

## Appendix 1

The syllabus prescribed for Technical English I & II are given below:

| HS 6151   | TECHNICAL ENGLISH I | HS 6251  | TECHNICAL ENGLISH II |
|---|---------------------|--|----------------------|
| <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• To enable learners of Engineering and Technology develop their basic communication skills in English.</li> <li>• To emphasize specially the development of speaking skills amongst learners of Engineering and Technology.</li> <li>• To ensure that learners use the electronic media such as internet and supplement the learning materials used in the classroom.</li> <li>• To inculcate the habit of reading and writing leading to effective and efficient communication.</li> </ul>   |                     | <b>OBJECTIVES</b> <ul style="list-style-type: none"> <li>• To make learners acquire listening and speaking skills in both formal and informal contexts.</li> <li>• To help them develop their reading skills by familiarizing them with different types of reading strategies.</li> <li>• To equip them with writing skills needed for academic as well as workplace contexts.</li> <li>• To make them acquire language skills at their own pace by using e-materials and language lab components.</li> </ul>  |                      |
| UNIT I  | 9+3                 | UNIT I   | 9+3                  |
| <b>Listening</b> - Introducing learners to GIE - Types of listening - Listening to audio (verbal & sounds); <b>Speaking</b> - Speaking about one's place, festivals etc. - Introducing oneself, one's family / friend; <b>Reading</b> - Skimming a reading passage - Scanning for specific information - Note-making; <b>Writing</b> - Free writing on any given topic - Sentence completion - Autobiographical writing; <b>Grammar</b> - Prepositions - Reference words - Wh-questions - Tenses (Simple); <b>Vocabulary</b> - Word formation - Word expansion (root words / etymology)                       |                     | <b>Listening</b> - Listening to informal conversations and participating; <b>Speaking</b> - Opening a conversation (greetings, comments on topics like weather) - Turn taking - Closing a conversation (excuses, general wish, positive comment, thanks); <b>Reading</b> - Developing analytical skills, Deductive and inductive reasoning - Extensive reading; <b>Writing</b> - Effective use of SMS for sending short notes and messages; <b>Grammar</b> - Regular & irregular verbs - Active & passive; <b>Vocabulary</b> - Homonyms & Homophones   |                      |
| UNIT II   | 9+3                 | UNIT II  | 9+3                  |
| <b>Listening</b> - Listening and responding to video lectures; <b>Speaking</b> - Describing a simple process (filling a form, etc.) - Asking and answering questions - Telephone skills - Telephone etiquette; <b>Reading</b> - Critical reading - Finding key information in a given text - Sifting facts from opinions; <b>Writing</b> - Biographical writing (place, people) - Process descriptions (general / specific) - Definitions - Recommendations - Instructions; <b>Grammar</b> - Use of imperatives - Subject-verb agreement; <b>Vocabulary</b> - Compound words - Word Association (connotation) |                     | <b>Listening</b> - Listening to situation based dialogues; <b>Speaking</b> - Conversation practice in real life situations, asking for directions (using polite expressions), giving directions (using imperative sentences), Purchasing goods from a shop, Discussing various aspects of a film (they have already seen) or a book (they have already read); <b>Reading</b> - Reading a short story or an article from newspaper, Critical reading, Comprehension skills; <b>Writing</b> - Writing a review / summary of a story / article, Personal letter; <b>Grammar</b> - modal verbs, Purpose expressions; <b>Vocabulary</b> - Phrasal verbs |                      |
| UNIT III  | 9+3                 | UNIT III   | 9+3                  |
| <b>Listening</b> - Listening to specific task - focused audio tracks; <b>Speaking</b> - Role-play - Simulation - Group interaction - Speaking in formal situations; <b>Reading</b> - Reading & interpreting visual material; <b>Writing</b> - Jumbled sentences - Coherence and cohesion in writing - Channel conversion (flowchart into process) - Types of paragraph - Informal writing (letter / e-mail / blogs) - Paraphrasing; <b>Grammar</b> - Tenses (Past) - Use of sequence words - Adjectives; <b>Vocabulary</b> - Different forms and uses of words, Cause and effect words                        |                     | <b>Listening</b> - Listening to the conversation - Understanding the structure of conversations; <b>Speaking</b> - Conversation skills with a sense of stress, intonation, pronunciation and meaning - Seeking information - expressing feelings (affection, anger, regret, etc.); <b>Reading</b> - Speed reading - reading passages with time limit - Skimming; <b>Writing</b> - Minutes of meeting - Writing summary after reading articles from journals - Format for journal articles - Writing strategies; <b>Grammar</b> - Conditional clauses - Cause & effect expressions; <b>Vocabulary</b> - Words used as nouns and verbs               |                      |
| UNIT IV   | 9+3                 | UNIT IV  | 9+3                  |
| <b>Listening</b> - Watching videos / documentaries and responding to questions based on them; <b>Speaking</b> - Responding to questions - Different forms of interviews - Speaking at different types of interviews; <b>Reading</b> - Making inference from the reading passage - Predicting the content of a reading passage; <b>Writing</b> - Interpreting visual materials (line graphs, pie charts etc.) - Essay writing - Different types of essays; <b>Grammar</b> - Adverbs - Tenses - future time reference; <b>Vocabulary</b> - Single word substitutes - Use of abbreviations and acronyms          |                     | <b>Listening</b> - Listening to a telephone conversation, Viewing model interviews (face-to-face, telephonic and video conferencing); <b>Speaking</b> - Role play practice in telephone skills - listening and responding, - asking questions, - note taking - passing on messages, Role play and mock interview for grasping interview skills; <b>Reading</b> - Reading the job advertisements and the profile of the company concerned - scanning; <b>Writing</b> - Applying for a job - cover letter - résumé preparation; <b>Grammar</b> - Numerical expressions - Connectives; <b>Vocabulary</b> - Idioms                                     |                      |
| UNIT V  | 9+3                 | UNIT V   | 9+3                  |
| <b>Listening</b> - Listening to different accents - Listening to Speeches / Presentations - Listening to broadcast and telecast from Radio and TV; <b>Speaking</b> - Giving impromptu talks, Making presentations on given topics; <b>Reading</b> - Email communication - Sending their responses through email; <b>Writing</b> - Creative  |                     | <b>Listening</b> - Viewing a model group discussion and reviewing the performance of each participant - Identifying the characteristics of a good listener; <b>Speaking</b> - Group discussion skills - initiating the discussion - exchanging suggestions and proposals - expressing dissent/agreement - assertiveness in expressing  |                      |

Venkateswara U, & John, D. (2021) A Survey of the Speaking Components of an ESP Course: The Students' Mindset. *MEXTESOL Journal*, 45(1).

|  |  |
|--|--|
| <p>writing, Poster making; <b>Grammar</b> - Direct and indirect speech; <b>Vocabulary</b> - Lexical items (fixed / semi fixed expressions)</p>   | <p>opinions - mind mapping technique; <b>Reading</b> - Note making skills - Intensive reading; <b>Writing</b> - Checklist - Types of reports Feasibility / Project report - report format - recommendations / suggestions - interpretation of data (using charts for effective presentation); <b>Grammar</b> - Use of clauses; <b>Vocabulary</b> - Collocation</p>   |
| <p>TOTAL (L:45+T:15): 60 PERIODS<br/>OUTCOMES<br/>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• Speak clearly, confidently, comprehensibly, and communicate with one or many listeners using appropriate communicative strategies.</li> <li>• Write cohesively and coherently and flawlessly avoiding grammatical errors, using a wide vocabulary range, organizing their ideas logically on a topic.</li> <li>• Read different genres of texts adopting various reading strategies.</li> <li>• Listen / view and comprehend different spoken discourses/excerpts in different accents.</li> </ul>  | <p>TOTAL (L:45+T:15): 60 PERIODS<br/>OUTCOMES<br/>Learners should be able to:</p> <ul style="list-style-type: none"> <li>• Speak convincingly, express their opinions clearly, initiate a discussion, negotiate, argue using appropriate communicative strategies.</li> <li>• Write effectively and persuasively and produce different types of writing such as narration, description, exposition and argument as well as creative, critical, analytical and evaluative writing.</li> <li>• Read different genres of texts, infer implied meanings and critically analyse and evaluate them for ideas as well as for method of presentation.</li> <li>• Listen / View and comprehend different spoken excerpts critically and infer unspoken and implied meanings.</li> </ul>   |
| <p>TEXTBOOKS</p> <ol style="list-style-type: none"> <li>1. Department of English, Anna University. <i>Mindscapes: English for Technologists and Engineers</i>. Orient Blackswan, Chennai. 2012</li> <li>2. Dhanavel, S.P. <i>English and Communication Skills for Students of Science and Engineering</i>. Orient Blackswan, Chennai. 2011</li> </ol> <p>REFERENCES</p> <ol style="list-style-type: none"> <li>1. Raman, Meenakshi &amp; Sangeetha Sharma. <i>Technical Communication: Principles and Practice</i>. Oxford University Press, New Delhi. 2011</li> <li>2. Regional Institute of English. <i>English for Engineers</i>. Cambridge University Press, New Delhi. 2006</li> <li>3. Rizvi, Ashraf. M. <i>Effective Technical Communication</i>. Tata McGraw-Hill, New Delhi. 2005</li> <li>4. Rutherford, Andrea J. <i>Basic Communication Skills for Technology</i>. Pearson, New Delhi. 2001</li> <li>5. Viswamohan, Aysha. <i>English for Technical Communication</i>. Tata McGraw-Hill, New Delhi. 2008</li> </ol> <p>EXTENSIVE Reading (Not for Examination)</p> <ol style="list-style-type: none"> <li>1. Kalam, Abdul. <i>Wings of Fire</i>. Universities Press, Hyderabad. 1999.</li> </ol> <p>WEBSITES</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.usingenglish.com">http://www.usingenglish.com</a></li> <li>2. <a href="http://www.uefap.com">http://www.uefap.com</a></li> </ol> | <p>TEXTBOOKS</p> <ol style="list-style-type: none"> <li>1. Department of English, Anna University. <i>Mindscapes: English for Technologists and Engineers</i>. Orient Blackswan, Chennai. 2012</li> <li>2. Dhanavel, S.P. <i>English and Communication Skills for Students of Science and Engineering</i>. Orient Blackswan, Chennai. 2011</li> </ol> <p>REFERENCES</p> <ol style="list-style-type: none"> <li>1. Anderson, Paul V. <i>Technical Communication: A Reader-Centered Approach</i>. Cengage. New Delhi. 2008</li> <li>2. Muralikrishna, &amp; Sunita Mishra. <i>Communication Skills for Engineers</i>. Pearson, New Delhi. 2011</li> <li>3. Riordan, Daniel. G. <i>Technical Communication</i>. Cengage Learning, New Delhi. 2005</li> <li>4. Sharma, Sangeetha &amp; Binod Mishra. <i>Communication Skills for Engineers and Scientists</i>. PHI Learning, New Delhi. 2009</li> <li>5. Smith-Worthington, Darlene &amp; Sue Jefferson. <i>Technical Writing for Success</i>. Cengage, Mason USA. 2007</li> </ol> <p>EXTENSIVE Reading (Not for examination)</p> <ol style="list-style-type: none"> <li>1. Khera, Shiv. <i>You can Win</i>. Macmillan, Delhi. 1998.</li> </ol> <p>Websites</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.englishclub.com">http://www.englishclub.com</a></li> <li>2. <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a></li> </ol> |