



PLANNING SELECT COURSES IN ENGLISH FOR PROFESSIONAL STUDIES

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ABSTRACT

The present paper offers a practical implication on planning and implementing of select English language related courses to the students of Professional Courses. English in this form comes under the scope of English for Specific Purposes, which is a significant segment in English teaching today. The learning outcome of the E.S.P. courses is to make the students capable of dealing with and deliver in the professional aspects of the career they are in or intend to be. The present paper offers model syllabi for English for Engineers, Managers, Lawyers, Medical Professionals, Social Workers, Pharmacists and Architects.

Keywords: *English for Specific Purposes, Professional Communication, Technical Communication, English for Architects, English for Social Workers.*

INTRODUCTION:-

This paper offers a practical implication on planning and implementing select courses on communication in the field of English for specific purposes. English for Specific Purposes is one of the significant segments in English teaching today. The learning outcomes of the E.S.P. courses are to make the students capable of dealing with and delivering in the professional aspects of the career they are in or intend to be. On a broader note the courses offering English for Engineers, Managers, Lawyers, Medical Professionals, Social Workers, Pharmacists and Architects are popular. The problem lies in planning a suitable course for the Institutes. The practical problem emerges when most of the teachers offering these courses have their degrees in core literary studies in English. Most of the universities in India prescribe no paper in Basic Linguistics, English Language Teaching, Stylistics and Discourse Analysis and Phonetics in their masters course in English. The criteria of faculty selection, in

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the Institutions offering professional degrees as per the norms of A.I.C.T.E., is Masters degree in English in First division and N.E.T. or Ph. D., Irony is, in many cases the candidates *apropos to* the criteria of essential qualification do not stand suitable to the basic requirements of teaching these courses as they are not trained in the E.S.P.

There is a major confusion among people and even in academicians regarding English for Specific Purposes (E.S.P.) and English for General Purpose (E.G.P), Before moving further it should be clarified what difference exist in both these fields

English for Specific Purposes(E.S.P.)	English for General Purpose (E.G.P)
Designed for Adult Professional Learners	Designed for learners of all age
Aim of learning English is Professional development.	Aim varies from learner to learner ranging from academics to interest in subject of English literature or language
Typically short term courses for working professionals with variable lecture timings	Duration of courses varies depending on aim of course
High Motivation due to ensuring promotions in Jobs and at times increment in salaries	Motivation varies from student to student
Discretionary Courses for Professional Development	Usually included in curriculum
Only those skills are developed for which course is designed	All four skills; Listening, Speaking, Reading and Writing are focused equally
Course methodology designed according to profession.	A general methodology depending on age and background of learner and content of syllabus.
Communication is prioritized over grammar, unless specifically designed for grammar	In general, Grammar is prioritized over communication

The table above shows clear differentiation between English for Specific Purposes(E.S.P.) and English for General Purpose (E.G.P).

Designing a syllabus is a critical and indispensable aspect for any course; it should be neither long enough that it can be practically completed in the given period stipulated for it. Although it should not be so small that student does not get a complete overview of the subject being taught to them.

In professional courses, English for Specific Courses acts as an active catalyst as it may not be directly related to what they are studying but if there communication skills in English are



not good it may have adverse effects on their professional career. All four skills in English are essential for these students in professional courses.

Listening: If their listening skills in English are not strong enough, they may not be able to comprehend what is being taught in the classroom. Usually, at college and university teachers prefer English as a medium of instruction in the classroom. Therefore if listening skills are not sharp, students may not be able to comprehend what is being taught in the classroom.

Speaking: Speaking is an essential medium that comes in to play during job interviews, irrespective of the level of knowledge the candidate possesses, if one cannot speak fluently and clearly during the interview, the interviewers' panel will not be able to know his knowledge thus spoken skill is a crucial medium for excellent performance in interview.

Reading: Reading is usually considered as an unimportant skill, however, if one does not have sufficient reading skills one will not be able to read the books skillfully one will end up spending more time and gaining less knowledge. Smart reading skill can be a lifesaver for students who prepare at last moment as they do not have enough time, but they have to read multiple chapters or books in a short period at that time good reading skills are critical.

Writing: It is an essential skill from the perspective of examinations and even business letters, as when the communication between two people are based solely on writing, like an examiner and examinee, the writing is crucial to express the knowledge, and information student have in limited words and time

Therefore English might not be a core subject in their professional course, but it can be crucial for their career development. Hence, designing a course is equally important as teaching

The present paper is an expository version that offers model syllabi for different courses in E.S.P.

1. TECHNICAL COMMUNICATION:

It is a compulsory subject offered for the professional course students, especially for engineering degree level students. The model course content, in my opinion, is as follows:

Learning Outcomes: After taking this course, the learners shall:

- i. Understand the nature, concept and importance of technical communication
- ii. Express proficiency in documenting and communicating in business situations
- iii. Be able to write forceful proposals and authentic reports
- iv. Be able to make dynamic and persuasive presentations.



COURSE CONTENT:

Unit I: Introduction:

- i. Meaning Nature and Importance of Communication. Origin of Technical Communication,
- ii. **Types of Communication:** Intrapersonal, Interpersonal, Group, Mass, Grapevine Communication, Verbal and Non-Verbal Communication and External-Operational Communication;
- iii. **The flow of Communication:** Downward, Upward, Lateral and Horizontal; Technical Communication: Definition, Oral and Written Communication; Distinction Between Technical Communication and General Writing; Importance of Communication for Technocrats and Professionals.
- iv. **Barriers to Communication:** Psychological, Physical, Semantic, Interpersonal and Organizational. Language Sensitivity, Professionalism and Team Work, Communicating on the Phone

Unit II: Pre- requisites of Technical Written Communication

- i. **Vocabulary Building:** Word formation process: blending, affixes, homophones, antonyms, synonyms, one word substitution, idioms and phrases, new and select vocabulary (about 500-1000), foreign words and phrases frequently used in English.
- ii. **Requisites of Good Sentence:** Essential elements of good sentence construction;
- iii. **Requirement of Good Paragraph Writing:** Unity, Coherence; Development Of Paragraph: Inductive Order, Deductive Order, Spatial Order, Linear Order, Chronological Order, Expository Order.

Unit III: Business Correspondence:

- i. **Business Letters:** Principles, Features, Format and Layout; Enquiry and Reply Letters; Quotation Letters; Letters Placing and Fulfilling Orders; Complaints and Follow Up Letters; Application for Employment; Job-Application Letter, Resume and Curriculum Vitae Making; Official Letters, Letter To Editor
- ii. **Reports:** Types, Significance, Structure, Style and Writing of Reports.
- iii. **Technical Proposals:** Nature, Divisions, Kinds, Uses and Project. Thesis and Dissertation; Technical Paper, Scientific Article and Research Paper: Elements, Methods and Technical Objective.

Unit IV: Reading and Presentation:



A study of the following essays with a purpose to comprehend and make further presentations:

1. Francis Bacon : *Of studies*
2. C.E.M.Joad : *The Civilization of Today*
3. A.L Basham : *The Heritage of India*
4. S. Radhakrishnan : *The Gandhian Outlook*
5. R.K. Narayan : *A Bookish Topic*
6. J.B. Priestley : *Making Writing Simple*
7. Virginia Woolf : *How Should One Read a Book*

Presentation strategies: Speech Purpose; Methods of Speaking; Analyzing Audience and Locale; Nonverbal Dimension of Communication: Paralanguage, Kinesics, Proxemics, Haptics Chronemics and Pauses; Organizing the Material; Audio- Visual Aids.

Comprehension: Listening and Reading Comprehension: Note Taking, Reviewing, Interpreting, Paraphrasing and Précis Writing.

References

1. Johnson-Sheehan, Richard .*Technical Communication Today*. New Delhi: Pearson 5th Edition .2014.
2. Kaul Asha. *Business Communication* ,New Delhi: PHI
3. Singh R.P. *An Anthology of English Essays*.New Delhi: OUP.
4. Singh R.P. *Professional Communication* . New Delhi: OUP.

2. PROFESSIONAL COMMUNICATION

It is a compulsory subject offered for the Bachelors in Business Administration (B.B.A.) and sister courses for Semester I students. The model course content in my opinion is as follows:

Learning Outcomes:

After taking this course the learners shall:

- i. Underst and the nature ,concept and importance of professional communication.
- ii. Express proficiency in documenting and communicating in the business situations
- iii. Be able to write forceful proposals and authentic reports
- iv. Be able to make forceful presentations.

COURSE CONTENT:

Unit I: Introduction:

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- i. Meaning Nature and Importance of Communication.
- ii. **Types of communication:** Intrapersonal, Interpersonal, Group, Mass, Grapevine Communication, Verbal and Non-Verbal Communication and External-Operational Communication;
- iii. **The Flow of Communication:** Downward, Upward, Lateral and Horizontal; Technical Communication: Definition, Oral and Written Communication; Distinction Between Technical Communication and General Writing; Importance Of Communication For Technocrats and Professionals.
- iv. **Barriers to communication:** psychological, physical, semantic, interpersonal and organizational. Language Sensitivity, Professionalism and Team Work, Communicating on the Phone

Unit II: Per- requisites of Technical Written Communication

- i. **Vocabulary Building:** Word Formation Process: Blending, Affixes. Homophones, Antonyms, Synonyms, One Word Substitution, Idioms and Phrases, New and Select Vocabulary (About 500-1000), Foreign Words and Phrases Used In English.
- ii. **Requisites Of Good Sentence:** Essentials Of Good Sentence Construction;
- iii. **Requirement Of Good Paragraph Writing:** Unity, Coherence; Development Of Paragraph: Inductive Order, Deductive Order, Spatial Order, Linear Order, Chronological Order, Expository Order.

Unit III: Business Correspondence:

- i. **Business Letters:** Principles, Features, Format and Layout; Enquiry and Reply Letters; Quotation Letters; Letters Placing and Fulfilling Orders; Complaints and Follow Up Letters; Application For Employment; Job-Application Letter, Resume and Curriculum Vitae Making; Official Letters, Letter To Editor
- ii. **Business Reports:** Types, Significance, Structure, Style and Writing Of Reports.
- iii. **Business Proposals:** Nature, Divisions, Kinds, Uses and Project. Thesis and Dissertation; Technical Paper, Scientific Article and Research Paper: Elements, Methods and Technical Objective.

Unit IV: Reading and Presentation:

A study of select short stories with a purpose to comprehend and make further presentations based on them.

Comprehension: Listening and Reading Comprehension: Note Taking, Reviewing, Interpreting, and Précis Writing.

References

1. Kaul Asha: *Business Communication* ,New Delhi: PHI.
2. Singh R.P. *An Anthology of English Short Stories*. New Delhi: OUP.

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3. Singh R.P. *Functional Skills in Language and Literature* .New Delhi: OUP.
4. Singh Alka : *Practical English* . New Delhi :

3. COMMUNICATION FOR ARCHITECTURE

It is a compulsory subject offered for the B. Arch. and sister courses in Semester I students . The model course content in my opinion is as follows:

Learning Outcomes:

After taking this course the learners shall:

- i. Understand the Nature, Concept and Importance of Communication in Architecture Profession .
- ii. Express Proficiency in Documenting and Communication with the Stakeholders
- iii. Be able to write persuasive and strong proposals and authentic reports
- iv. Be able to make forceful presentations.

COURSE CONTENT:

UNIT I: Introduction to Business Communication: Meaning and Importance of Communication: Barriers to Effective Communication. Strong focus on Oral Communication and Pronunciation, Verbal and Non Verbal Communication. Language Sensitivity, Professionalism and Team Work.

UNIT II: Communication in Situation

- i. Writing Business Proposal
- ii. Report Writing
- iii. Paper Presentation
- iv. Theme Presentation
- v. Annotation and Explanation
- vi. Business Communication
- vii. Communicating on Phone

UNIT III: Vocabulary Building and Remedial Grammar

- i. Adjectives to describe art and architecture
- ii. English for architects
- iii. Remedial Vocabulary
- iv. Recapitulation and Exercises on Parts of Speech
- v. Special Study: Articles, Prepositions and Verb
- vi. Sentences
- vii. Conditionals

UNIT IV: READING CULTURAL TEXTS

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- i. Select Prose Texts
- ii. Select Short Story

(To be decided by the Board of Studies or the Professor concerned)

References

1. Dixon Robert J. *Everyday Dialogues in English*, New Delhi: PHI
2. <http://www.tefl.net/alexcase/tefl/biz/architects/new-architecture-worksheets/>

4. ADVANCED PROFESSIONAL COMMUNICATION

It is a compulsory subject offered for M.B.A. and sister courses for Semester I students. The model course content in my opinion is as follows:

Learning Outcomes:

After taking this course the learners shall:

- i. Express advanced skills in business communication
- ii. Express proficiency in documentation, and communication with the stakeholders
- iii. Be able to write forceful proposals and authentic reports
- iv. Be able to make forceful presentations.

COURSE CONTENT:

Unit I: Introduction:

- i. Meaning, Nature and Importance of Communication.
- ii. **Types of communication:** Intrapersonal, Interpersonal, Group, Mass, Grapevine Communication, Verbal And Non-Verbal Communication And External-Operational Communication;
- iii. **The Flow of Communication:** Downward, Upward, Lateral and Horizontal; Technical Communication: Definition, Oral and Written Communication; Distinction Between Technical Communication and General Writing; Importance of Communication for Technocrats and Professionals.
- iv. **Barriers to Communication:** Psychological, Physical, Semantic, Interpersonal and Organizational. Language Sensitivity, Professionalism and Team Work, Communicating on the Phone

Unit II: Per- Requisites of Technical Written Communication

- i. **Vocabulary Building:** Word Formation Process: Blending, Affixes. Homophones, Antonyms, Synonyms, One Word Substitution, Idioms and Phrases, New and Select Vocabulary (About 500-1000), Foreign Words and Phrases used in English.
- ii. **Requisites Of Good Sentence:** Essentials of good sentence construction;



- iii. **Requirement of Good Paragraph Writing:** Unity, Coherence; Development Of Paragraph: Inductive Order, Deductive Order, Spatial Order, Linear Order, Chronological Order, Expository Order.
- iv. **Using Search Engines and Directories. Communication Technologies and Techniques and Message Analysis.** Formal vs. Informal Writing Styles.

UNIT III: Writing and Preparation

- i. Recapitulating Grammar: Articles ,Prepositions and Verb
- ii. Different Types of Business Letters
- iii. Putting Message Across: Positive and Neutral Messages. Persuasive Messages Goodwill Messages. Message Analysis, Negative Messages. Oral and Written Reports. Brainstorming, Role Play, Term Project Ideas.
- iv. Business Research and Report Writing. Using the Library and Electronic Databases for Research.
- v. Writing Proposals, Business Plans, and Special Reports. Format Guide.

UNIT III

- i. Personality Types
- ii. Attitude
- iii. Motivation
- iv. Emotional Quotient
- v. Language Sensitivity and Politically Correct Language

UNIT IV

- i. The Job Search and Resume.
- ii. Employment Communications and Interviewing.
- iii. Job-Hunting Resources on the Web.
- iv. Visual Aids. Power Point and oral Presentations.
- v. Reading Cultural Texts

References

1. I-Court and L. Bovee, John V.Thill, Mukesh Chaturvedi. *Business Communication Today*. New Delhi: Pearson Education,2008
2. Robin Fincham, Peter Rhodes. *Principles of Organizational Behaviour* ,New Delhi: OUP,2006
3. Kaul Asha. *Business Communication* ,New Delhi: PHI
4. Singh Alka. *Practical English* ,New Delhi: PHI,2012
5. Bookshelf Worksheet for Professional Communication.



5. PROFESSIONAL COMMUNICATION FOR HUMAN SCIENCES/ ADVANCED PROFESSIONAL AND SOCIAL COMMUNICATION:

(For P.G. SOCIAL WORK AND HOME SCIENCE COURSEM.S.W./M.Sc.Home Science)
It is a subject planned for Semester I students of Masters of Social Work and M.Sc. Home Science courses .The model course content in my opinion is as follows:

Learning Outcomes:

After taking this course the learners shall:

- i. Express advanced skills in professional communication
- ii. Express proficiency in documentation , and communication with the stakeholders
- iii. Be able to write forceful proposals and authentic reports
- iv. Be able to make forceful presentations.

COURSE CONTENT:

UNIT I

Unit I: Introduction:

- i. Meaning Nature and Importance of Communication.
- ii. **Types of Communication:** Intrapersonal, Interpersonal, Group, Mass, Grapevine Communication, Verbal and Non-Verbal Communication and External-Operational Communication;
- iii. **The flow of communication:** Downward, Upward, Lateral and Horizontal
- iv. **Barriers to communication:** Psychological, Physical, Semantic, Interpersonal and Organizational. Language Sensitivity, Professionalism and Team Work, Communicating on the Phone

Unit II: Per- requisites of Technical Written Communication

- i. **Vocabulary building:** Word Formation Process: Blending, Affixes. Homophones, Antonyms, Synonyms, One Word Substitution, Idioms and Phrases, New and Select Vocabulary (About 500-1000), Foreign Words and Phrases used in English.
- ii. **Requisites for Good Sentence:** Essentials of good sentence construction;
- iii. **Paragraph writing:** Unity, Coherence; Development of Paragraph: Inductive Order, Deductive Order, Spatial Order, Linear Order, Chronological Order, Expository Order.
- iv. **Communication Technologies and Techniques and Message Analysis.**
- v. Formal vs. Informal Writing Styles.

UNIT III: Writing and Preparation

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- i. Recapitulating Grammar: Articles ,Prepositions and Verb
- ii. Different Types of Business Letters
- iii. Putting Message Across: Positive and Neutral Messages. Persuasive Messages Goodwill Messages. Message Analysis, Negative Messages. Oral and Written Reports. Brainstorming, Role Play, Term Project Ideas.
- iv. Business Research and Report Writing. Using the Library and Electronic Databases for Research.
- v. Writing Proposals, Business Plans, and Special Reports. Format Guide.

UNIT III

- i. The Job Search and Resume.
- ii. Employment Communications and Interviewing.
- iii. Job-Hunting Resources on the Web.
- iv. Visual Aids. Power Point and oral Presentations.
- v. Language Sensitivity and Politically Correct Language

UNIT IV

Select Socio Cultural and Professional Texts

References

1. Courtl and L. Bovee, John V.Thill, Mukesh Chaturvedi. *Business Communication Today*. New Delhi: Pearson Education.2008
2. Singh R.P. *An Anthology of English Essays*. New Delhi: OUP
3. Singh RP, *An Anthology of English Short Stories* .New Delhi: OUP.
4. Singh R.P. *Functional Skills in Language and Literature*. New Delhi: OUP.

6. PROFESSIONAL COMMUNICATION

(PARAMEDICAL/MEDICAL /PHARMACY COURSES)

It is a compulsory subject offered for Semester I students in B.Pharma courses .The model course content in my opinion is as follows:

Learning Outcomes:

After taking this course the learners shall:

- i. Express advanced skills in business communication
- ii. Express proficiency in documentation , and communication with the stakeholders
- iii. Be able to write forceful proposals and authentic reports
- iv. Be able to make forceful presentations.



COURSE CONTENT:

UNIT I: INTRODUCTION TO COMMUNICATION:

Meaning and Importance of Communication. Barriers to Effective Communication. Strong focus on Oral Communication and Pronunciation, Verbal and Non Verbal Communication. Language Sensitivity, Professionalism and Team Work, Communicating on the Phone

UNIT II: COMMUNICATION IN SITUATION

- i. Guide to taking a Patient's history
- ii. Doctor Patient Dialogue and Dialogue Writing
- iii. Paper Presentation
- iv. Theme Presentation
- v. Group Discussion

UNIT III: VOCABULARY BUILDING

- i. Extensive Medical Vocabulary
- ii. Talking about Patients ; Everyday and Technical Vocabulary

UNIT IV: REMEDIAL GRAMMAR

- i. Recapitulation and Exercises on Parts of Speech
- ii. Sentences
- iii. Conditionals
- iv. Active and Passive Voice
- v. Narration

References

1. Tom Secret :English for Medical Professionals
2. <http://www.english-iss.com/English%20for%20Medical%20Students/Introduction.htm>
3. Deborah St.James : *Writing and Speaking for Excellence :A Brief Guide for Medical Professionals*: Miles Inc 400 Morgan Lane,West Haven CT

7. FOUNDATION ENGLISH: OTHER COURSES)

It is a general subject offered for several undergraduate courses . The model course content in my opinion is as follows:

Learning Outcomes:

After taking this course the learners shall:

- i. Express advanced language skills
- ii. Express better power of comprehension and expression

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- iii. Express better skills in written communication
- iv. Enrich professional vocabulary

Course Contents:

Unit I Communication:

Concept, Nature and Types of Communication Barriers to Effective Communication, Channels of communication. E- Communication

Unit II Vocabulary and Writing:

- i. Prerequisites of Writing
- ii. Fragmented sentences vs. Good sentences (Rambling sentences, Loaded sentences, Parallel Comparison, Squinting construction, Loose & periodic sentences.
- iii. Writing a Paragraph)
- iv. Writing Precis and Abstract

Unit II

Vocabulary:

- i. Word formation, Prefix, Suffix, Compound words, Conversion, Synonyms, Antonyms,
- ii. Homophones and Homonyms,
- iii. How to look up a dictionary.
- iv. Phrases used in daily and professional life.
- v. Foreign words used in English

Unit III Functional Grammar and Correspondence

- i. Recapitulation and Exercises on Parts of Speech
- ii. Special Study : Articles ,Prepositions and Verb
- iii. Sentences, Conditionals
- iv. Writing Business Letters
- v. Writing a Short Reports

Unit IV

Reading Cultural Texts (To be decided by the University)

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1. Martin & Wren : *High School English Grammar & Composition*. Delhi: S.Ch and & Co.



2. Lewis Norman - *Word Power made easy*. Delhi: W.R.Goyal. Publication & Distributors.
3. Singh R.P. *Functional Skills in Language and Literature*. NEW Delhi : OUP
4. Mohan Krishna & Banerji Meera, *Developing Communication Skills* . Delhi :Macmillan.
5. Rosen Blum M. *How to Build Better Vocabulary* .London: Bloomsbury.

Conclusion: The structural propositions in the above said models are the outcome of personal experience in teaching these courses at different levels. The content has been determined to keep in view the industry requirements. In view of the syllabi offered as model teaching for various purposes of professional requirement focus on honing communication and soft skills as a preliminary ingredient towards selling an individual's profile to serve for emerging trends in socio-cultural discourses that look for dynamism in handling business and routine affairs in professional life. It is, therefore, recommended that institutions running various courses in English must regularly review their syllabi during their Board of Studies meetings. This way they shall cater to the global demands in establishing these institutions as powerhouses of human resources.

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