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COMMUNICATIVE LANGUAGE TEACHING: EVOLVING AN ESP CURRICULUM FOR ENGINEERING COURSES

ZAHEER AHMED KHAN
Lecturer in English, Government Polytechnic, Hingoli,
Maharashtra, India
zaheer_jk@yahoo.com


ZAHEER AHMED KHAN

ABSTRACT
This is a research paper on developing an approach to Teaching of English to Engineering courses. It includes the results of research in a sample. It is attempted to study the relevance and need of Communicative Language Teaching and developing ESP(English for Specific Purposes).Curriculum. It would be a need based curriculum of English Language Teaching.
Keywords: ELT (English Language Teaching, CLT(Communicative Language Teaching, ESP(English for Specific Purposes), curriculum, researchmethodology

I . Introduction

A concern for proficiency in language secures an outright importance in technical education by assuming a foundational role in the holistic mission of producing competent, professional technocrats. Special emphasis on the subject lays bare the language pertinent shortcomings that may even turn out to be *faux pas.* By virtue of proficiency in language the engineers need to be well equipped with the required communication skill to meet the demand in the profession .English for Specific Purposes will serve this end. In the studies conducted by academic boards and universities have revealed the need of English for engineers and the status of English among those learners. The findings mainly stress on the need to design a curriculum that would comply with the requirement of pupils in engineering education. The present proposed research work focuses on the need of communication skills for engineers and the equipment teacher need to teach English in this respect. Engineering students need communication skills at various instances in the making of their profession. Analysis of many failures show that the cause of their failure lies in lack of communication skills while a plenty of vibrantly advancing careerists in engineering profession ascribe their strength to the solid base of language.

II. Review of Related Literature

Significance of Communicative Language Teaching can be claimed outright. The traditional approaches such as grammar translation and other methods have failed on various accounts and it has been stressed that the classroom practices should include such activities that develop among learners the ability to use language in the different situations. Nunan (qtd. in Jahbel) states that “CLT is usually defined as a broad approach to teaching rather than a teaching method with a clearly defined set of classroom practices”.Harmer (2007:69), states that defining CLT is difficult since it consists of different approaches. It concerns different factors such as speaking skills and written grammar, moreover, it deals with special expressions that people can use in social occasions, so teachers of this approach can teach the learners how to speak appropriately in different contexts, and at the same time they insist on using these expressions in a grammatically accurate manner. Littlewoods (1981:1) states that “One of the most characteristic

features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."

The beginning of CLT is traced as back as 1970's when the language teachers were forced to evolve a method that would solve the instant problem. The concept of ESP, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL from the early 1960's. Its development is reflected in the increasing number of universities offering an MA in ESP. Dudley Evans has defined its characteristics. ESP is defined tomeet specific needs of the learners . It may be related to or designed for specific disciplines .It may use, in specific teaching situations, a different methodology from that of General English .Hutchinson et al. (1987:19) state, "ESP is an approach to language teaching in which all decisions as to content andmethod are based on the learner's reason for learning".

III. Research Methodology

A. Conducting research:Research methodology of the present research comprised of two components- the relevance of CLT to diploma in engineering curriculum and the attitude of teachers towards CLT. For the purpose of the first objective, the sample study was conducted as pretest and post-test and the results are analysed. The control group and experimental group were tested separately. students were taught the communicative and technical topics. In the Pre-test and post-test were tested for the topics-1) Writing job application (10 marks) 2)Technical description(8 marks) 3) speech (10 marks) 4) Role playing(12 marks) 5) Grammar(10 marks).For oral exercise such as speech and role play, written as well as oral performance were tested. The data obtained from the pre-test and post-test of Control Group(CG) and Experimental Group(EG) was tabulated and analysed using Mean(M, Standard Deviation(SD), Standard error of Mean (SE),t value and significance level with p<.05

b .Validity: The topics selected were on the basis of the suitability to their curriculum. It was validated by getting opinion from the expert lecturers of the Diploma in engineering institutes.

c. Sample Population: The sample population consisted of the diploma in engineering institutes of Hingoli and Nanded districts of Maharashtra, India. The control group (CG) was the group of students who were taught with traditional approach. In the experimental group (EG) the students were taught with CLT approach.

Table 1: Overall achievement by CG and EG in pre-test and post-test

	Segment	N	M	SD	SE	t-value	sig.
CG	Pretest	20	31.35	1.41	.315	1.7286	.04599
	Posttest	20	33	2.038	.455		
EG	Pretest	20	31.1	2.5	.5591	-4.3333	**0.0000**
	Post test	20	32.65	.9733	.2176		

The results obtained in pre-test and post-test of the control group show a significant level of difference. The t-value is 1.7286 and the p value is 0.4599. The result is significant at p< .05. Similarly the post test results of EG show a level of significance. It is still greater than that obtained about the CG. It means that the Communicative approach of teaching has resulted in improvement of communicative English of the learners. The difference in pretest and post-test of control group was found to be of significant level and that of experimental group showed less significance level. This implied that the contents of CLT, if implemented properly, would result in the desired outcome of language skills.

Table 2: results of pre-test

Parts of test	Group	N	M	S.D.	S.E.	t	Sig.
Writing job application	CG	20	5.75	.7163	.1601	-1.0698	.1457
	EG	20	5.75	.9733	.2176		
Technical description	CG	20	6	0	0	1	.3236
	EG	20	5.75	1.11	.25		
Speech	CG	20	5.5	.5129	.114	.3089	.7590

	EG	20	5.45	.5170	.1141		
Role Playing	CG	20	7.5	.7863	1.758	1.190	.120
	EG	20	7.5	.512	.114		
Grammar	CG	20	6.50	.957	.219	-0.5911	.2789
	EG	20	6.65	6.65	.2643		

In the pretest the two groups do not show any variation. There no significant level of difference.

Table 3: results of post-test

Parts of test	Group	N	M	S.D.	S.E.	t value	Sig.
Writing job application	CG	20	6.35	.6958	.1555	2.66	.005
	EG	20	6	0	0		
Technical description	CG	20	5.95	.759	.1697	-0.6130	.543
	EG	20	6.1	.788	.1672		
Speech	CG	20	5.9	.470	.105	1.125	.133
	EG	20	6.15	.366	.0819		
Role Playing	CG	20	7.75	1.069	.2392	-1.204	.117
	EG	20	8.25	1.517	.3393		
Grammar	CG	20	6.65	.875	.1956	1.363	.090
	EG	20	6.15	1.386	.310		

The post-test result of EG in Grammar do not show any increase in performance. In case of role playing both the groups showed progress and EG showed greater progress. In case of writing job application, there was some improvement while technical writing post-test results do not show much difference.

IV Survey result: Attitude scale

Findings through the questionnaire: For measuring attitude scaling Likert scale was applied to assess the responses of the teachers who were supplied the questionnaire. 10 items were prepared forLikert scale. It had five options as Strongly Agree (SA),Agree(A), Neutral (N).Teachers were supplied the questionnaire to the Lecturers teaching to Diploma in engineering institutes of Nanded and Hingoli districts. It included the topics related to students' problem, teacher's approach to CLT and classroom practices.

In this survey result 46.2 % strongly agreed and 23% agreed that the teacher's competence has a role in English of students.53.8% strongly agreed and 23% agreed that CLT is significant for engineering students.46.2% Strongly Agreed and 23 % Agreed results were obtained for the view that there should be specific content oriented curriculum for engineering courses.

Table 4:Teacher's perception of CLT

Items	SA (%)	A (%)	N (%)	D (%)	SD
Teacher's competence has a role in English of Students	46.2	23	23	7.69	0
CLT(Communicative Language Teaching) is significant for Diploma in engineering students.	53.84	23	15.38	7.69	0
The curriculum of teaching English to engineering students should include the relevant content.	46.2	23	23	7.692	0

Table 5: Student related issues

Items	SA (%)	A (%)	N (%)	D (%)	SD
Diploma holders need English for their professional career.	61.5	15	15	7.692	0
Weakness of English among students is mainly in spoken English	38.5	23	15	15.38	7.7
Background of	38.5	23	23	15.38	0

students plays a role in their language skills.					

It is also strongly agreed that engineers need English for professional purpose. It is mostly agreed that weakness of English among diploma students of these localities is mainly in spoken English. Background of students ids also accounted for their linguistic competence of English.

Table 6: Classroom practices

Items	SA (%)	A (%)	N (%)	D (%)	SD
In ELT practices 'Role Playing' helps to improve speaking skills.	38.5	23	23	15.38	0
Software having listening exercises help to improve Listening skills.	46.2	23	23	7.692	0
Teaching of communicative English should focus on situational English also.	46.2	15	23	7.692	7.7
There should be prescribed text for grammar and comprehension.	38.5	23	23	7.692	7.7

In classroom practices 38.5 strongly agreed and 23 % agreed , 15 % disagreed and 23% were neutral about conducting 'Role Playing'. There was strong affirmation on the use of Language Lab and software for improving listening skills. The need for inclusion of grammar and text was positively asserted. All this lead toward a conclusion that CLT is highly helpful and relevant for engineering curriculum. There should be grammar and text and some contents specifically targeting technical subjects. Thus CLT along with all this will form ESP for engineering.

V Findings and Conclusion

The results obtained in the research study have shown that if taught with suitable requirement of materials methods and equipment, the students show a progress towards learning English. The attitude of teachers towards necessity of implementing CLT is positive. There is marked improvement in performance of students on teaching with CLT approach. Along with some part on text and grammar, the CLT would form the required ESP (English for Specific Purposes) for Engineering curriculum. The curriculum should be such that students should be provided with opportunity to speak. If done so, they are found to be improving in performance, developing confidence and learning to create self impact. This certainly is not without the factor of language acquisition. The language learning theories certainly imply that the teaching and learning situation of language comprehensively incorporates the behaviourist and cognitivist pattern. The cognitivistpart includes knowledge of vocabularyand grammar but while the learners picks up language, he may commit some errors if the teacher readily points to them, the learner is rather discouraged. The students should be motivated and appreciated for their attempts. At a certain level mistakes may be pointed out and they may keep the corrections in mind while using English in another situation. This conforms to Krashen's monitor hypothesis in which mistakes are corrected at a later stage.

The ESP curriculum designed for engineering should also include some comprehension and grammar An engineer is expected to be a ready product for being absorbed in the industry. So he should be able to deal with the descriptions of technical things and processes. So it also agreed that the ESP curriculum for engineering courses should include relevant content such as technical descriptions.In classroom practices is strongly agreed that the activities such as role playing help to improve the participation of students in oral activities and help to improve their confidence.

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