

Relevance of Esp Syllabus for Professional Courses- in Elt Context of Kerala

1st Mohamed Nazir.P.K, 2nd Dr.M Poonkodi

Abstract - *“We employ people who are capable; however, students with good academic records as well as language skills make a good asset to the company and may also be offered a better profile.”(Aspiring Mind).The current scenario of job market is explicit in the words of the HR of Syntel implying the dominance of English speaking proficiency for professional students to be ‘market ready’. This article is an attempt to analyse the existing English syllabus and study materials for professional courses contextualizing the need of the time for implementing ESP syllabus to meet their professional language requirements both in academic and professional domain. Study materials offered to the professional students in Polytechnic, Engineering, Nursing and Vocational Higher Secondary courses are analyzed in ESP perspective to bring out the causes for the poor performance in English communication skill of our professional students. The article suggests a model syllabus based on English for Specific Purpose (ESP) for professional courses in the state of Kerala. This study discusses the approaches in English teaching for professional courses including Polytechnic, Engineering, Nursing courses and Vocational Higher Secondary courses in the state of Kerala where the current English syllabus fails to meet the basic needs of the learners in developing English speaking skill. This study is of pivotal importance in pointing out the crucial role of English language proficiency for professional students.*

Keywords: *English Language proficiency, Professional course, ESP, Need Analysis, Role of Teacher, Perception*

1. INTRODUCTION

In the era of globalization English has become the link language of communication. It has become an essential factor for professional course learners. It is true in a fast growing globalized world, a powerful and most influential language needed in one’s academic and professional domain. The state of Kerala plays a pivotal role in producing highly qualified employees. Lakhs of highly, professionally educated youngsters are exploring job opportunities in the global market today. Kerala is one of the states in India known for holding the highest rank in the education index of India for several years. Education in the sense of grabbing a job today demands language proficiency in English in addition to their expertise in their core skill.

“Employees and human resource managers worldwide have reported that candidates with English language skills above the local average stand out from the crowd and get paid 30-

50% higher than similarly qualified candidates without English language skills. The trends in India are no different.” (Varun Agarwal 2015).

The key reasons for the lack of language proficiency for the professional students are caused by many factors such as the ineffectiveness of the syllabus, course materials, Teaching Method, Evaluation method. The course should enable the students to acquire their required skills in educational settings otherwise its fruitless efforts will bring no result for students who pursue the course for their future career. Course designers should frame the course for the students, “rather than fitting students to courses, courses should be designed to fit students.” (Nunan 148). The curriculum and syllabus offered for the professional course in the state of Kerala despite of its highest rank in educational status among other states of India is not much to be commented. Learners are not well aware of what they learn during their academic time. ‘Learners were fed an undifferentiated linguistic diet regardless of their communicative ends.’ (Nunan 148). The purpose of the learners is more important than the end of the course. It can be difficult to set learners' goals and expectations, as some of them may be general the purposes for which they are learning the language while some may have specific purposes. It could end with a result that reveals that the individual goals within the group are quite diverse. In this case, a The teacher may define the needs of these learners in terms of learning processes rather than only taking final goals (Widdowson 20-21). The current syllabus, teaching materials, methodology of teaching, assessment system everything related to English course related to professional education adversely affecting the quality of English course in professional education. "to specify what is to be taught and in what order" (Prabhu, 1984).) While its function is "to specify what is to be taught and in what order" (Prabhu 1984)

2. LITERATURE REVIEW

Issues with language proficiency and employability of professional students have been discussed by likeminded researchers in plethora of researches. Kalpana Deshmukhi (*Proficiency of English among Polytechnic and Engineering Students*) conducted a research survey and found that students who participated in the survey scored high in all area except area of fluency She conducted a speaking test in 10 colleges situated in the city of Nagpur marking fifteen areas to find out the proficiency of English and found that in no area students scored more than 47 %. Overall score showing 32 % proved the existing syllabus is ineffective for professional students in Polytechnic and engineering colleges failing to achieve the objectives of their course. In the globalized healthcare world practitioner patient communication and relationship raises many serious issues owing to language barrier for smooth ongoing of medical world. It is essential for nurses to have communication skill irrespective of nationalities as the communication builds relationship between patient and practioner easily and it becomes an essential part of medical ethics. Andréa Finch (1) in the research paper *Caring in English: ESP for Nurses* traces the issues for nursing professionals working in English speaking countries. The nurses face the task of functioning effectively. The situation when the new migrants and elders speak their native language it demands for a) They need translator in the clinics and hospitals b) employ medical personnel who are fluent in

English and relevant foreign language c) include basic doctor-patient language in ESL curriculum for immigrants applying for citizenship's in training specific language is essential. In *An analysis of nurses' behavior for politeness in cancer patient-centered conversation* (Hwa-jin Lee) emphasizes the need for polite language skills for nurses to keep healthy atmosphere in the hospital and essential language items often required in the hospital such as a) using too much medical terminology; b) repetition of direct speech; and c) task-oriented conversation (interrupting and cutting off the patient's speech). ESP is a tool for nurses to use appropriate language items suitable to the context where they work..V.Subhalakshmi researched and found in her research paper *English for Engineers* that the existing syllabus for engineering students in the engineering colleges are not effective to improve language skills for professional students. Owing to its blind adherence to general English oriented syllabus it was found ineffective and suggest for revising the current syllabus to achieve target language skills for their workplace requirements. Vijaya Babu in *Strategies to Develop Communication Skills through ELCS Labs among First Year Engineering Students of Nalgonda District in Andhra Pradesh* suggests for Implementing English Language Communication Skill Lab in all engineering colleges for effective training to improve English communication skills and design an appropriate syllabus incorporating language lab in English course to make it effective.

I have reviewed many of the syllabi prescribed for professional courses currently in use in different professional streams as part of my main research. I have conducted surveys among the professional students to get their responses regarding their views on the existing syllabus for English. Hence I have not conducted any survey for this article. My effort is to bring out the ineffective existing method of instruction for English course and its impact on the employability of our professional students. This article is an attempt to analyze the existing syllabus of various professional courses offered for professional students in the state of Kerala.

3. PROFESSIONAL COURSES

Table 1

Professional courses offered by the Government of Kerala

Sl No.	Course	Duration
1	Vocational Higher Secondary Course	2
2	Polytechnic Course	2
3	B.Sce Nursing	3
4	B.Tech Engineering	4

1. VHSE (Vocational Higher Secondary Education) Course

‘Vocational’ course is a job oriented course for two years with practical in the core subjects such as Home Science, Lab Technician, Agriculture, Travel and Tourism etc. English is an important factor for them to get job after their course in different parts of the country and abroad. Their language need is for communication in different situations as part of their career. The course syllabus offered for professional course shown below reveals that the syllabus designers have not seriously considered the target language needs of these students. The textbook topics selected are based on literature. A literature oriented course book cannot cater the basic needs of work place language requirements for the learners in their future career. Text books that are used as primary sources to frame syllabus as it is understood that the most obvious and most common form of material support for language learning comes through textbooks (Brown 2007). Selecting a textbook that meets the needs of the learner is a very important stage in teaching language. “the use of good text book gives obvious advantages to both teacher and students.” (Harmer 219) Good text books will meet the requirements of learners.

4. THE CONTENTS OF THE COURSE BOOK

Table 2

Contents of the text book, *English for Vocational Higher Secondary Course* prescribed for First Year VHSE (6 Units) are given below;

Units	Title	Genre
Unit 1	His First Flight I will Fly Quest for a Theory of Everything If	Story Speech Profile Poem
Unit 2	And then Gandhi Came The Price of Flowers Death the Leveler	An excerpt Story poem
Unit 3	Sunrise on the Hills The Trip of Le Horla	Poem Short story

		The Sacred Turtles of Kadavu	travelogue
Unit 4	U	Disasters and Disaster management in India Goodbye party for Miss Pushpa T.S The strange of Ranaganji The wreck of the Titanic	essay poem story Poem
Unit 5	U	Goose berries To Sleep Going out for a Walk	Story Poem essay
Unit 6	U	The Cyberspace Is Society Dead? Conceptual Fruit	Article Article story

Table 1 Table of contents of the textbook, *English for Vocational Higher Secondary Course*

Table 3

Contents of the Text book, *English for Vocational Higher Secondary Course* Part 11 prescribed for the Second

Year VHSE (5 Units) are given below:

Unit 1	The 3 Ls of Empowerment Any Woman Matchbox Horegallu	Speech Poem Story Anecdote
	Mending	Poem

nit 2	Wall Amigo Brothers The Hour of Truth	em sto ry O ne-act play
nit 3	A Three Wheeled Revolution Didi Stammer	Int erview Li fe writing Po em
nit 4	When a Sapling is planted Rice Dangers of Drug Abuse	Sp eech po em es say
nit 5	Post early for Christmas This is going to Hurt Just A Little Bit Crime and Punishment	O ne-act play Po em sto ry

Table 2 Table of contents of the text book prescribed for Vocational Higher Secondary students.

Six units in the first year and five units in the second year of the course are aimed at reading for pleasure for learners rather than practicing language for their professional requirements in their career. Reading and writing skills are focused with these learning items in the syllabus as there are not enough tasks for listening and speaking skills. Specific need of the learners needs to be considered while designing course syllabus.

2. English Syllabus for Polytechnic Course

Polytechnic Course in the State of Kerala is a job oriented professional diploma course. The course is conducted by the Department of Technical Education for Polytechnic college students functioning under Government of Kerala. It produces thousands of professionally qualified candidates every year. Overseas job market is in great demand for these professionals. English speaking proficiency is a prerequisite for them to work in multilingual culture. The recruiting company's second criterion is communication skill in English next to their expertise in their core area of study. Textbook prescribed for them titled, *Words to Deeds* introduces learners of professional course to a world of classic literature and keep them ready for examination. An important key to success with language learning is to learn for viable goal. Grammatical and lexical knowledge of language may not be enough to improve specific language needs of the professional learners. Course materials should help the learners not only in the class room situation but outside the class room situation "Content-based where authentic language learning texts are not those that serve a non-pedagogic purpose with another community of users but rather those texts that particular group engage

with and create discourse around for meaningful purposes; - Interaction-based where there is a desire to prepare learners for "real" interactions outside of the classroom." (Mc Kay 2)

5. CONTENTS OF THE COURSE BOOK

Table 4

Contents of the prescribed Textbook, *Words to Deeds* for First Year (Polytechnic) are given below:

Module 1	Nurturing Nature Words to Deeds Jeremy's First Hunt Arthur Gordon Nouns/pronouns/adjectives/articles/determiners Self-introduction Rubrics of writing	Poem short story Speech Grammar Speaking writing
Module 2	Towards Tomorrow The Watery place Isaac Asimov	Poem Scientific fiction

	<p>Antonyms/Synonym/verb forms</p> <p>PowerPoint presentation slide preparation</p> <p>I write well</p>	<p>Grammar</p> <p>writing</p>
Module 3	<p>My greatest Olympic Prize Jessie Owens</p> <p>Ants at the Olympics</p> <p>Tense</p> <p>Talking on the phone</p> <p>Covering letter and Resume</p>	<p>Autobiography</p> <p>Poem</p> <p>Grammar</p> <p>speaking</p> <p>Writing</p>
Module 4	<p>The Newspaper story</p> <p>Words related to media</p> <p>Preposition/conjunction</p> <p>Structure for stating opinion</p> <p>Preparing memos</p>	<p>Short Story</p> <p>Grammar</p> <p>Speaking</p> <p>writing</p>

Table 3 Contents of the prescribed textbook, *Words to Deeds* for Polytechnic students

Table 5

Contents of the Textbook, *Rise and Shine* prescribed for Second Year (Polytechnic) are given below:

Module 1	<p>Real Love</p> <p>A Christmas Day in the Morning</p> <p>Somebody's Mother</p> <p>Dictionary reference words/types of sentence</p> <p>Describing person</p> <p>Formal letters</p>	<p>Poem</p> <p>Story</p> <p>Poem</p> <p>Grammar</p> <p>Speaking</p>
----------	--	---

		writing
Module 2	Face on the wall Words related to weather, disease Passive Voice Process Description	Reading Grammar Grammar writing
Module 3	Biography Equipment Relative clause Interview skill Polite expressions	Reading Poem Grammar Speaking
Module 4	Innovations that changed the world Words related to travel and computer Reported speech Sharing experience Email	Reading Reading grammar Grammar Speaking writing

Table 4 Contents of the Textbook, *Rise and Shine* prescribed for Second Year (Polytechnic)

There are four Modules prescribed both in the First- and Second-years' English course book for Polytechnic students. Close analysis of the contents of the first-year English course book shows that the least importance is given for speaking and listening skills. There are more than hundred language activities given for practice. 60 % of the activities are provided for reading skill and 20 % of activities are given for writing skill. It is a conventional general English textbook. All genres of literature including poem, short story, science fiction, speech and autobiography are given more than enough space in the textbook.

(3) English Syllabus for Nursing Course

Nursing is a highly specialized and demanding profession. Kerala is one of the states that produce hundreds of nursing professionals in a year. Copious number of nursing colleges in the state produces nurses in a large numbers every year for global job market. There is still a great demand for nursing jobs all over

the world. Many countries in the world have been recruiting nurses from India for several years. It is a job oriented course. The most wanted skill that nurses require in addition to their professional qualification is English speaking proficiency. Nurses are undoubtedly the eyes and ears of doctors and they are placed as the frontline workers in the hospital between doctor and patient. They are responsible to give advice, asking about diseases, explain patients the procedure to take medicine, quantity of medicine, doze, time etc. As most of the nurses are working in abroad, they are expected to speak English to their doctors and patients. Those who speak English fluently are selected by the recruiting company. Nursing professionals should be trained specific language during their course time to make them ready for the market.

6. CONTENTS OF THE COURSE

Table 6

Contents of the Text book, *Career English for Nurses* prescribed for Nursing students at UG level are given below

	Title of the chapter	Genre
	The Story of My Life	Story
	Deliverance	Article
	Jimmy Valentine	Story
	Bird Song in Your Drawing Room	Passage reading
	Down and Out Yet Standing'	Story
	Helping Hands	An article published in The Hindu news paper
	My Friend Mike	Writing on the memory of a friend
	The Circle of Life	Story
	Young at Heart	An excerpt
0	Palliative Care for Cancer Patients	Article

Table 5 Contents of the textbook, *Career English for Nurses* prescribed for Nursing students

The contents of the English course book prescribed for Nursing students *Career English for Nurses* reveal that it has given more importance for general English, literature oriented contents than for professional purpose.

(4) English Syllabus for B. Tech course

The syllabus for English in engineering course under Kerala Technological University does not fulfill the purpose of English for engineering students. The syllabus considers English course as a part of Life Skills. It is a combined syllabus for English and life skills. English is a prerequisite factor for engineering students hence it has not been given importance in the syllabus. There is no special course book for English for engineering students. There is no external examination except for Life Skills. Speaking skill should be tested as part of external examination to keep the course serious and to be motivated. Authentic course book should be prescribed. All language skills should be incorporated in the syllabus giving prominence for speaking skill as they are expected to work in the different parts of the world. Communication skill is very important for them.

Table 7

Contents of the Textbook, *Life Skills* prescribed for B.Tech are given below

	Introduction to communication
	Communication in Professional Practice
	Creativity and Critical Thinking
	Problem Solving
	Group Dynamics
	Human Values
	Ethical Theories and Moral Development
	Ethics in Professional Practice
	Leadership

Table 6 Contents of the textbook, *Life Skills* prescribed for engineering students

Text books prepared for the professional course in Kerala by experts in the field of education as cited above are mainly aimed at improving reading and writing skills and it is mainly focusing on examination point of view, giving least importance for Listening and Speaking skills. It is time to rethink whether this method

will suffice to satisfy specific professional needs of the learner or not. The desired outcomes of the course need to focus on the immediate needs of the learner as Spady defines;

Outcome based learning is clearly focusing and organizing everything in the education system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure that learning ultimately happens (Spady 1)

The concerned authority need to rethink the overwhelming job opportunities for the professional students while preparing syllabus. Hence paramount importance for speaking skill needs to be addressed in language teaching. Conventional model of language education may not be enough to prepare aspirant young professional to meet the challenges in their future career. ESP oriented curriculum can help the professional students to improve their specific language needs. ESP is introduced and practiced worldwide in educational institutions and proved successful in training professionals with commenting language proficiency. It is time to introduce ESP curriculum in the state of Kerala for the betterment of language skills for professional courses.

7. ENGLISH FOR SPECIFIC PURPOSE (ESP)

This part of the probe briefly analyses ESP, Importance of ESP, Need Analysis, Syllabus in ESP, Objectives, Instructional Materials, Method of Teaching and Assessment system in ESP.

General English is sometimes labeled as “No Obvious Purpose” whereas ESP is for ‘English for Specific Purpose’ (Harding 6). ESP has been considered as a ‘practitioner’s movement’ (Johns 6) It is focused on learners needs and pedagogical application. “Unprecedented expansion in scientific, technical and economic activity...whole new mass of people wanting to learn English, not for the pleasure or prestige of knowledge, but because English was the key to the international currencies of technology and commerce” (Hutchinson and Waters 6). ESP focused on the basic need of language learning for the learner. “Tell me what you need English for and I will tell you the English that you need.” (Hutchinson and Waters 8). ESP is for adult learners who already have some basic knowledge on language. As Robinson stated (1) ESP as an institution involves education, training, and practice drawing on three real facts about knowledge, which are language, Pedagogy, student / specialist field of interest. Hence ESP is the teaching of a specific genre or discourse for students with a definite and specific goal based upon their target needs and situations. ESP mainly concentrates on language competency rather than grammar and language structures. It is designed to meet specific needs of the learner.

8. IMPORTANCE OF ESP IN PROFESSIONAL COURSE

ESP is growing very fast for several years and its importance is much in demand in higher education generally and in professional domain in particular.

- Education becomes less academic and esoteric and more practical and be in application level. Learners tend to study more useful and practical in their life, working in the market rather than learning theories about the market. Perception about the use of language is also changing.

- Globalization has chosen English as its language for communication. It is growing even beyond common class of people could imagine people specialized in particular fields who had never thought of using English for their business or skill came to know the value of it and forced to learn it for bettering their career starting from hotel receptionists, the nurse, site firemen, call centers, construction workers to politicians, leaders etc.

- General English has been taught from the primary level throughout the world. Students won't repeat the same teaching of general English rather they want their English studies for an application, a purpose (Harding 7)

ESP is the “coal-face of international English.” (Harding 7) it is its practical application that matters deeply when it is implemented for improving the current syllabus.

9. ESP - VAST RANGE OF VOCATIONAL AND PROFESSIONAL AREAS

Keith Harding (13) gives the range of Vocational and Professional areas covered by ESP Language Training

- Administration and office work
- Architecture and design
- Business and commerce
- Catering and food production
- Construction and building trades
- Engineering
- Horticulture and agriculture
- Information technology

- Law
- Marketing and advertising
- Mechanical and motor trades
- Medical and health care
- Phone - based services
- Retail and sales
- Tourism and travel

10. NEEDS ANALYSIS IN ESP

Need Analysis serve mainly three purposes (Richards 5)

1. It provides a means of obtaining wider input into the content, design and implementation of a language Programme
2. It can be used as in developing goals, objectives and content
3. It can provide data for reviewing and evaluating an existing programme

Needs analysis is the first step in course design Need Analysis is the key part of ESP as it depends on the needs of the learner ESP works out for teaching English. A broad multi-faceted definition of Needs Analysis is provided by Hyland (73)

Needs Analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into *evaluation*-the means of establishing effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiency, their reasons for taking the course, their teaching and learning preferences, and the situation they will need to communicate in. Needs can involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways.

ESP approach to teaching and learning is dynamic and based on regular researches on the needs of the learners. As Hyland (2013) defines, it is a 'research based education 'While designing a syllabus for professional course, needs of the learner must be given utmost importance. According to Johns (1999) needs analysis is the first step in course design. Through the below diagram of Dudley – Evans and St. John (125) the needs of a learner has explicitly been described to meet the demand of a professional learner in language

class.ESP curriculum might address the needs for promoting communicative competence of professional students.

A comprehensive and advanced concept of Needs Analysis is proposed by Dudley-Evans and St. John (125) which contains all approaches promptly.

Dudley-Evan and St. John's (125) Model of Needs Analysis is given below:

Environmental situation - information about the situation in which the course will be run (means analysis);

- **Personal information about learners** - factors which may affect the way they learn (wants, means, subjective needs);

- **Language information about learners** - what their current skills and language use are (present situation analysis);

- **Learner's lacks** (the gap between the present situation and professional information about learners);

- **Learner's needs from course** - what is wanted from the course (short-term needs);

- **Language learning needs** - effective ways of learning the skills and language determined by lacks;

- **Professional information about learners** - the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs);

- **How to communicate in the target situation** – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

The questionnaire collects the information about the social, family, academic and professional background from where the learner comes. In addition to the details of have have not's, needs and wants of the learner in personal and target situations have to be collected. These data help the ESP teacher to identify the materials, methodology and strategies to be incorporated in the ESP curriculum. Munbi (cited in Nunan 75) explains how to collect data from a student to know his specific language need for his profession in the following need analysis form.

Table 8

Munbi, Details of Needs of a Model Student are given below:

Participant	Thirty-five year old Spanish speaking male; Have- command of English
-------------	--

	and German very elementary
Purposive domain	Occupational- to facilitate duties as head waiter and relief receptionist in hotel.
Setting-	Restaurants and reception area in Spanish tourist hotel. Non -intellectual, semi aesthetic public psycho social setting.
Interaction-	Principally with customers, hotel residents, and reservation seekers.
Instrumentality-	Spoken and written productive and receptive language. Face to face and telephone encounters.
Dialect-	understands and produces Standard English; understand Received Pronunciation (RP) and General American Pronunciation
Communicative event	Head waiter attending to customers in restaurants; receptionist dealing with residents/Customers enquiries/reservation, answering correspondence on room reservations.
Communicative key	Official to member of the public, server to the customer. Formal, courteous.

Table 9. Munbi Details of Needs of a Model Student

In ESP Target language for the learner is specific and pointing to the basic needs for his specific work place unlike general English syllabus which does not focus on specific need of the learner rather it is for general purpose. What specific requirement is needed for a Head waiter while dealing with customers? His language needs are focused on his interaction with customers, hotel residents and reservation seekers. Here reading whole literature won't help him to deal with the needs of the hour. Spoken, productive and receptive, face to face telephone encounters are specified in the target language requirement list.

Syllabus in ESP simply is an organization of the selected content into an ordered and practical sequence for teaching purposes within an educational domain. Choice of syllabus is the major decision in language teaching context .Taba (12) describes a set of steps for the curriculum development process outlining 7 steps; Diagnosis of needs Formulation of objectives, selection of content, organization of content, selection of learning experiences

Organization of learning experiences, decisions about what needs evaluating and how to evaluate. (12)

Objectives of English language teaching should be aimed at helping non-native speakers of English enable to cope with language in their desired target environment. Basturkmen (18) categorized language

education objectives into four types, namely proficiency objectives, knowledge objectives, affective objectives, and transfer objectives. These objectives imply various orientations to teach ESP aiming to reveal subject-specific language use.

The instructional materials in ESP context are prepared solely on the learners needs. These instructional materials play the role of a resource of language reference. It is a learning support both for teachers and learners alike. Methodology in ESP The methodology refers to the selection and sequence of learning tasks and activities to achieve the desired educational goal (Nunan 2). The assessment system in ESP context is specific in nature to know whether the learner can communicate a specific target language or not. The goal is achieved if the learner’s response is positive regarding his communication skill.

11. A MODEL ESP LESSON CONSTRUCTED FOR A SPECIFIC PROFESSIONAL PURPOSE

The model lesson (Harding 49) given below is based on pragmatic and interactive needs of language modeling on ESP methodology. It directs the learner to use their language appropriately. Use of meaningful exchanges in a variety of situations brings overwhelming improvement in the use of language.

Table 8

A Model Lesson (ESP) is given below:

Organizing a Trade Fair and Conference	
Level	L Intermediate to advanced
Time	T 60 minutes for basic activity. But could be longer and can be developed over several sessions (see ideas in variations and follow up).
Aim	A Language: Making suggestions; agreeing and disagreeing. Other; to carry out a simulation to organize a trade fair and conference; to encourage students to think about the organizations, structure and lines of responsibility and communication of their specialism.
Sample Topic	S Tourism and Travel
T	Activity can be transferred to any specialism by stressing different aspects of the

ransfer	organization in step 3, eg. budgets or customer care.
Materials	Authentic examples of trade fairs and conferences for the specialism (if available).
Preparation	Try to find actual examples of trade fairs and conferences for the specialism you are teaching to serve as a model and a check on the authenticity of what the students produce. This will be especially important for pre-work students.
Procedure	<p>1. Set the scene. Tell the student they are going to be planning and hosting a trade fair or a conference for their specialism in the town or city where they are studying. The main focus of the event should be related to the internal organization and structure for their specialism- something like; how can we work together as an industry? In tourism e.g., this would mean looking at strategies to integrate and cooperate with the different sectors (Tour operation, Travel agencies and retail, transport accommodation, tourist information, and government tourist boards).For pre work students it might be best to focus on one aspect of the specialism-eg.finding work in a hotel.</p> <p>1. Get the class to agree on global issues.</p> <ul style="list-style-type: none"> • The size of the event • What to include • What to invite • The venue • How many days <p>3. Divide the class into groups to work on practical arrangements. How you do this will depend on the size of the class you are teaching. Ideally you should have six groups to work on each of the suggested areas, but you can combine if necessary, or focus only on one or two of the suggested areas.</p>
Suggested areas	<p>Organizing the venue, Agenda and schedule (for both the conference and the fair)</p> <p>Invitation (including VIPs, guest speakers),Staffing, security and catering, Entertainment and hospitality, Budget</p> <p>4. In groups, students plan for the event and decide what needs to be done. They then draw up an action plan and allocate roles to all the class members (not just the members of their group) depending their perceived abilities, skills and knowledge.</p> <p>5. Once the action plan and role allocation is complete, get the students to go round and ask the class members if they can do the task that’s been allocated. This stage will be somewhat</p>

	<p>chaotic and should resemble a rather frantic recruitment market place’ so help to manage this by moving furniture, asking students to speak quietly and so on.</p> <p>6. Students return to their groups and revise their plans and role allocation in the light of the reactions they got in steps.</p> <p>7. With the class as a whole, finalize planning arrangements on the board. In particular come up with;</p> <ul style="list-style-type: none"> • Structure and personnel for the main organizing committee • Outline of the agenda and schedule • Action plan and budget • Briefs and instructions for all class members.
V ariation	<p>Spread the different steps over a series of sessions, one step at a time. This will have the advantage of not only breaking up the activity into more manageable chunks, but also allowing time to research and develop each step. In this way it could be an ongoing course work project.</p>
F ollow up	<p>1. Students write a schedule and agenda, produce a business plan, and design some promotional information for the event.</p> <p>2. The ultimate ‘follow up’ activity would be to actually hold the event, if not in its entirety then perhaps for the other students in the institution.</p>

Table 8. A model lesson (ESP).

The above given lesson is very focused and practical. It offers ample opportunities for interaction and wide use of language for learners. The courses discussed in this article demand professional expertise with competency in communication skill.

12. ROLE OF ENGLISH TEACHER IN ESP

Unlike general English teacher ESP teachers role is different as her duty is not only teaching it is wider in all sense. Other than teaching she is responsible to do more activities such as; a) First of all she is a Language Consultant; teachers main role is in helping learners, creating situation where communications is possible for both teachers and learners b) She is a Course Designer and Material provider; Planning and providing effective materials and evaluating the effectiveness of the materials in use are the responsibilities of ESP teachers, that is different from the role of a general English teacher. c) Researcher; Teachers must be able to carry out research to understand the discourse of the texts that students use d) Collaborator-working with subject teachers and

subject teaching e) Evaluator-evaluating materials and course design etc. Teaching language is no more teachers centered now it is learner centered.

13. CONCLUSION

Quality of English course depends on many factors such as syllabus, course materials in use, teaching method, evaluation system etc. Hence the syllabus and course book should meet the demand of the learner. Professional colleges need to take care on the current syllabus and course book offered for professional students of Kerala. Main intention of learning English is to get job as far as professional students are concerned. They should be trained well with what they demand from the course. It is high time the authorities revised the existing English syllabus for the professional courses referred in this study. Amendments at regular time in the syllabus in educational settings are essential to improve the quality of the programme.

REFERENCES

Primary sources:

1. *Career English for Nurses*, Orient Black Swan Private Limited. .
English for Vocational Higher Secondary Course. SCERT, 2015.
2. *Life Skills for Engineers*, (KTU), Pentax Book Publishers & Distributors, Kollam.2016.
3. *Rise and Shine*, A Course book in English for Polytechnic students, Government of Kerala, Department of Technical Education, 2015
4. *Words to Deeds*, A Course book in English for Polytechnic students, Government of Kerala, Department of Technical Education, 2015

Secondary sources:

5. Babu, Vijaya and Pretti R Kumar. "Strategies to Develop Communication Skills through ELCS Lab among Engineering Students." *International Journal of Humanities and Social Science Invention* Volume 2 Issue 6| June 2013| PP.86-91, 2013.
6. Basturkmen, H. *Ideas and options in English for specific purposes*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2006.
7. Brown H, Douglas. *Teaching by Principles: An Interactive Approach to language Pedagogy*. New York: Longman, 2007

8. Deshmukh Kalpana N. "Proficiency of English among Polytechnic and Engineering Students" *Int. Journal of Research in Humanities & Soc. Sciences* Vol. 3, Issue: 7, July: 2015
9. Dudley – Evans & St. John. *Development in English for Specific Purposes; A multi-disciplinary approach*, 1988.
10. Harding, Keith *English for Specific Purposes*, Oxford University Press, 2007
11. Harmer, Jeremy. *The Practice of English Language Teaching*. London; Longman, 1985.
12. Hindustan Times. "97% Engineering Graduates Cannot Speak English Fluently: Survey." 8 Aug. 2015, www.hindustantimes.com/education. (Accessed 2nd May 2, 2020)
13. Hutchinson & Walters, A. *English for Specific Purpose*. Cambridge: Cambridge University Press, 1987.
14. Hyland, K "ESP and writing. In B. Pat ridge & S. Star field (Eds)" *The handbook of English for specific purposes* (pp.95-113).Wiley-Blackwell, 2013.
15. Hyland, K. *English for Academic Purposes*. London: Routledge. 2006
16. Johns, A.M *The history of English for specific purposes research*. In Paltridge and S. Starfield (Eds), 2013.
17. Lee, Hwa-jin. An analysis of nurses' behavior for politeness in cancer patient-centered conversation. *Korean Journal of Adult Nursing*, 20(5), 743- 54,2008
18. McKay, S. Authenticity in the Language Teaching Curriculum. In C.A. chapelle (Ed.), *The Encyclopedia*, 2013
19. Nunan, David, *Syllabus Design*, Oxford University Press, 1996
20. Nunan, D. *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers, 1999.
21. Prabhu, N.S. *Procedural Syllabuses*. In Read, J.A.S. (ed.) *Trends in Language Syllabus Design*. Singapore: SEAMEO Regional Language Centre, 1984.
22. Richards, J. C. *Teachers as Course Developers*. Cambridge: Cambridge University Press 1996.
23. Robinson, P. C. *ESP Today: Practitioner's Guide*. New York: Prentice Hall, 1991.
24. Spady W. *Outcomes Based Education. Critical Issues and Answers*. American Association of School Administration: Arlington. Virginia, 1994.

25. Subbulakshmi, V. "English for Engineering Colleges." *Language in India* 8: 4 April 2008
26. Taba, H. *Curriculum Development: Theory and practice*. New York, NY: Harcourt, Brace and World, 1962.
27. Varun Aggarwal, co-founder of Aspiring inds. <https://www.hindustantimes.com/>
28. Widdowson, H. G. (1983). *Learning Purpose and Language Use*. Oxford: Oxford University Press.