important for engineering student, very less research only identify the learners and teachers’ attitudes towards English communication skills for engineering students. The investigation on teacher’s attitudes serves as a starting point to identify the possible contradictions between teachers’ beliefs and English Language Communication principles. Thus, to implement English Language Communication Lab in engineering curriculum, it is important to investigate engineering college English lecturers’ attitude towards English Communication Lab and its barrier. However, to the best of the investigator’s knowledge, a very few articles regarding English Communication Skills and Technical English for engineers have been published. As far the studies reviewed by the investigator are concerned, no research study has been conducted to explore
II.7. THE PRESENT STUDY

The present study, therefore, intends to address the identified research gaps and thus the objective of the study is to measure the attitudes of engineering college English lecturers towards Technical English with English Communication Lab and the barriers. The study includes different background variables such as gender, locale, type of college, educational qualification and teaching experience.

Thus, all the studies and their findings offer significant insight for the present research and help to consolidate certain issues on which the present study is based. The research takes off and moves forward in a new direction aiming to provide a comprehensive picture of the attitudes of Engineering College English lecturers towards Technical English with English Communication Lab and the Barriers.

II.8. CONCLUSION

This chapter starts with introduction and purpose of the review followed by the literature on studies relating to English in engineering curriculum, attitude towards English language teaching and learning and attitude towards English communication skills. The chapter concludes with the inferences of the study and identifies the gap. The ensuing chapter describes the plan and procedure of the study.