

**Linguistic Channelisation of the Undergraduate: Analysing the
Relevance of the Syllabus of the CBCSS Open Course Programme,
“English for Careers”, of
Mahatma Gandhi University**

**FINAL REPORT OF
UGC MINOR RESEARCH PROJECT
MRP(H)/13-14/KLMG019/UGC-SWRO**

**SUBMITTED BY
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Introduction

English enjoys a genuinely global status with a special role that is recognized in every country. Conceived as the global language, English has permeated through every walk of life – education, trade, commerce, technology etc. It is now the most widely taught as a second and foreign language in the world, the operating standard for technology, science and medicine, and a global lingua franca of international banking, economic affairs, trade, advertising global brands, international conferences, international law, science publication, international tourism, tertiary education, Internet communication, entertainment and many other sectors.

While it is debatable to say that it is an important factor that decides global culture, it is impossible to deny that it wields an immensely powerful influence everywhere. Social scientists identify English as a global language, defined “not only in terms of its absolute speakers, but also by the fact that versions of it are spoken around the world by native and non-native speaking communities.” This spurs the thought that

despite English being the Associate Official Language in India, the language is not given the due grade in matters of governance, thanks to the multiplicity of tongues spoken in various states of the country.

The career prospects of English as a global language are numerous. A graduate in English may start his career as a translator/interpreter in media houses, research institutes, industrial houses and government agencies like Ministry of External Affairs and embassies of foreign countries. They can also work as tourist guides in tour and travel agencies or can work independently. There are also ample opportunities for linguists as online content writer, technical translators and decoders. They also can join various jobs available in the field of entertainment, public relation, mass communication, BPO's and KPO's. However, English language Graduates and Post Graduates can take up teaching in schools, colleges and universities. They also can start private tutorials and coaching institutes for English language.

Effective communication in English has become essential for successful business. As a result, several organisations spend a great deal of their resources to improve their employees' communicative abilities in English, as they need skilful self-expression in order to consistently deliver high productivity as well as promote a brand image of quality and professional competence to the world outside. These business English communication/corporate training courses include personality development, etiquette and soft skills training. These courses are very useful for businessmen and executives who go abroad and interact directly with their buyers and marketing agents. Other Advanced

Communication Skill Training Courses prepare students for careers or higher studies overseas by raising their levels of English competency to international standards as for instance, in the IELTS and TOEFL tests. International English Language Testing System (IELTS) bandscores in Listening, Reading, Writing and Speaking are the most widely recognized benchmark of English competency required by Immigration authorities and Universities in Commonwealth countries and the US. As with the IELTS, the Test of English as a Foreign Language (TOEFL) also tests a candidate's ability to achieve academic success in a University environment, and awards individual and overall scores in Listening, Reading, Writing and Speaking. As regarding English for International Communication, courses published by Cambridge University Press focuses on Spoken/Conversational English and have been widely and successfully used in Asian and Latin American countries. The Cambridge University Courseware focus on the candidates' global competency in Business English Communication (BEC) in Reading, Writing, Listening and Speaking skills appropriate to the workplace.

English as a global language is a bridge that links people all over the world. Learning English as a Foreign Language is therefore inevitable to all who wish to be global citizens. Learning a foreign language requires patient training, particularly if it lacks similarities with the mother tongue. Colleges and schools often give importance to the 'subject' rather than the language. In the recently introduced Credit and Semester System, modules and modules of theories in English Language and Literature are so tightly packed that teachers and students often fail to recognize the language beneath the

subject. This precisely underemphasizes the skills of Speaking and Listening when compared to those of Reading and Writing. In all the job interviews, students are expected a minimum proficiency in handling English, both oral and written. If they are not given adequate training in these, they are pushed to the back. Thus, to successfully learn any language, we require exercises for all the skills, which needs as mentioned before, a patient training for all the senses.

As part of the Choice Based Credit and Semester System, Mahatma Gandhi University has introduced “English for Careers” as one of the papers for the Open Course in the fifth semester of the UG Programme. The project underlines the relevance of English as a global language as well as an inevitable prerequisite for career placements. The aim of the University in introducing the course itself is to make the students competent in their job-seeking, job-getting, and job-holding needs, by equipping them in Comprehensive Language Enhancement. Communicative skills are essential for entering into and flourishing in any career. In the present scenario of globalization, fluency in and professional use of English have become basic requirements for every job. This however tends often to be a hurdle for the students in Kerala. Even those who are competent in writing well, fail to speak good English fluently and appropriately, thus failing in group discussions and interviews. This tends to destroy their confidence and places an adverse effect on their soft skills either. In this context, the syllabus for the Open Course “English for Careers” is very relevant as an aid to the students both to handle the language with confidence, accuracy and fluency and to boost up their soft skills.

English for Careers is a comparatively skill-oriented paper introduced by Mahatma Gandhi University under the CBCSS programme. English being an essential prerequisite for job-entry and job-keeping, several institutes offering courses for TOEFL, Spoken English etc have sprouted everywhere. Many students after completing their UG Programme, join these institutes to enhance their English speaking ability to present themselves before job interviews. In this context, the paper “English for Careers” prescribed in the Open Course syllabus for UG Programme in the Mahatma Gandhi University is an aid for the students to enable themselves in getting a strong hold on the language before completing their UG studies.

As per the revised B.A. English syllabus of the Mahatma Gandhi University, the paper *English for Careers* juxtaposes language with career. In the present scenario of globalization, a professional use of English has become essential to enter and sustain every job, irrespective of the discipline. Students who excel academically should equally excel in their career, and should not fail in their ventures just because of their backwardness in handling English. This aspect places the paper “English for Careers” on a higher plane of significance. The Open Course is designed for the undergraduate students from various departments to enjoy the possibilities of studying subjects other than the area of their specialization. Language is not restricted to Literature alone, but it is all the more important as a tool for communication in every discipline. As such, this paper deals with correctness of language, communication in the Management context, soft skill development, team building etc.

The paper “English for Careers” aims at making the students competent in their job-seeking, job-getting, and job-holding needs. The University, through this course, intends to cater to equipping the students in Comprehensive Language Enhancement. Another objective is to enable the students to enter into and excel in their career. Communicative skills are essential for better performance in interviews and group discussions and this is often a problem for students in Kerala. These being the entry tests for any career, our students find it difficult to compete with the students fluent and proficient in handling English. The situation is no different in the context of higher education either. This tends to destroy their confidence and adversely affects their soft skills too. In the present scenario of globalization, a professional use of English is a must for keeping any job. In this context, the syllabus for the Open Course “English for Careers” is very significant as an aid to the students both to handle the language with confidence, accuracy and fluency and to boost up their soft skills. One can be sure that these objectives and aims are easy to be achieved. The syllabus itself is a pointer to this, being divided into four modules: *Oral and Written Skills for Jobs and Careers, Correctness of Language Usage, Facing People and Keeping the Job.*

The venture of the University is significant because it exposes the students to English as a global language, particularly to those who find it difficult to use it in practice than theory. Whether the University achieves these aims, whether the students are competent enough to cope up with the newly chartered syllabus, whether a stage-by-stage development in the students can be achieved are questions to be pondered. In any case,

one can be certain that the effort by a University to include a whole paper intending to cater to the students' communicative abilities so as to equip them well as global citizens successful in global careers is worth emulating.

Research Problem

English For Careers is a comparatively new paper introduced by Mahatma Gandhi University under the CBCSS programme. English being an essential prerequisite for job-entry and job-keeping, several institutes offering courses for TOEFL, Spoken English etc have sprouted everywhere. Many students after completing their UG Programme, join these institutes to enhance their English speaking ability to present themselves before job interviews. In this context, the paper “English for Careers” prescribed in the Open Course syllabus for UG Programme in the Mahatma Gandhi University is an aid for the students to enable themselves in getting a strong hold on the language before completing their UG studies. A time bound research is needed in this so that suggestions and recommendations can be provided for the alteration and modification of the syllabus in the future. This research project intends to study the competence, relevance and far reaching effects of the syllabus by examining the development of the students in handling English over a period of time in association with the prescribed syllabus.

The global culture of the present times demands a variety of competitive skills from people hunting for an identity in it, especially in the context of seeking global careers. A few among these skills are the ability to communicate in a global language preferably English, critical thinking, logical reasoning, problem solving etc. Of these, communicating in a global language as English is often referred to as a cumbersome task for those brilliant brains who qualify themselves in all the other domains of excellence. It

is often with the aim of tackling this problem that students from various disciplines and departments opt for the Open Course “English for Careers” under the Mahatma Gandhi University.

English language schools are spread across China in over 50 cities. Most of English language schools are in China's four major coastal cities: Shanghai, Beijing, Guangzhou and Shenzhen. Shanghai High International Division (SHSID) is the international division of Shanghai High School, a local public high school. Since the establishment of SHSID in 1865, the school has become the most prestigious school in Shanghai. Most of the elementary (grades 4-6), middle (grades 7-9) and high school (grades 10-12) students are from Taiwan, Hong Kong, Macau and Korea but many students are from outside China. All of the students speak fluent Chinese, many speak fluent English, and others are trilingual. The majority of the students go on to attend top-level universities in China and throughout the world. The recent boom in outsourcing jobs particularly from USA and Western European countries has created so many job opportunities for those who are pursuing English language. It is believed that one of the main goals of both ELT and CET in China nowadays is to develop students’ communicative competence, as more students will regard English as a communicating tool after graduation. If students can use the English knowledge, skills and cultural aspects they have learned to communicate with people of different cultural backgrounds in real language contexts, they are then using English as a communication tool.

As India was a British colony, we have adopted English as a major language in all official works. Besides, the ongoing boom in the Indian economy has further increased world mobility, which in turn, has further widened the scope for English graduates. Cambridge ESOL worked in partnership with Anna University and EBEL Language Laboratories in an innovative project to improve the English language skills of students and enhance their career prospects. Anna University outsourced its language testing and course development to Cambridge ESOL and EBEL, which allows students' Business English skills to be mapped to international standards. Anna University's Vice-Chancellor, R Radhakrishnan, said that outsourcing an entire subject had been a unique project for the country and students would benefit from the practical approach and real-life language skills gained from preparing for their Business Language Testing Service test: One can start a career in English with a Bachelor's Degree in English. The minimum qualification for this is 10+2 pass in any stream. The B.A. English Course is of three years. Upon completion of this, one can pursue higher studies like Master's Degree, M.Phil. and Ph.D. Such courses offer more lucrative job options. Besides educational qualification, one should have keen interest in poems, novels, essays and grammars.

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online content writer, technical translators and decoders. They also can join various jobs available in the field of entertainment, public relation, mass communication, BPO's and KPO's. However, English language Graduates and Post Graduates can take up teaching in schools, colleges and universities. They also can start private tutorials and coaching institutes for English language.

Many colleges and Universities in India offer several courses (B.A/M.A/M.Phil/PhD) in English language. Some of the most important institutes are English and Foreign Languages University, Hyderabad; Delhi University, New Delhi, Jamia Millia Islamia University, New Delhi, Banaras Hindu University, Varanasi; Aligarh Muslim University, Aligarh; Gujarat University, Ahmedabad; Guru Nanak Dev University, Amritsar and University of Hyderabad, Hyderabad. Besides there are many open universities which offer various courses in English most importantly Indira Gandhi National Open University, New Delhi; Dr. Babasaheb Ambedkar Open University, Ahmedabad; and Dr B.R. Ambedkar Open University, Hyderabad.

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into and flourishing in any career. In the present scenario of globalization, fluency in and professional use of English have become basic requirements for every job. This however tends often to be a hurdle for the students in Kerala. Even those who are competent in writing well, fail to speak good English fluently and appropriately, thus failing in group discussions and interviews. This tends to destroy their confidence and places an adverse effect on their soft skills either. In this context, the syllabus for the Open Course “English for Careers” is very relevant as an aid to the students both to handle the language with confidence, accuracy and fluency and to boost up their soft skills.

In most teaching - learning situations, it is the teacher who tends to talk and explain so much so that students tend to be passive. It happens not only because students are not eager to participate but also as they do not have any chance to use English though they happen to be English language learners (Afrilyasanti, 2011:3). This conventional one way channeling of the teaching - learning process makes students inactive and disinterested, and can also tend to increase the difficulty in their learning English as a foreign language. It clearly follows that if the learners are not given the opportunity to practise what they learn, there is little chance that they become proficient in handling the language in their everyday lives.

University facilities and resources are also gradually improving comparing with the past decade. Multimedia teaching provides a platform for developing speaking skills by stimulating students’ interest and participation in class (Yang & Fang, 2008). Moreover, ELT has become more student-centered. Instructors can mostly act as catalysts in the

process of communicative language teaching (CLT). As Kramsch (2006, p.38) have pointed out, “[teachers] set up the conditions under which learners learn to learn. The teacher is to be a „guide on the side, rather than sage on the stage“”.

We should also be aware of the different attitudes of teachers and students toward English teaching and learning. It cannot be denied that many college students still do not have specific reasons for learning English, or they learn English simply to pass exams. Therefore, it is not an easy task to implement a project to develop university students’ communicative competence.

Communicative Language Teaching (CLT) is inevitable while teaching EFL. Studies have shown that newspapers, maps, menus, brochures and the like are materials that evoke interest in the EFL learner. These no doubt, encourage the learners not only to interact among themselves in the target language in the classroom, but to learn customs and vocabulary as well. It is this part that poses great threat to the English teacher: to make the language as ‘real’ as possible and motivate the learner to learn it. Harmer says that it is essential to create “a stimulating and realistic environment in learning a foreign language” (*The Use of Cartoons*).

Naturally, the role of contextualizing the foreign language is quintessential in its delivery to the learner. Contextualisation is the incorporation of materials to be learned into an identifiable and meaningful context. (*The Use of Cartoons*). It also includes personalization, where students actually involve themselves in using the language in

real life. This can be achieved by utilizing a variety of techniques like film strips, role plays, letters, cartoons and comic strips.

Tanner and Green (2002) find that a combination of visual and verbal aspects of the language (like cartoons for example) is more likely to assist students in their retention of material than a purely verbal presentation. Cartoons are another step in the development of literacy practice in the foreign language that helps students build up knowledge already gained and provides stimulus for extension activities. Gap Filling, Script Sequencing, Caption Invention, Story Writing, Caption Matching, Translation of cartoons into L1 or L2 etc are activities which can be practiced without any difficulty or complexity.

This was experimented successfully in a few classes of the Open Course during the rendering of the second module of the syllabus “Correctness of Language Usage” wherein the students were able to catch their hold on the popular phrases and idioms better than what they would have in a one-way lecture or self-writing or even discussion method. Numerous possibilities for other related activities exist, which may be applied with just a bit of imagination. For example, we can have the English or foreign language learners relate:

- who the author or creator of the comic / cartoon series is
- a biography of the author with photos
- describe the setting and theme of the comic or cartoon series
- show examples of cartoons, comics and characters in class, then compare them

To grab even more focus, one could show a cartoon or comic strip series in the class to familiarize everyone with the character(s), and then might discuss the character's personality and other elements and ask, "Why is this cartoon or comic funny?"

Another practical way is to display animated cartoons with or without subtitles on a regular basis. One can be sure that vocabulary improvement occurs gradually regardless of watching the episodes with or no subtitles. Cartoons related to career issues, professional ethics etc would help the teaching – learning process stick to the prescribed syllabus (modules 3 and 4), and simultaneously act as an aid for the learners to remember the theory they learn too.

The role of the teacher in communicative activities is to create a stimulating and joyful language learning environment. Visual materials, like cartoons, can undoubtedly meet this requirement. Cartoons are inexpensive because they can be taken from any newspaper or magazines. Apart from that, they can be used as background explanation of a topic being discussed. Cartoons function as an illustration of something being read or talked about. If a teacher is aware of a wide range of options in the choice and combination of language aspects, he/she would possess immensely powerful tools not only for adapting activities to fit different situations, but also for creating, wholly new activities, and thereby equip the EFL classroom with secret weapons of strong teaching-learning experiences.

Procedure

The challenge before the researcher is to collect the data from the target group, i.e., fifth semester students who have opted for the Open Course *English for Careers*. Sampling was conducted on random selection. After selecting the sample group from the target group, data collection is made primarily through survey method. A two points scale questionnaire (Answers as either Agree/ Disagree) is made, to analyse the:

1. Competency of the students in the field of Communicative English with the help of the syllabus of *English for Careers* in M. G. University
2. The analytical ability of the target group after the successful completion of the course.
3. The ability to put the language skills into practice after the successful completion of the course.
4. The development of creativity and productivity after the completion of the course.

Though the primary aim of the questionnaire is to weigh the merit of the target group resulted from the syllabus of the university, a face to face talk with the target group made the researcher think about preparing another questionnaire to find out the efficiency of the syllabus in attracting the students to the field of communicating in and with English. There also the researcher found it effective to make a two point scale questionnaire. [a sample questionnaire is attached with at the Appendix section of this project report]

Gap Filling, Script Sequencing, Caption Invention, Story Writing, Caption Matching, Translation of cartoons into L1 or L2 etc are activities which can be practiced without any difficulty or complexity. This was experimented successfully in a few classes of the Open Course during the rendering of the second module of the syllabus “Correctness of Language Usage” wherein the students were able to catch their hold on the popular phrases and idioms better than what they would have in a one-way lecture or self-writing or even discussion method.

The first attempt was made in the beginning of their fifth semester, with the hypothesis that they are not familiar with the scope of communicating in English because they were not aware of the syllabus and the researcher expected the outcome of a layman who is not trained. The same action was repeated at the end of the semester with the same target group to find out the change in the knowledge level of the students after the successful completion of the course in the paper, *English for Careers*.

Apart from meeting and consulting students on random selection, recommendations and suggestions from the faculty who are engaging classes of *English for Careers* are taken into account. A deliberate visit to the Fifth semester centralized valuation camp of the paper *English for Careers* made the picture more clear. A close scrutiny of the internal evaluation of the paper concerned gave the day by day development of the target group.

Findings

The primary aim of the syllabus is to make the students competent in their job-seeking, job-getting, and job-holding needs. The First Module of the paper, as per the syllabus, gives an overall awareness of the Oral and Written Skills required for being linguistically proficient for Jobs and Careers. The module is precise and compact, with due importance given to day to day written correspondences like preparing applications, writing covering letters, preparing job resumes. Equal importance is given to oral and presentation skills in interviews and group discussions, which have become inevitable in the selection procedure for entry into any field of higher education or a job. The syllabus does not assume a halt here, because in the sections that cover post-interview follow up and promotion, due importance is given to an employee's job sustaining skills either.

As far as the syllabus formulation and the guidelines for the execution of the modules are concerned, the syllabus formulation committee has done a great job. The committee claims its merit because a lot of details is delivered as introduction in a paper like this which is one among five papers in a semester. The second aim which the syllabus proposes to cater to is to equip the students in Comprehensive Language Enhancement. This job is done by the third module Facing People and the fourth module Keeping the Job, which brings a close connection of the student with the real employment sector. Materials are made available to enrich the students with knowledge about the importance of communication in the management context. Concepts like democratic and horizontal communication come under third module. Detailed discussions

on human relationships in academic and professional life are also included in the syllabus. Module four serves the role of a glossary of terms like soft skills, team building, professional ethics, public relations, front office management, telephone skills, managing multiple roles at office and home, etc.

The ultimate aim as per the syllabus is to develop communicative skills, which will enable them to prepare for a career and function effectively in it. A six month course, even with five hours per week, is not able to make a layman into a perfect, flawless communicator. But the consummate codification of the syllabus helps a student to some extent to be courageous enough to try his hands on communication, with some academic standard.

Group discussions and pair discussions were conducted for the target group. In some cases, they were given situations like attending a phone call from an intimidating customer, or falling together to brainstorm on policy issues of a firm etc. The researcher made an attempt to analyse this. The students were also taken to the language lab, where movie clips of group discussions and workplace communication contexts were displayed for analysis, imitation and appreciation.

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In the initial stage, the students struggled to find words to begin a conversation, to sustain it and make the follow-up. At other times, as in cases of solving customer problems and meeting them, students found it difficult to catch up with useful phrases for reminding subtly, apologizing etc. In various instances of group discussion, they often found it difficult to stick to the given topic without digressions. Initial attempts were often wound up incomplete, as students did not have any idea to proceed to and finish their tasks within the stipulated time.

Repetitions of tasks gradually helped to elevate the confidence of the learners, and they were able to shed off their inhibitions. It is evident that eighty percent of the students have developed the skill of communicating effectively before an audience, with relevant gestures and eye contact. They have also developed their vocabulary and tried to use idioms and phrases during their presentations and conversations. The level of peer analysis and the use of idioms, phrases and terms made it clear that the matter, mode and method of teaching is beneficial. The target group began to approach communication both in its oral and written form.

The research concentrates on the ultimate aim of the syllabus - to develop communicative skills, which will enable the students to prepare for a career and function effectively in it. The questionnaire was framed to collect the data on the interest of students in this aspect.

The real data collection made with the help of a questionnaire is mentioned below. It was collected from the target group, fifth semester Open Course students from various colleges under M. G. University.

Statistical Data Analysis in Percentage

Qn. No.	Questions	Agree (in %)	Disagree (in %)
1.	There is difference between oral and written presentation.	73	27
2.	It is good to incorporate communicative language skills in the syllabus.	82	18
3.	It is a good experience to know about English	87	13
4.	I got a picture about the global nature of English language	65	35
5.	Major skills are discussed in the syllabus	78	22
6.	The syllabus covers all the relevant matters in communicating in a professional context	69	31
7.	The syllabus generates enthusiasm among the students	52	48
8.	Sufficient study material is provided in the classroom	53	47
9.	Teaching with film clips is helpful for better understanding	91	9
10.	I aspire for a career in Communicative English	17	83
11.	There is enough scope for careers in English	27	73

12.	English for Careers should be taught with practical sessions	94	6
13.	Teachers are competent in the field of communication skills in English	49	51
14.	The course helped me change my attitude towards using English	67	33
15.	I recommend that the syllabus should be modified	95	5

It is evident from the above data that the students are genuinely interested in the Open Course paper *English for Careers*. They are happy with the venture from the part of the University to incorporate English for Careers as a paper in their curriculum. The paper has developed interest in the students towards English as a carrier of social and cultural meaning. Studies regarding the grammar of English and the theory of presentation skills have given them a new understanding of the communication in English. The syllabus is beneficial to the extent that it covers the relevant matters including the real life aspects like professional ethics, balancing family and career etc. They also found the paper helpful in so far as they were introduced to the communicational requirements related to jobs.

The practical sessions -both experimental and the language lab- helped to sustain the interest of the students. This is a unanimous response from all the students that the course should be rendered in a practical manner. Teaching the syllabus with the help of contextual tasks and video clips has proved to be a better teaching aid and a meritorious effort from teachers. The references and study materials provided also turned beneficial to the students during the course of their study. An overall look at the students' responses

shows that the syllabus of the paper does not sustain the initial enthusiasm and interest in the students. A majority of the students agree that the course has rendered a renewed outlook and a refreshed perspective towards English as a global language, thereby changing their attitude towards the language as an alien one. However, the course did not find to be worthy enough to produce interested language users to aspire for a career in communicative English. While almost half the students opined that the course is not rendered with its practicality in mind, the remaining stood in favour of the theoretical perspective taken by teachers. Almost all the students are of the opinion that the syllabus should be modified and restructured so as to cater to the needs of the interests of the student community.

Suggestions/ Recommendations

- It is better to give an orientation to students regarding communication skills in English.
- It is better to incorporate practical sessions/viva-voce in the syllabus.
- It is better to arrange at least a one day seminar for faculty engaging the paper.
- It is better to constitute a uniform teaching methodology for the course across colleges.
- It is better to rearrange the hour proportion to fit practice sessions in the classroom.
- It is better to change the question pattern so that the practical linguistic competence and performance of students can be analysed.
- It is better to make students interested in this field so that they can go for higher studies.
- It is better to make students do a document or a short film in English as part of a project to get a real life experience of what they study.
- It is better to conduct a field visit to a management firm or company, or attend a mock-interview to get a good exposure for the students.
- It is better to arrange invited talks by career specialists to generate interest and motivation among students.
- It is better to incorporate contextual and situational communicative tasks as part of the curriculum.

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Appendix

Questionnaire

Please mark the answers for all the questions. Mark either Agree or Disagree. Your name and institution is not mandatory.

- 1) There is difference between oral and written presentation. **Agree / Disagree**
- 2) It is good to incorporate communicative language skills in the syllabus. **Agree / Disagree**
- 3) It is a good experience to know about English **Agree / Disagree**
- 4) I got a picture about the global nature of English language **Agree / Disagree**
- 5) Major skills are discussed in the syllabus **Agree / Disagree**
- 6) The syllabus covers all the relevant matters in communicating in a professional context
Agree / Disagree
- 7) The syllabus generates enthusiasm among the students **Agree / Disagree**
- 8) Sufficient study material is provided in the classroom **Agree / Disagree**
- 9) Teaching with film clips is helpful for better understanding **Agree / Disagree**
- 10) I aspire for a career in Communicative English **Agree / Disagree**
- 11) There is enough scope for careers in English **Agree / Disagree**
- 12) English for Careers should be taught with practical sessions **Agree / Disagree**
- 13) Teachers are competent in the field of communication skills in English
Agree / Disagree

- 14) The course helped me change my attitude towards using English **Agree / Disagree**
- 15) I recommend that the syllabus should be modified **Agree / Disagree**

MODEL QUESTION PAPER—B.A.ENGLISH (C.B.C.S.S.)

Fifth semester

Open Course--- **ENGLISH FOR CAREERS**

Section A

Answer **all** the questions, each in one or two sentences.

1. Identify the correct spelling of the word: confessional ,confessional, confessional, confessional.
2. What is the meaning of “proselytize”?
3. What is the opposites of the following words: Keen, brave, bright, beautiful.
4. Fill the blank using an appropriate word:

The doctor gave the woman a----- to calm her down.

5. What do you understand by the term ‘Inferences’?
6. What is the difference between Observation and Conclusion?

7. Effective communication does not involve----- (Fill the blank meaningfully).
8. What do you understand from the term “Task Masters”?
9. How would you define ‘casual conversation’?
10. Why is English considered an “unphonetic language”?

1 x 10 = 10

Section B

Answer any **eight** in about 50 words each.

11. What are the differences between Listening and Hearing?
12. Differentiate between Formal and Informal letters.
13. What are the steps in problem solving?
14. What is communication? How does communication take place?
15. What is GD in job selection ? What is its importance?
16. What are the barriers in communication?
17. Identify the steps involved in leadership skills.
18. What is the ‘scanning’ method of reading?
19. Which are the factors that aid in communication between two speakers.?

20. What do you understand by the term Homogenous Culture?

21. What is a Command in English sentence? Give e.gs.

22. What kind of a sentence is this:”please open the window.”

2 x 8 = 16

Section C

Answer any **six** of the following questions, each in about 100 words.

23. Write a note on the purpose of a Curriculam Vitae.

24. Is internet connection an asset or a nuisance? Substantiate your answer.

25. What is an e-mail? What is its role in communication?

26. What are the different kinds of interviews?

27. What are the paralinguistic elements of presentation?

28. Write briefly upon horizontal and democratic communication.

29. Write a note on Non-Standard accents.

30. What is an interrogation sentence? What is Question tag? Explain with examples.

31. What are the guidelines to be followed while attending a GD?

4 x 6 = 24

Section D

Answer any **two** question in about 200 words each .

32. Prepare an imaginary conversation between a tourist and a guide. The tourist has a plan to visit the important tourist sites of Kerala.

33. Write a report on health balancing family and career of Kerala.

34. You are Wilson Thomas, an M.B.A. holder. Write an application for job with C.V. to Ashoka Sports Company, M.G.Road, Kochi. responding to the advertisement for the post of General Manager in their company.

15 x2 =30

SYLLABI FOR OPEN COURSES IN ENGLISH

Open Course (General)

English for Careers

COURSE CODE	EN OG3
TITLE OF THE COURSE	ENGLISH FOR CAREERS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72

1. Aim of the Course

To make the students competent in their job-seeking, job-getting, and job-holding needs. The course shall cater to equipping the students in Comprehensive Language Enhancement.

2. Objectives

On completion of the course, the students should be able :

- To develop communicative skills, which will enable them to prepare for a career and function effectively in it.
- To equip themselves in oral and written communication to enhance their academic and professional use of language.
- To train themselves in making effective presentations.

3. Course Outline

Module One: Oral and Written Skills for Jobs and Careers (18 hours)

- a. Applying for jobs—Preparing Resumes—Writing Cover letters.
- b. Preparing for interviews—Taking Interviews—Post-Interview follow-up-Promotion
- c. Interviews—Group Discussions

Module Two: Correctness of Language Usage

(18 hours)

- a. Common errors in communication and how to avoid them.
- b. Some Notions—Conventional and idiomatic expressions.
- c. Today's Vocabulary
- d. Grammar for Grown-ups

Module Three: Facing People

(18 hours)

- a. Structuring and delivering a presentation.
- b. Communication in the Management context.
- c. Importance of Words/Language.
- d. Horizontal and Democratic Communication.

Module Four: Keeping the Job

(18 hours)

- a. Human relationships in academic and professional life.
- b. Front Office Management and Keeping public relations (Telephone Skills)
- c. Soft Skills for Team Building.
- d. Keeping the Job—Professional Ethics
- e. Managing Multiple Roles- Healthy Balancing of family and career.

Reading List

1. Samson et al. *English for Life - 4*. New Delhi: Cambridge University Press.
2. Vasudev, Murthy. *Effective Proposal Writing*. New Delhi: Response Books, 2006.
3. *Towards Academic English: Developing Effective Writing Skills*. New Delhi: Cambridge University Press, 2007.
4. *Oxford Guide to Effective Writing and Speaking*. OUP, 2007.
5. Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Macmillan, 2009.
6. *English for Careers*. Pearson.
7. *ABC of Common Grammatical Errors*. Macmillan, 2009
8. Kaul, Asha. *The Effective Presentation*. New Delhi: Response Books
9. Shepherd, Kerry. *Presentations at Conferences, Seminars and Meetings*. New Delhi: Response Books.
10. Vilanilam, J. V. *More Effective Communication: a Manual for Professionals*. Response Books 2008
11. *English for Career Development*. Orient Longman, 2006.