

Employability Skills as an Integral Part of the ESL Curriculum

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Abstract

The graduates who pass out from the portals of educational institutions are often found wanting in their abilities to meet the requirements of the industries/organizations. Though these learners undergo a course in English for 12 to 14 years, they are not able to cope with the industrial requirements/organizational demands. The present system does not categorically provide opportunities to the learners to master employability skills. The authors after having made a Needs Analysis Survey requiring responses under a multi-skill set decided to conduct another survey based on the recommendations of National Network of Business and Industry Associations, (NNBIA 2014) and Science, Technology, Engineering and Mathematics Network (STEMNET 2014). The feedback thus obtained was classified under three main strands, namely, Communication Skills, Personal Skills and Managerial Skills. The authors had also consulted the NASSCOM study on the Employability Training Programme after having derived a broad spectrum of educational objectives and instructional objectives, the content outline was decided upon and the classroom methodology was in place. Procedures on formative and summative valuation were also finalized and presented. The inputs thus arrived can ideally form part of the ESL curriculum which can be incorporated for adoption and effective delivery and dissemination.

Keywords: Objectives, Communication Skill, Training, Analysis, Employability.

Introduction

Of late, a lot of discontentment among the stakeholders, (teachers, students, educational managers and administrators, employers, employees, proactive public citizens and others who are directly or indirectly involved in the business of education) is reported. The major complaints being the successful engineering graduates are not able to cope with the demands of 'on the job requirements' though they may have had academically a sound record, there have been complaints about the absence of non-scholastic abilities in these graduates, to be more specific, employability

skills. The scholastic abilities and the non-scholastic traits make a graduate a rounded personality to meet on the job requirements.

Skills Expected

It is expected that any graduate who passes out of any educational institution should have mastered the required knowledge along with the appropriate skills. However, there seems to be yawning gaps between the levels of competence/ skills expected and the obtaining levels of competence and skills. It is expected that any graduates should have

- i. Adequate mastery of knowledge in the relevant subject area/fields of study
- ii. Mastery of appropriate skills related to the field of specialization and
- iii. The competencies/ skills required to transform the acquired knowledge and skills into application in real life like situations to meet the needs of the world of work, there by perfecting / fine-tuning the knowledge/skills acquired for effective use and applications in the new real life context

Apart from the essential skills, there are a number of skills which are essentially required by all the employees, wherever they are employed. These generic skills irrespective of the disciplines are very much essential, desirable and also vital to be successful in one's career.

The National Network of Business and Industry Association has identified the common Employability Skills for all types of job across all disciplines and industries and other business/ work places.

Skills for Employment

As already emphasized, employers in industry seek to ensure certain foundational skills in all their employees. A strong academic background with the mastery of three 'R's, reading writing and arithmetic, a fairly decent level of knowledge of Mathematics, Computeracy skills and individual abilities such as team work , problem solving, work ethics, integrity, honesty, sincerity, etcetera make anyone employable .However, a comprehensive list of skills required always escapes attention. Hence, the missing links in the ESL curriculum need to be identified and incorporated as part of the ESL curriculum.

The broad educational needs and instructional needs should be identified before we decide upon the broad content areas of the curriculum. As one of the major complaints against the engineering graduates who pass out of educational institutions is their lack of competence to communicate effectively in English. The focus of the questionnaire revolves around English language communication skills, though the researcher had an eye on the other major missing links namely, employability skills. The inputs thus drawn have been presented in the form of a questionnaire to seek feedback from the stakeholders.

Needs Analysis Questionnaire A (Given in the Annex,ure)

Feedback was obtained from 100 stakeholders namely, 25 ESL teachers, 25 Subject teachers, 25 Employers of Government/Private organizations, 25 alumni. From the feedback arrived, a coefficient of clarity was arrived on the relevance of the needs which can be turned into objectives for adoption in the ESL curriculum.

The coefficient of clarity arrived at in respect of each of the variables is presented (Table.1) on the basis of the needs indicated. The average score of the feedback responses of 100 respondents has been used to arrive at the coefficient of clarity for each of the variables.

Table.1. Different Skills

A. Vital Employability Skills

• Communication Skills

S.No	Skill Area	Rating
1	Listening	0.9
2	Reading	0.9
3	Speaking	1.0
4	Writing	0.8
5	Interpersonal Skills	0.9
6	Teamwork Skills	0.8

B. Essential Employability Skills

• Beyond Communication Skills

S.No	Skill Area	Rating
7	Problem Solving Skills	0.7

8	Decision Making Skills	0.7
9	Acquisition Skills	0.6
10	Learning Skills	0.7
11	Initiative, Drive and Enterprise Skills	0.8
12	Creativity Skills	0.8
13	Innovation Skills	0.8
14	Technology Specific/Special Skills	1.0
15	Gathering and Managing Information	0.8
16	Planning and Organizing Skills	0.9
17	Oral Presentation Skills	1.0
18	Written Presentation	0.8

C. Desirable Employability Skills

- **Human Communication Skills**

S.No	Skill Area	Rating
19	Customer/Client Relations Skills	0.7
20	Resilience Skills	0.6
21	Marketing Scales Skills	0.9
22	Proactive Skills	0.7
23	Ethical Moral Skills	0.8
24	Social Responsibility Skills	0.8
25	Personal Skills	0.8

- The coefficient of clarity arrived at is $20.3/25 = 0.8$

The average coefficient of clarity of all the skills, namely, the Vital Skills, the Essential Skills and the Desirable Skills thus arrived from the analysis of the feedback is 0.8. A coefficient of clarity of 1 is the most ideal score but 0.8 fairly indicates the importance of the objectives that should form part of the ESL curriculum. With this base in view, the research study is aimed at identifying the micro details for the proposed ESL curriculum. Hence, the study aims at the

identification of the micro details which are ideally required and suited for inclusion in the curriculum. However, the feedback obtained from the earlier study (N.Lakshmana Perumal 2014) is quite elaborate and probably may not be possible for inclusion in its present form in the curriculum. Consequently, a more comprehensive and workable input has got to be initiated. Thus, the present study seeks to develop a curriculum incorporating all macro details and micro details in a workable format.

Objectives of the Study

The study is aimed at

- (i) identifying the broad communication skills including oral and written skills, interpersonal skills, business communication skills and presentation skills.
- (ii) listing the personal skills such as integrity and honesty, self- initiation and self -motivation, dependability and reliability, ability to adopt and adapt, professionalism, personal ethics and morals, empathy, value judgment, proactivism and stress management, and
- (iii) enumerating managerial skills such as planning and organizing skills, decision making skills, problem solving skills, critical thinking skills, customer relations, team work skills, leadership skills, negotiation skills and skills to work with tools and technology.

Hypothesis

The identification of the micro skills and macro skills from an assessment of the responses obtained from the stakeholders should ideally form the basis of an ideal curriculum for adoption and incorporation as an integral part of the curriculum. These needs identified should ideally contribute to the process of curriculum development. Thus, these needs shall be turned into General Educational Objectives (GEO) and Specific Instructional Objectives (SIO). The objectives thus identified will form the core of the proposed ESL curriculum.

Theoretical Framework

The National Network has brought together employers of major organizations to identify ‘the core set of fundamental skills that potential employees need in the workplace’ and a common vocabulary to explain them’.

(Across Industry Approach to Foundational Skills, July 22, 2014)

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The model evolved by the National Network of Business and Industry Association seems to prove positive and workable in an industry/business setting. This model also can be the possible framework to map skill requirements of the future employees in their career paths.

“Educators and other learning providers will also have industry defined roadmap for what foundational skills to teach, providing individuals the added benefit of being able to evaluate educational programs to ensure that they will in fact learn skills that employer’s value”.

The National Network of Business and Industry Association (NNBIA: 2014) has classified the employability skills under four broad skill areas and each of the skill areas have been listed with major sub-skill areas. The four major ‘Skill’ areas are

1. Personal Skills
2. People Skills
3. Applied Knowledge and Skills
4. Work place Skills

STEMNET (Science, Technology, Engineering and Mathematics Network) has defined Employability Skills as the transferable skills needed by an individual to make him/her employable. STEMNET in association with a range of UK based companies lists the top TEN Employability Skills

1. Communication and Interpersonal Skills
2. Problem solving Skills
3. Using your initiative and being self-motivated
4. Working under pressure and to deadlines
5. Organizational Skills
6. Team working
7. Ability to learn and adopt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

A comparative study of the ‘Common Employability Skills: A Foundation for Success in the work place: The Skills ALL Employees need, no matter where they work’ of the National Network of Business and Industry Association and the ‘Top Ten Employability Skills of Science, Technology, Engineering and Mathematics (STEMNET)’ give us a direction on the broad areas of Employability Skills. It can be assumed that these skills as identified by NNBIA and STEMNET may prove adequate to train the young Engineering graduates turn employable.

Methodology

The researcher had earlier conducted a survey to identify the needs of the ESL learners in the engineering colleges of Anna University by administering a questionnaire (Needs Analysis Questionnaire 2014).

With the inputs from the questionnaire and from a close study of the inputs from

- i) Common Employability Skills, ‘A Foundation for Success in the Workplace: The Skills All Employees Need, No Matter Where They Work ’ of National Network of Business and Industry Associations,
- ii) ‘Top 10 Employability Skills’ suggested by Science, Technology, Engineering and Management Network (STEMNET) and
- iii) NASSCOM study of Employability Skills for Adults with Learning Difficulties/Learning Disabilities, another questionnaire was developed subsuming all the micro skills and macro skills for administering among the stakeholders. The feedback was obtained formed the basis of the revised curriculum.

Sample Population

Feedback from the stakeholders namely the ESL teachers, the subject teachers, the ESL learners, employers and employees of industries and other organizations, Government and private was obtained to firm up the objectives of the curriculum.

Scope of the Study

It is believed that this present study is aimed at evolving the procedural details of a typical ESL curriculum with its most crucial element namely ‘employability skills’ as part of the

curriculum. Hence, this study is conducted and the feedback obtained from random sample populations of the stakeholders with the possibilities of including them in the proposed curriculum. In the emerging local scenario and global scenario, the objectives thus identified should ideally match the requirements of the typical syllabus across all universities and colleges nationally and internationally.

Limitations of the Study

This research study has been undertaken with the fond hope of finalizing the major components of a typical ESL curriculum with inputs from the Anna University Chennai area.

Table.2. A Comparative Study of the Employability Skills as Identified by NNBIA and STEMNET

National Network of Business and Industry Association (NNBIA)	Science, Technology, Engineering and Mathematics Network (STEMNET)
<u>1. Personal Skills</u>	
Integrity	1. Communication and Interpersonal Skills
Initiative	2. Problem solving Skills
Dependability and Reliability	3. Using your initiative and being self-motivated
Adaptability	4. Working under pressure and to dead lines
Professionalism	5. Organizational Skills
<u>2. People Skills</u>	6. Team working
Team work	7. Ability to learn to adapt
Communication Skills	8. Numeracy
Respect	9. Valuing diversity and difference
<u>3. Applied Knowledge</u>	10. Negotiation Skills
Reading	
Writing	
Mathematics	
Science	
Technology	
Critical Thinking	

<p>5. <u>Work place Skills</u></p> <p>Planning and Organizing</p> <p>Problem solving</p> <p>Decision Making</p> <p>Business fundamentals</p> <p>Customer focus</p> <p>Working with tools and technology</p>	
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NASSCOM

NASSCOM has conducted a study and come out with revealing details that almost 60% of the Indian graduates do not have the right employability skills. The gap in the industry-institute cooperation will certainly manifest itself to alarming proportions, thereby creating chaotic situations. To overcome these lacunae, industries engage specialist trainers to train the new recruits in their respective companies. Naturally, this procedure leads to additional expenditure on the part of the companies and also acts as a deterrent for further recruitment. Consequent upon this development, there is an urgent demand from the corporate world to improve the employability levels/skills of the fresh graduates. Alternately, if the inputs required to perform efficiently and effectively on the job are incorporated in the ESL training programme at the institution level, the industry may not face crises arising out of lack of employability skills of the new recruits.

NASSCOM has identified the employability skills for adults with learning difficulties/disabilities. The employability training programme seeks to combine the learners' learning strengths and weaknesses and accordingly instructional strategies and instructional goals are identified. The NASSCOM identified 29 competencies and classified them under six major categories. The six categories are

Strand One: Self Awareness and Advocacy Competencies

Strand Two: Communication Competencies

Strand Three: Social and Interpersonal Competencies

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Strand Four: Career Awareness, Development and Exploration Competencies

Strand Five: Workplace Culture Competencies

Strand Six: Vocational and Job Skill Competencies

The inputs presented above triggered the identification of employability skills that can be taught in the classrooms. While choosing the inputs a more flexible and comprehensive list of skills have been carefully chosen for inclusion in the proposed questionnaire for the present study.

Identification of Employability Skills

After having identified the broad spectrum of employability skills, the missing links have to be identified and the methods to impart these skills have to be evolved. Most of these skills, except Numeracy, Mathematics, Science, Engineering and Technology can be imparted only by an English teacher. Apart from the skills listed above, maintaining ethical and moral standards in the work place, ensuring quality and standards, the ability to develop proactive attitude and temperament even during odd times will make the list complete.

It is probably ideal to find out the degree of importance attached to these skills from the stakeholders, the desirability of including these skills in the curriculum drafted for teaching-learning transaction.

A questionnaire with the following variables to seek the responses from the stakeholders on the desirability of including various skills thus identified has been designed to be administered amongst the ESL teachers, subject teachers, employers, employees. The format of the new questionnaire with inputs from the earlier questionnaire seeking Vital Skills, Employability Skills and Desirable Skills has been taken into account while designing the new questionnaire. A lot of insights from the National Network of Business and Industry Associations and Science, Technology, Engineering and Mathematics Network has formed the core of the questionnaire. The format of the questionnaire is presented below.

The Questionnaire B (Given in the Annexure)

The questionnaire incorporates the details of the earlier Needs Analysis Survey conducted (Lakshmana Perumal 2014), and the inputs from the National Network of Business and Industry Association and Science, Technology, Engineering and Mathematics Network and NASSCOM. As a result of including various inputs from a variety of sources, it has become amply clear that these could be the possible learners' needs while undergoing a course of study and meeting on the job requirements. However, this questionnaire was administered among a sample population of 50 alumni and 50 employers of organizations of industrial establishments and feedback obtained. The details are presented below.

The questionnaire was administered among 100 respondents as stated above and feedback obtained. The feedback in respect of each of the variables from each of the 100 respondents was calculated upon and arrived at the following conclusion. The coefficient of clarity of each of the variables listed above is presented below (Table.3).

Table.3. Feedback based on skills

S.No	Different Skills	Rating
1	Communication Skills	
	i) Oral Skills	1.0
	ii) Written Skills	0.9
	iii) Business Communication Skills	0.7
	iv) Interpersonal Skills	0.9
	v) Presentation Skills	0.9
2	Personal Skills	
	vi) Integrity and honesty	1.0
	vii) Self-initiated and Self-motivated	0.8
	viii) Dependability and Reliability	0.8
	ix) Ability to adapt and adopt	0.8
	x) Professionalism in work place	0.9
	xi) Personal ethics & Morality	0.9

	xii) Empathy, Empathetic, Emphatic	0.9
	xiii) Value judgment	0.8
	xiv) Ability to be proactive	0.8
3	Managerial Skills	
	xv) Planning and Organizing Skills	0.9
	xvi) Business fundamentals	0.8
	xvii) Critical thinking skills	0.8
	xviii) Decision making skills	0.8
	xix) Problem solving skills	0.8
	xx) Customer focus	0.8
	xxi) Working with tools and technology	1.0
	xxii) Team working skills	0.8
	xxiii) Leadership skills	0.8
	xxiv) Negotiation skills	0.8
	xxv) Planning and Organizing Skills	0.9

- The coefficient of clarity arrived at is $20.4/25 = 0.8$

Results, Analysis and Discussion

Any draft curriculum begins with a statement of broad educational objectives which serve as a broad indicator of the curriculum process or teaching learning transaction that should happen in the classroom. The specific instructional objectives guide the stakeholders through the process of teaching learning and presents broad guidelines to the stakeholders. A cursory study of the broad curriculum will indicate and guide the learners as to what they should study and master, the teachers what they should impart and train, the evaluators what they should seek to test, the employers what the learners have mastered to decide upon the suitability of the individual learners for placements.

The feedback and the results of the Needs Analysis Survey (2014) carried out indicates a coefficient of clarity of 0.8 of the maximum 1.0. The feedback analysis of the questionnaire administered (2016) gives again a feedback of 0.8 out of the total 1.0.

In respect of the feedback thus received, the curriculum developer may as well conclude the kind of macro skills in respect of

- a) Communication Skills
- b) Personal Skills and
- c) Managerial Skills

That should form part of the ESL curriculum. The results clearly reflect the need to incorporate these micro details as part of the curriculum for teaching, learning transaction. As many as 25 sub skills under the various categories as cited above, namely, Communication Skills, Personal Skills and Managerial Skills should form part of the major inputs towards ensuring the mastery of objectives/skills. It is assumed that classroom instruction has already ensured oral skills and written skills to carry on with the immediate classroom needs and also on the job requirements. Though the interpersonal skills and presentation skills have been listed as priority skills in the feedback, the obtaining system in the current day to day teaching learning transaction hardly takes them anywhere forward. And hence, the needs of the learners have to be addressed in the design of new curriculum.

Communication Skills

Proficiency in communication skills is the core element to ensure the mastery of the employability skills. Communication skills involve

- i) Oral Skills
- ii) Written skills
- iii) Business communication skills
- iv) Interpersonal skills
- v) Presentation skills

Personal Skills

The Personal Skills involve

- i) Integrity and honesty
- ii) Self-initiation and self-motivation
- iii) Individual's dependability and reliability
- iv) Individual's ability to adapt and adopt
- v) Displaying professionalism in workplace
- vi) Maintaining personal code of conduct and principles of morality
- vii) Being empathetic and emphatic
- viii) Making value judgement
- ix) Ability to be proactive and working under all weather condition, managing stress intelligently.

The importance that has been accorded is 0.8 and hence, it is important. However, the obtaining curriculum transaction procedures do not seem to ensure the mastery of these skills. Hence, the proposed curriculum should adequately seek to provide these personal skills.

Managerial Skills

Managerial skills such as

- i) planning and organizing skills
- ii) familiarity with business fundamentals
- iii) Decision making skills
- iv) Critical thinking skills
- v) Problem solving skills
- vi) To stay focused towards attending the customers' needs
- vii) To be familiar with the modern gadgets and tools and technology
- viii) Team working skills and
- ix) Leadership skills and negotiation skills

make the list of managerial skills complete. The most interesting factor after the study of the feedback of communication skills, personal skills and managerial skills is quite revealing. An average 0.8 of the coefficient of clarity has been obtained.

It is the matter of concern and regret that the important core employability skills are not addressed whole heartedly. Pessimistic and halfhearted reforms in curriculum design will take us nowhere. Hence, a serious and much more focused attention to the micro and macro details should be incorporated in the new ESL curriculum.

Content Outline

The feedback thus obtained will form the basis for the identification of content. A strict water tight jacket approach may elude the solution to arrive at a concrete proposal. Thus, there is a definite need, 'to sweep and swap' the curricular objectives in the form of tasks and activities. An eclectic approach towards the development of curriculum involving the principles of communicative language teaching and the principles of competence and performance with a focus on meaning to enable internalizing the form (N. S. Prabu, 1987) should be the ideal plight path to success in ensuring the mastery of employability skills.

Apart from these basic core competencies, it should also be ensured that the learners become aware of the strategies such as self-correcting techniques, handling criticism, managing crisis and resolving conflicts.

Though the primary goal of education should aim at the creation of rounded personalities in young men and women, the practical and pragmatic approach should ensure in assisting the young learners in finding suitable employment so that they may feel comfortable and lead successful lives. Hence, career awareness, development and exploration competencies should also be included and incorporated in the curriculum. A sound awareness and understanding of the workplace skills shall certainly enhance the competence of the young learners. A special emphasis on the need to identify the job skills, qualifications and the respectability that goes along with these jobs, ability to identify and describe effective approaches to job search, ability to develop a job history and a resume, ability to face different job interview situations, develop abilities in succeeding in a job and retaining should also be included in the list of competencies that are to be developed in the learner.

An exposure to workplace culture competencies should complete the list of competencies that are to be developed in the learners. Competencies with a definite focus on formal and informal channels of communication, company's mission, vision and credo, duties, rights and

responsibilities on the job, developing compensation skills and self-advocacy skills shall be the basis to ensure workplace culture skills. The course on employability skills will be firmly placed on the learner centred activities and the teacher directed inputs. As has been indicated earlier, the core elements/competencies should be divided conveniently to form a logical progression following the maxims of good method, namely moving from easy to difficult, simple to complex, concrete to abstract, familiar to unfamiliar, known to unknown, whole to part and part to whole. The learning materials may be simple learning tasks in the classroom to simulated activities and finally to live on the job exposure. The materials chosen for each of the activities will be from the live real life activities. The teaching learning transaction may begin with the simple one to one conversations, small group discussions, large group interactions, lecture discussions, seminars, project works (Minor and Major Projects), field visits. All classroom activities shall begin with a short five minute warming up activities by way of motivation to the learners. It may be a short introduction to the topic discussed, a brief summary of the earlier classroom activities or a revealing anecdote, an old saying or a proverb and short story. The classroom will turn highly interactive and the emanating interest will be sustained by the teacher's ability to arouse curiosity and kindle the spirit of inquiry.

The teacher should also ensure the reinforcement of the skills mastered in the classroom. Hence, by way of ensuring the continuum in the learning process, extended classroom activities in the form of individual assignments and group assignments should be planned.

Evaluation

All learning efforts should be ideally evaluated to check whether whatever has been taught has also been learnt. A formative test is designed and results obtained to see how far the learning objectives have been realized. The formative tests, thus do not allow to take a pass/fail decision. A formative test is only a pretext to check the learners' level of competencies and thus allows midcourse corrections to enrich the inputs or take corrective measures to ensure the realization of the course objectives. Ideally, the formative tests can follow informal assessing procedure through checklists, rating scales and inventories. There can be quiz and short paper pencil tests to ensure immediate feedback.

The summative tests normally should follow the procedures of the Indian universities' customary practice of holding a three hour end examination. The question paper may comprise three sections, namely, Section A, Section B and Section C. Section A should have very short answer questions requiring answers in a sentence or two. Objective test items not less than 50 items can also be another option for section A. Section B should have five or six questions requiring answers in a paragraph or two. The questions may test the learners' skills in the mastery of description, narration, argumentation, persuasion, problem solving, decision making, and critical thinking skills.

Section C will have four or five descriptive answers involving proposal writing, report writing such as feasibility report, project report, progress report, maintenance and overhauling report and evaluative report.

Section A will have 25 or 30 marks depending upon the choice type items or the supply type questions. Section B will have 5 or 6 questions. Section C will have 4 or 5 questions, by way of response to the problems posed in the form of case studies or tasks.

Thus, the evaluation pattern will have the option to test and grade the mastery of the learners' knowledge and skills, paving way for open book examination. The proficiency linked language ability test ensures the authentication of marks/grades.

Hence, it is recommended to include the various sub-skills of the core 'employability skills' in the proposed ESL curriculum for the undergraduates in the institutions of engineering and technology. If the program allows a two-semester study, the first semester can be devoted to technical English/EST discourse and second semester for the employability skills.

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Annexure A

1. Needs Analysis Questionnaire

Dear stakeholders,

Kindly read the following and rate their importance on a five point scale, 5—to—1 indicating 5 to be extremely useful and 1 to be just useful.

A. Vital Employability Skills

• Communication Skills

Comprehension (Receiving and Absorption) and Contemplation (Thinking)

S.No	Receptive Skill	M	A	R	K	S
		5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant
1	<u>Listening</u> Comprehending spoken English in the form of classroom lectures, and instructions in the laboratory/workshop, and other talks.					
2	<u>Reading</u> Reading with an average speed, failing which comprehension of ideas will suffer. Thinking (Absorption and Assimilation) and Composition (Production)					
	Productive Skill	5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant

3	<u>Speaking</u> Speaking English maintaining a fairly acceptable level of speed, accent, rhythm and intonation.					
4	<u>Writing</u> Writing a variety of things in the form of notes, paragraphs, essays, letters and reports for multiple purposes.					
	Receptive, Productive and Thinking Skills	5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant
5	<u>Interpersonal Skills</u> Developing abilities and attitudes to honour/respect the diverse and varied opinions, values, cultures, beliefs, practices, religions and a variety of views of others.					
6	<u>Team Work Skills</u> Developing an Ability to team up and recognize the strengths and weaknesses of the members of the team and adjust to work as a single team without any inhibition.					

B. Essential Employability Skills

S.No		M	A	R	K	S
		5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant
7	<u>Problem Solving Skills</u> Listening, reading, comprehending, analyzing, Synthesizing, evaluating problems in different situations/contexts and developing a systematic approach to solve problems.					
8	<u>Decision Making Skills</u>					

	Using a variety of thinking skills towards making appropriate and accurate decisions.					
9	<u>Acquisition Skills</u> Developing a natural ability to acquire knowledge and skills through practice and innate mental abilities and making efforts to consolidate the results..					
10	<u>Learning Skills</u> Acquiring knowledge and skills through deliberate, simulated, directed and contextualized practices.					
11	<u>Initiative, Drive and Enterprise Skills</u> Developing a mindset to initiate a process towards mission accomplishment out of one's own volition rather than out of compulsion or through external factors.					
12	<u>Creativity Skills</u> Evolving, growing and turning to be creative in all endeavours and trying to find out-of-box solutions for mission accomplishment.					
13	<u>Innovation Skills</u> Innovating, creating, introducing novel procedures in the execution of work ensuring optimum utilization of resources with.					
14	<u>Technology – Specific/Special Skills</u> Developing an ability to demonstrate and seek an application of new					

	knowledge in technology specific skill areas.					
15	<u>Gathering and Managing Information</u> i) Identifying, locating, selecting, organizing relevant documents for use to meet the demands of world of work. ii) Developing an ability to analyze, synthesize and evaluate available information thus collected from a range of sources and managing these sources of information for an effective and appropriate use in a future date.					
16	<u>Planning and organizing skills</u> Developing abilities to conceive, think, plan and organize ideas/events/projects.					
17	<u>Oral presentation skills</u> Developing abilities to speak before an audience on a range of subjects making extemporaneous and impromptu presentation.					
18	<u>Written Presentation Skills</u> Writing on a range of subjects in the form of proposals and reports/ drafting business letters					

	and other making business correspondences.					
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C. Desirable Employability Skills

S.No		M	A	R	K	S
		5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant
19	<u>Customer/Client Relations- Management Skills</u> Identifying, customizing proactive/friendly strategies to promote positive, healthy relationship among clients and customers.					
20	<u>Resilience Skills</u> Developing an ability to face challenges and threats with equipoise and turning vibrant and resilient to make calamity into an opportunity.					
21	<u>Marketing/Sales Skills</u> Evolving techniques to project your product (range of specialized skills and achievements) through a vibrant and effective marketing/sales strategy.					
22	<u>Proactive Skills</u> Facing the challenges of the world of work with a positive mind and make the best use of obtaining conditions, thus ensuring the optimum productivity of the proactive skills.					
23	<u>Ethical/Moral Skills</u> Realizing the need to ensure the maintenance of excellent ethical practices					

	in the operational procedures and moral standards in the discharge of duties.					
24	<u>Social Responsibility Skills</u> Turning socially responsible to create a society full of understanding with a sense of equality and equanimity.					
25	<u>Personal Skills</u> i) Developing abilities to manage, change and turn flexible and adoptable. ii) Managing time and other resources skillfully. iii) Taking responsibility for the actions and decisions taken.					

Annexure B

2. Questionnaire

Dear Stakeholders,

Kindly read the following and rate their importance on a 5 point scale, 5 to 1 indicating 5 to be extremely useful and 1 to be just useful.

S.No	Different Skills	5	4	3	2	1
1	Communication Skills					
	i) Oral Skills					
	ii) Written Skills					
	iii) Business Communication Skills					
	iv) Interpersonal Skills					

	v) Presentation Skills						
2	Personal Skills						
	i) Integrity and honesty						
	ii) Self-initiated and Self-motivated						
	iii) Dependability and Reliability						
	iv) Ability to adapt and adopt						
	v) Professionalism in work place						
	vi) Personal ethics & Morality						
	vii) Empathy, Empathetic, Emphatic						
	viii) Value judgment						
	ix) Ability to be proactive						
	x) Working under stress, Ability to manage stress						
3	Managerial Skills						
	i) Planning and Organizing Skills						
	ii) Business fundamentals						
	iii) Decision making skills						
	iv) Critical thinking skills						
	v) Problem solving skills						
	vi) Customer focus						
	vii) Working with tools and technology						
	viii) Team working skills						
	ix) Leadership skills						
	x) Negotiation skills						



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