

Esp-Eap Considerations And Comparative Analysis Of Communication Skills For Bachelor Of Interior Design

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Abstract

Growing internationalization has made English Communication Skills a necessity for employees, entrepreneurs and independent practitioners. As a result, English Communication Skills as a subject plays crucial role in the curriculum of tertiary education. Delving further, the same subject is designed as per the requirement of the students, the course and the employers. English for Specific Purposes (ESP) focuses on same need based English Language Teaching (ELT) which means ESP Syllabus emphasizes on practical aspects of language teaching for respective field. ESP – English for Academic Purposes (EAP) syllabus is expected to have specific aspects of language and teaching mentioned by researchers like Robinson (1991), Hutchinson and Waters (1991), Long and Crookes (1992), Ken Heyland (2006), Jordan (2012). For literature review studies and publications by these researchers have been considered to understand criteria of EAP syllabus. To evaluate the current scenario of the same, syllabus of Communication Skills offered in the undergraduate course Bachelor of Interior Design (BID) at 16 different Universities of Gujarat has been taken into consideration for this study. The findings of this research would be helpful for further research in the domain of syllabus design, teaching and evaluation in ESP so that students learn desired English language skills.

Keywords: Syllabus, EAP, Interior Design, Communication skills.

Introduction

English Communication Skills have become essential for professional growth in different sectors all round the world with progressive internationalization. This has noticeable impact on education sector especially in the countries where English is not a first language of speakers. Consequently, English Communication Skills as a subject has been introduced in the tertiary level curriculum. The requirement of such language skills differ from person to person depending on his professional requirements of using language. Branch of English Language Teaching (ELT) named English for Specific Purposes (ESP)

stresses on offering field specific need based language teaching. Hence, ESP syllabus places a strong emphasis on the practical aspects of language teaching for a given area, field or specialization.

The case of interior designer has no difference. Be it communicating with clients or professionals, understanding the requirements of the project, discussing alternate designs, presenting views and other such aspects, if presented well in English, helps the interior designer in positioning his thoughts and ideas with appropriate professionalism. Thus, English Communication becomes one of the essentially

needed skills for every interior designer. To achieve this there should be such English language subject with ESP syllabus offered to the students who study the Bachelor of Interior Design (BID) course which helps them develop required language skills along with the study of their field specific other subjects. This study aims at analyzing the syllabus of Communication Skills offered to students of Interior Design (ID) in different universities of Gujarat to find out whether the syllabus taught follows ESP parameters or not. It would be helpful to understand the current Teaching – Learning process of English Language in context of universities of Gujarat.

Literature Review

To understand what English for Academic Purposes (EAP), a branch of ESP, consists of as key components and to identify parameters of analyzing the aforementioned syllabus research work and publications of different researchers have been studied. Cook (2002) while explaining goals of language teaching emphasized that ESP engages language learner to be ready for real world language or target language use that is in academic, professional or occupational pursuits of using language. According to Robinson (1991) ESP course design is the product of a dynamic interaction between a number of elements: the results of the needs analysis, the course designers' approach to syllabus and methodology along with existing materials. And all of these are modified by the contextual constraints. EAP reflects need based subject-specific English for a particular academic subject which includes the language structure, vocabulary and particular study skills as the key component in EAP. Furthermore, from Nunan's (1988) point of view it is difficult to have distinction between content and learning tasks or activities as a part of syllabus and methodology which means one needs to critically consider both as essential parts of teaching – learning process. While Long and Crookes (1992) emphasized on having concentrated efforts on developing process based learning methods and for this he asserted that analyzing target tasks helps to develop pedagogical tasks. EAP focuses on teaching

English for teaching particular skills needed as appropriate academic conventions as a part of syllabus. Hutchinson and Waters (1987) advocated that syllabus is helpful to make the teaching-learning manageable through the division of time, textbooks and what is to be tested at the end means the assessment. Though there are several interpretations and theories on types of syllabuses, the following are considered for this study. Hyland (2006) introduced six different types of syllabus which can be clubbed in a pair to make three groups as lexico-grammatical and functional, task-based and process based, text-based and content-based. Similar to this Jordan (1997), after studying other researchers of ESP, considered syllabuses in three broad categories naming, firstly, Content or Product syllabus which includes aspects of grammar, communicative functions like description, comparison, cause-effect, situations or contexts, field specific topics and content, secondly, Skills syllabus comprising four skills listening, speaking, reading and writing along with sub-skills and, thirdly, Method or Process syllabus that consists of processes like organizing, agreeing or disagreeing through discussion and / or task based. Thus, teaching scheme, evaluation scheme, type of syllabus and text or reference books are four basic areas to be considered for comparative analysis of the collected syllabuses.

Methodology: Sample and Data Collection

To be aware of current scenario of ESP-EAP syllabus of Communication Skills (CS) subject that has been offered to the students of BID in different universities of Gujarat has been collected through different means like downloading syllabus from university website, collecting syllabus through formal and informal communication with different stake holders like CS teaching faculty, ID teaching faculty and from students during last three years. Syllabus of CS taught in BID degree course in sixteen different universities of Gujarat has been taken as a sample for this analytical study. They are

1. Parul University, Limda, Vadodara

2. Gujarat Technological University, Chandkheda, Ahmedabad
3. Uka Tarsadia University, Maliba Campus, Bardoli
4. Veer Narmad South Gujarat University, Surat
5. Saurashtra University, Rajkot
6. Auro University, Surat
7. Ganpat University, Mehsana, North Gujarat
8. R K University, Rajkot
9. P P Savani University, Kosamba, Surat
10. Bhagwan Mahavir University, Surat
11. CEPT University, Ahmedabad
12. Gujarat University, Ahmedabad
13. Charutar Vidya Mandal University, Vallabh Vidyanagar, Anand
14. ITM (SLS) Baroda University, Vadodara

15. The Maharaja Sayajirao University of Baroda, Vadodara

16. Sardar Patel University, Vallabh Vidyanagar, Anand

The numbers given to each University shall be considered same for future reference of listing, comparing and analyzing relevant information for this study.

Data Analysis

After studying different researchers as a part of literature review four different sections have been finalized to compare and analyze the syllabuses of sixteen different universities mentioned above.

A. Teaching Scheme

Following UGC guidelines on adoption of Choice Based Credit System (CBCS) 1 credit refers to 15 hours of theory teaching and double hours of tutorials / practical sessions in a semester. Thus, as a first step of comparison list of teaching scheme of CS offered in BID of these universities has been prepared.

Table 1: Teaching Scheme

Sr. No.	Name of the Subject	Semester	Credits	Theory Hrs / week	Tutorial / Practical Hrs / week	Total* hrs / semester
1.	Communication Skills – I	1	2	1	2	45
	Communication Skills – II	2	2	1	2	45
2.	Communication Skills	1	2	2	0	30
3.	Professional Communication	1	2	2	0	30
4.	Communication and Visual Skills I	1	2	2	0	30
	Communication and Visual Skills II	1	2	2	0	30
5.	Foundation Course in English 1	1	3	3	0	45
	Foundation Course in English 2	2	3	3	0	45
	Foundation Course in English 3	3	3	3	0	45

	Foundation Course in English 4	4	3	3	0	45
	Foundation Course in English 5	5	3	3	0	45
	Foundation Course in English 6	6	3	3	0	45
6.	Understanding Communication Design Development	1	2	2	0	30
7.	Communication Skills – I	1	2	2	0	30
	Communication Skills – II	2	2	2	0	30
8.	English as a Second Language – Beginners Level	1	3	3	0	45
	English as a Second Language – Beginners Level – 2	2	3	3	0	45
9.	Global Communication Skills	1	2	2	0	30
10.	Communication Skills and Human Psychology	1	2	2	0	30
11.	Communication and Creative Writing	1	1	1	0	15
	Write Here Write Now	2	2	2	0	30
12.	Communication and Presentation Skills	1	2	2	0	30
13.	Communication Skills I	1	1	1	0	15
	Communication Skills II	1	1	1	0	15
14.	Communication Skills	1	3	3	0	45
15.	Communication Skills	2	3	3	0	45
16.	Communication Skills (Languages – English) - 1	1	2	2	0	30

Total* hrs / semester = Theory + Tutorial / Practical of the semester

It is evident from the data presented in the above table that only Parul University out of these sixteen universities has considered practical aspects of teaching as a part of scheme. So far there are almost half i.e. seven universities indicated by Sr. No. 1, 4, 7, 8, 11, 13 and 16 which are offering English language course in 1st and 2nd semester. Out of these Sr. No. 16 Sardar Patel University thought titled 2nd semester

subject as Communication Skills – 2, offers Basic of Computer under this title so it cannot be considered English language specific subject. Moreover, Veer Narmad South Gujarat University has content other than that of English Language in the syllabus of Communication and Visual Skills II which includes graphics related topics. It is surprising to notice that Sr. No. 5 Saurashtra University offers 3 credit Foundation

Course in English from 1st to 6th semester that is the highest cumulative teaching hours among all universities but the syllabus is focused on teaching language through short stories, poems and literary essays and not direct approach of ESP considering BID. Other than this, three universities Sr. No. 8, 14 and 15 also have 3 credit subjects for students of BID but it does not reflect practical teaching in the scheme.

B. Evaluation Scheme

Referring to the same UGC guidelines evaluation scheme of each university has been listed to find out the weight age of internal and external evaluation in terms of theory and practical aspects along with details of continuous evaluation if specified

Table 2: Evaluation Scheme

Sr. No.	Name of the subject	Internal			External		Total
		T	CE	P	T	P	
1.	Communication Skills – I	60	MGNC	NM	40	NM	100
	Communication Skills – II	60	MGNC	NM	40	NM	100
2.	Communication Skills	50	NM	NM	50	NM	100
3.	Professional Communication	40	NM	NM	60	NM	100
4.	Communication and Visual Skills I (Internal 50 is total of Internal (10), CE (20), Review jury/viva/test (20))	10	20	20	50	NM	100
	Communication and Visual Skills II (Internal 50 is total of Internal (10), CE (20), Review jury/viva/test (20))	10	20	20	50	NM	100
5.	Foundation Course in English 1	30	NM	NM	70	NM	100
	Foundation Course in English 2	30	NM	NM	70	NM	100
	Foundation Course in English 3	30	NM	NM	70	NM	100
	Foundation Course in English 4	30	NM	NM	70	NM	100
	Foundation Course in English 5	30	NM	NM	70	NM	100
	Foundation Course in English 6	30	NM	NM	70	NM	100
6.	Understanding Communication Design Development	NM	NM	NM	NM	NM	NM
7.	Communication Skills – I (mentioned as Theory through	120		NM	80	NM	200

	continuous evaluation)						
	Communication Skills – II (mentioned as Theory through continuous evaluation)	120	NM	80	NM	200	
8.	English as a Second Language – Beginners Level	NM	NM	NM	NM	NM	NM
	English as a Second Language – Beginners Level – 2	NM	NM	NM	NM	NM	NM
9.	Global Communication Skills	40	NM	NM	60	NM	100
10.	Communication Skills and Human Psychology	NM	NM	NM	NM	NM	NM
11.	Communication and Creative Writing	NM	NM	NM	NM	NM	NM
	Write Here Write Now	NM	NM	NM	NM	NM	NM
12.	Communication and Presentation Skills (Term work of 100 marks)	NM	NM	NM	NM	NM	100
13.	Communication Skills I	NM	NM	NM	NM	NM	NM
	Communication Skills II	NM	NM	NM	NM	NM	NM
14.	Communication Skills	60	NM	NM	40	NM	100
15.	Communication Skills	NM	NM	NM	NM	NM	NM
16.	Communication Skills (Languages – English) - 1	NM	NM	NM	NM	NM	NM

T = Theory, CE = Continuous Evaluation, P = Practical, NM = not mentioned, MGNC = mentioned but Grading is not clearly stated

It is clearly noticeable that though good number of the universities have not mentioned the evaluation scheme or bifurcation in the provided syllabus or even on the website, there are around 50 percent universities who have stated details of the same. Out of which universities numbered 1, 7, and 14 have somewhat similar evaluation scheme which reflects internal 60% and external 40% thought in terms of marks No. 7 Ganpat University has evaluation of total 200 marks which is double than all the universities mentioned in the list. Against this Uka Tarsadia University and P P Savani University has exact opposite evaluation parameters grading 40% in

internal and 60% in external examination while Saurashtra University has reduced internal evaluation further to just 30 marks by increasing end semester evaluation to 70 marks. Even though Parul University emphasized on teaching Practical aspects in the teaching scheme it does not reflect the same in evaluation scheme, which could have been a noteworthy if included. Along with this it also provides details of continuous evaluation in the description of the syllabus but again does not mention clear details of grading of CE as a part of evaluation scheme. Contrary to this, even though Sr. No. 4 Veer Narmad South Gujarat University has not given any

reference to teaching CS in practical sessions it has included 20 marks of viva / jury as a part of internal evaluation along with a separate section of 20 marks for CE. The only educational organization Gujarat University has given equal consideration to internal and external evaluation.

C. Syllabus

Based on the study of Hyland (2006) and Jordan (1997) on types of syllabuses the collected data has been segregated into three following categories.

- a. Content/Product Syllabus: This includes aspects of grammar, communicative functions like description, comparison, cause-effect, situations or contexts, field specific topics and content in syllabus.
- b. Skills Syllabus: It focuses on skill based division of units like listening, speaking, reading, writing including sub-skills of each as per requirement.
- c. Method / Process Syllabus: This contains processes like organizing,

agreeing or disagreeing through discussion and / or task based teaching reference.

Considering the possibility of syllabuses following characteristics of more than one type following numeric coding has been mentioned in the table considering the primary layout / division of the mentioned syllabus which means how the syllabus has been presented on paper following particular structure.

1 = Majorly follows

2 = Nearly half of the content follows

3 = Somewhat follows

4 = Hardly follows or hardly any reference to it

University having CS subject in more than one semester has been listed once if the syllabus has followed same parameters but in case if syllabus of different semesters follows different parameters they are entered separately.

Table 3: Syllabus categories

Sr. No.	Name of the University	Content / Product Syllabus	Skills Syllabus	Method / Process Syllabus
1.	Parul University	2	1	4
2.	Gujarat Technological University	2	2	4
3.	Uka Tarsadia University	3	1	4
4.	Veer Narmad South Gujarat University	3	3	4
5.	Saurashtra University	3	3	4
6.	Auro University	3	2	4
7.	Ganpat University (Semester 1)	1	4	4
	Ganpat University (Semester 2)	4	1	4
8.	R K University	1	3	4

9.	P P Savani University	4	2	4
10.	Bhagwan Mahavir University	3	2	4
11.	CEPT University	4	1	1
12.	Gujarat University	2	4	3
13.	Charutar Vidya Mandal University	2	2	4
14.	ITM (SLS) Baroda University	2	2	3
15.	The Maharaja Sayajirao University of Baroda	2	2	4
16.	Sardar Patel University	4	1	4

Study of above table clearly reflects that most of the universities of Gujarat shows clear trend of following Skills Syllabus as primary focus followed by Content or Product Syllabus as second priority though hardly any of them have field specific topics or content as a part of syllabus. Overall, it can be generalized that it is a mix of both types of syllabus that most of the universities have whereas the 3rd type of syllabus method and process has been specified in the syllabus of only three universities. On one side, CEPT University has clearly focused on process and discussions of doing different tasks as per the syllabus while on the other side, ITM (SLS) Baroda University has mentioned list of classroom activities and similarly, Gujarat University has a separate section 'methodology' which emphasizes on student participation and classroom exploration as a necessary part of teaching. Even after this, with reference to ESP – EAP topics some universities like R K University and Veer Narmad South Gujarat University and Gujarat University have only some field specific topics for consideration. In addition, Parul University though has majorly ESP – EAP syllabus considering it a foundation subject for all specializations of Bachelor of Design, with reference to only branch BID it can be stated that it has some portion of ESP – EAP content. This survey does not criticize or negate the efforts of the syllabus design committee in any manner. It is certainly possible that the committee might have considered teaching English for General Purposes but the research

has looked at the same syllabus from the point of view of ESP-EAP as the need of an hour.

D. Text / reference Books

This fourth and final evaluation parameter emphasizes on whether the books listed in the prescribed syllabus follows ESP content or not. For the same real world language by Cook (2002), contextualized study material, language structure, vocabulary and study skills by Robinson (1991) and learning tasks or activities by Nunan (1988) and Long and Crookes (1988) have been considered to review books which shall be coded as mentioned below. There is a possibility that more than one university would have mentioned same books in the reference list but considering the earlier three parameters of this research the same criteria of having same university number as serial number in the first column of the following table has been followed for preparing the data for this parameter. Instead of listing all the books only books which have ESP content are considered for preparing this list for each university. In case particular university does not have any ESP book from the listed reference books in the syllabus they are not mentioned in the table.

Textbooks / reference books have ESP-interior design content

1 = majority of the content

2 = almost half of the content

3 = some of the content

Table 4: Textbook / Reference books with reference to ESP content

Name of the University	Name of the book, author and publication house	ESP content
Parul University	English for Art, Design and Multimedia – Teacher’s Notes, Hana Atcheson, Helena Janasova and Tereza Skorepova, Thomas Bata University	3
	English for Design Students, Kasatkina TY, Udmurtia University Publishing House, Russia	3
Gujarat University	Architectural Dictionary (for field specific vocabulary – one of the topics to be taught as a part of the subject)	3

Going through the data it is shocking to notice that out of all sixteen universities only two universities have some reference books which relates to ESP – EAP content. As the subject Communication Skills is a foundation subject offered commonly to all branches of Bachelor of Design, Parul University, as mentioned earlier, has ESP – EAP content for other specializations like product design, printing design and visual communication design. Thus, the syllabus contains ESP – EAP books which covers content specific to all these areas of Design field. But analyzing it from the perspective of BID only, it has some portion of interior design content. Another shocking factor is that many universities have not mentioned any books along with syllabus which has both positive and negative sides to consider leaving it completely on teacher teaching the subject. This survey does not criticize or negate the efforts of the authors and publication houses of the books mentioned above in any manner. It is certainly possible that the authors and publication houses of the books might not have written these books with an objective of offering it for teaching CS to the students of BID.

Findings

This survey helped in finding out that Communication Skills subject offered as a part

of BID at different universities of Gujarat seems to have focused on teaching general English instead of field specific English and similar is the case of books recommended for teaching the subject. Moreover, study of teaching and evaluation scheme also reflects that hardly one university has included practical section in teaching scheme that is Parul University while only one university that is VNSGU has clearly stated Practical and Continuous Evaluation grading. Thus, this study reflects clearly that need based syllabus and inclusion of practical teaching and continuous evaluation along with ESP-EAP based study material should be considered for Academics.

Scope of Further Research

This research evidently indicates that awareness of ESP-EAP syllabus is to be brought to the teaching fraternity of Gujarat. Focused teaching with emphasis on functional aspects of language along with inclusion of practical component in teaching and evaluation scheme is another quintessential aspect to be considered by syllabus designing committee across the universities of Gujarat. In the same lines, importance is also to be given to constant efforts of learners as a part of language learning process by including Continuous Evaluation in the evaluation scheme. Thus, this research would be

helpful, directly or indirectly, to the academicians who are in the decision making front with reference to syllabus design so that teaching – learning – evaluation can be made more learning focused and student centered.

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