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# ELT Quarterly

**An International Peer-Reviewed Journal**

**Volume: 24 | Issue: 1 | March – 2025**



**Published by**

**H. M. Patel Institute of English Training and Research**

**Vallabh Vidyanagar, Dist. Anand, Gujarat, India.**

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**Chief Editor**

**Dr. Mayur Parmar**

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ELT Quarterly (ELTQ), as a rule, publishes only original and unpublished texts on the following focus areas:

- Innovative classroom practices.
- Classroom management practices
- Principles of teacher training
- Technology and the classroom
- Community and language teaching
- Theory and practice of language teaching
- Teaching and learning of literature
- Theoretical perspectives in literature and language
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## English as a Language of Future Communication

**Kunj Ganatra**

Research Scholar, MK Bhavnagar University, Bhavnagar

### Abstract

*Multilingualism is the new norm. Gen Z or Gen Alpha, the world is speeding towards learning multiple languages, expanding horizons and networking with people from entirely different cultures, countries, and education to gain employment, build political and cultural compatibility, or as a mandate of an academic curriculum. A report by the British Council (2013) mentions that the 'languages of the future' may not include English in the top 10 favoured languages after a decade, although its importance may never diminish. According to ICEF (International Consultants for Education and Fairs, 2016), students of all ages learn foreign languages such as Urdu, Spanish, French, Korean, and Mandarin. However, English remains the most popular, with 1.5 billion English-language learners in 2023. This research paper aims to establish that English will always remain the standard means of communication for corporate and cultural purposes through a literature review and a study of recent global surveys.*

**Keywords:** English, language learning, corporate communication, language of future, global language

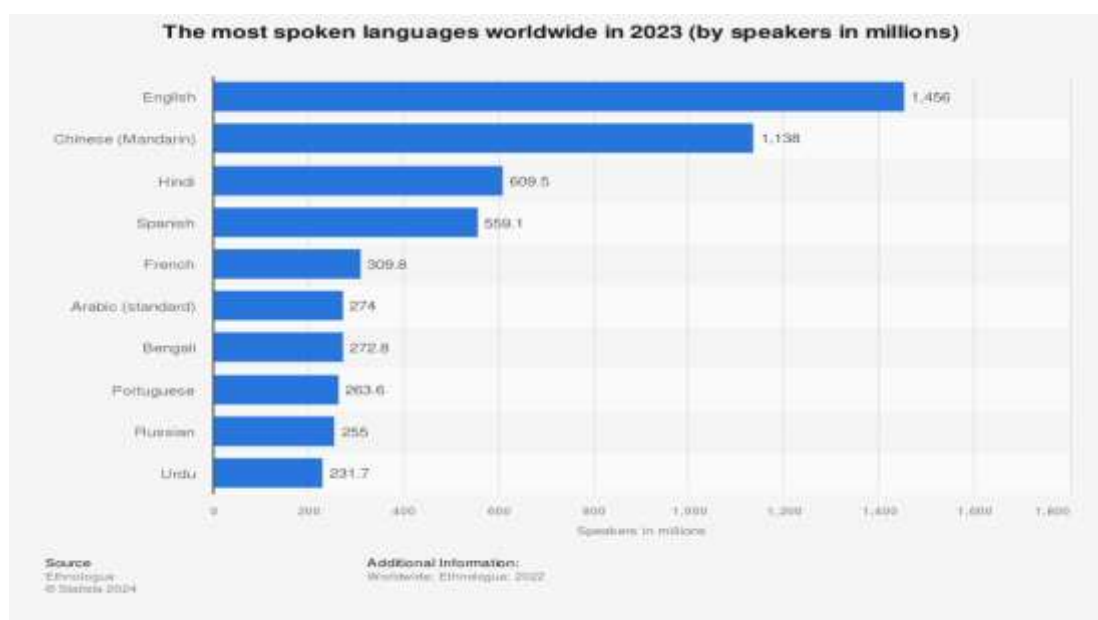
### Introduction:

Language brings people together. It bonds them to various cultures by pulling down imaginary walls that were once a reason for coldness, war, and massacres. Socio-culturally, register diversification is connected to the growing complexity of modern societies, labor becoming increasingly divided with more different and increasingly specialized activities across all societal sectors (Bizzoni et al., 2020). Research on language evolution shows that all human languages evolved from simple combinations of sounds, gestures, and symbols that help to communicate and express thoughts. It is just as essential to understand people across boundaries as much as it is to be understood by them. Multilingualism has become a norm in the 21<sup>st</sup> century, where people speak foreign languages as vital skills for academic pursuits, trade, employability, politics, travel, migration, cultural interests, and even literature reading. In one of his editorials, the British Council's Director of Strategy rightly says that 1,000 words can be enough to feel autonomous, confident, and secure in another country and bring some cultural understanding. 'Fluent' is an inhibitor, 'functional' is a liberator (Languages for the Future, 2013).

English as a language is widely used as *lingua franca*, with the IMF (International Monetary Fund) using it as its only official language. English is a language of

expression for acquisitions, mergers and global businesses with workspaces and employees across oceans. English appears as a co-language in various international organisations, such as The United Nations, where it shares the official language title along with Arabic, Chinese, French, Russian, and Spanish (alphabetically and not according to usage or preference) (*Official Languages*, n.d.) The ILO (International Labor Organization) also uses French, Spanish, and English as the official language connecting people globally. The point being made here is that although English is slowly losing its premier position as the global language, it is still a language for a global future which will be impenetrable to diminish. Statista, in their recent 2024 survey from Ethnologue (display 1) (*The Most Spoken Languages Worldwide in 2023*, n.d.), displays English as the most spoken language worldwide in 2023. However, this statistical data lacks information on how many of the 1.45 million speakers are using English as their native language and how many speak the same as a second language.

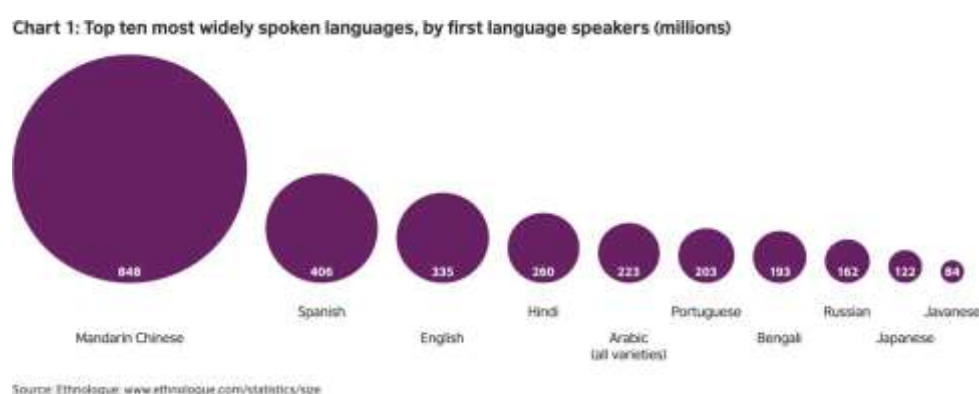
*Display 1*



Historically speaking, English did not enjoy the most popular status in the early 20<sup>th</sup> century. As late as the 1930s, German was a widely used international scientific language, and until the mid-20<sup>th</sup> century, most countries used their national languages for university teaching and for science and scholarship. (Philip Altbach, 2007) Educational institutes in Africa, for example, tutors in English, French, and Portuguese apart from its vernacular language. Children around the age of five begin their understanding of language, explicitly getting to know it's working. This development is called metalinguistic awareness. (Haseeb & Malik, n.d.) Furthermore, schools in India also emphasise learning foreign languages like Mandarin, Spanish, Portuguese, French, etc., as co-curricular activities, whilst

English and vernacular languages become the teaching language. I believe it is adequate to use terms like international language or world language international standing of a language with respect to 'extent of function (or use) for international communication' (Ulrich, 2010). The importance of meaningful language use at all stages since the acquisition of second or foreign language communicative skills has come to be recognised by researchers and teachers around the world, and many curricular innovations have been developed in response. (Savignon). Moreover, The National Education Policy of 2020 in India shows the inclusion of English as per the 'Three language formula,' which was first coined during the formation of NEP in 1968 and earlier recommended in the *Radhakrishnan Commission* of 1948-49 as well. New education policy 2020 has been announced in line with public aspirations and according to national needs and challenges. With the inclusion of NEP 2020, school curriculums are likely to reflect several changes implemented, including English learning and teaching (ELT) as part of the above-mentioned three-language formula to promote multilingualism from an early age. Philip Altbach (2007) reaffirms that there are more English speakers in India than in Britain and more English language learners in China because of the international role the language plays in its growing academic domination worldwide. Research shows how British colonialism played a major part in the widespread change from Latin and German to English. This quietly hints that English remains constant in the majority parts of the world. A survey conducted in early 2023 by Ethnologue.com for the first languages spoken by people is as follows:

Chart 1

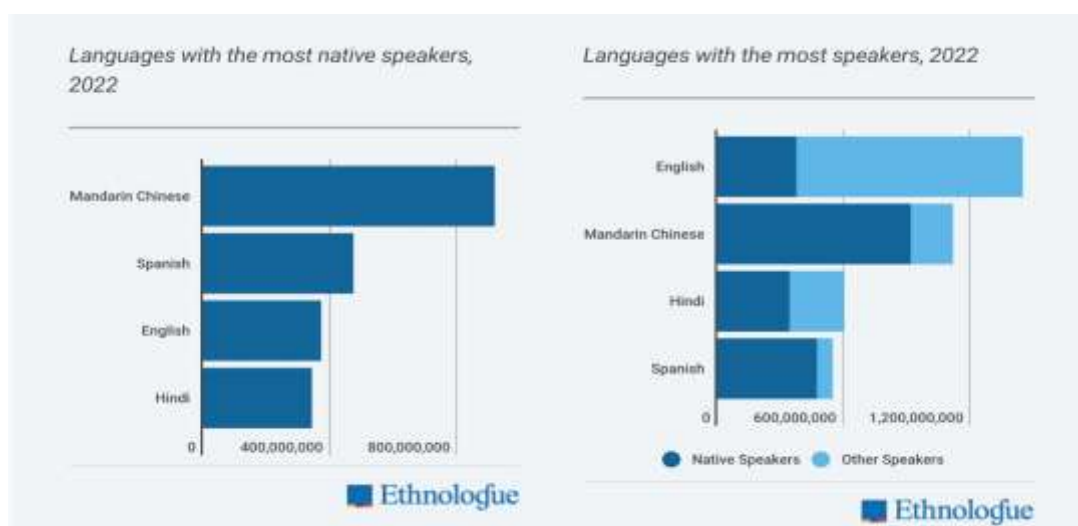


According to Chart 1, Ethnologue has been cataloguing 7,111 living languages in the world today for sixty years. The data shows that Mandarin Chinese is the most spoken language worldwide, followed by Spanish, English, Hindi, and so on. However, this data is more based on the native or first language used by the speakers and not on the language of communication unlike *display 1* above. With China being the most populated country in the world, Mandarin will be the first language for over 1,118 million speakers of China in 2023. Spanish is a first language for only twenty (20) countries, including eighteen (18) American

countries. As per the 2023 records of Britannica, Spanish is a native or first language for more than 487 million speakers. This makes it the second most spoken language. English is spoken in over sixty-seven

(67) countries and twenty-seven (27) non-sovereign entities. This marks 360 million first- language speakers of English. A blog on Berlitz.com (Assi) highlights English as a universal language or 'a de facto working language across the globe', stating Research and statistical data gathered by author Karolina Assi's ongoing research. This research on languages is to question and analyse whether the most spoken language by people is out of choice then. Ethnologue also publishes other statistical data that supports the result of Assi's research as follows:

*Chart 2*



Languages with the most native speakers vs. Languages with the most speakers in 2022.

According to Chart 2, 2022 data by Ethnologue tells the readers that although 7,111 languages are being spoken by people of various countries and cultures, English as a language is the most popular language of communication and precedes Mandarin by a long stretch. Research revealed how language proficiency delivers power and opportunities to some individuals in certain situations, allowing them to control the nature and flow of communication. over sense. Such communication can either be asymmetric, i.e. the language is used between native and non-native speakers, or it can be symmetric. The most frequent case of the latter is the language's use as a lingua franca, i.e. its use as a non-native language (non-native for all individuals involved) between native speakers of different languages (Ulrich, 2010). The debate about the popularity of Mandarin and English will remain ongoing since it is multifaceted with economic, cultural, geographical, educational, and political reasons, amongst a few others.

This establishes the role of English as a worldwide language for global communication. Investment in language learning, whether by the central government, educational institutions, or private sector organizations, requires a systematic analysis of which languages can bring most benefits, whether to people, society at large or our economy. (*Languages for the Future*, n.d.) A report titled 'Languages for the Future' published by the British Council (January 2017) suggests a keen interest in multilingualism by developed countries as an aid in economic mutual benefits and bridging trust across borders. For effective business intercommunication, there is a need for an understanding of the social, political, economic, and technical systems of a country, along with its innumerable aspects of importance to that nation's identity and culture. Annually, students migrate from their mainland to various countries globally to study and work; these students are required to pick up on the basics of the local language to sustain or the national language to manage their day-to-day affairs. India itself has 197 languages declared by UNESCO (Sharma, 2021). It is difficult for these students to learn a new language with the local dialects, especially if they are to spend a couple of years and not longer. Linguists, methodologists, and materials writer have contributed to this effort, for which it is all the richer. (Savignon). People who migrate have it more difficult to learn the language and its dialect and imbibe the local culture. Language plays a big role in all these. A Commonwealth study conducted in 2023 stated that learning Arabic makes it easier to learn Urdu and Farsi. There are 230 million native speakers of Arabic (WELCH et al., 2005). Similarly, learning Hindi makes learning some vernacular languages like Punjabi, Gujarati, Rajasthani, etc. easier. Lack of language proficiency can hamper professional and social ties among people and often becomes the biggest barrier to turning business opportunities into success. When information is provided in the buyer's language, "distance" is reduced, and the supplier gives evidence of commitment and adaptability to potential foreign customers. (WELCH et al., 2005)

Chart 3

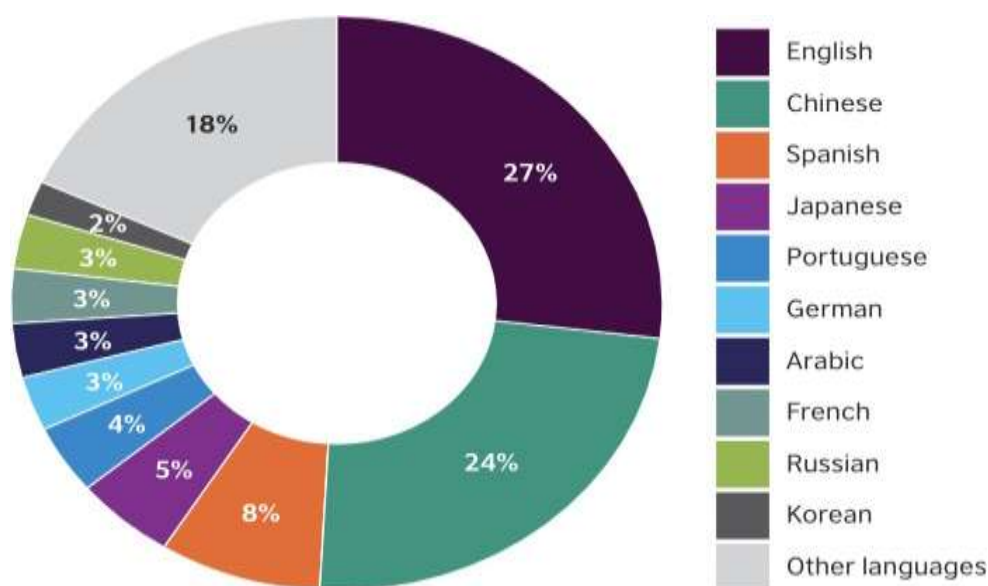
LEVEL OF PROFICIENCY IN ENGLISH	COUNTRIES RELEVANT TO THIS STUDY	LANGUAGES CONCERNED
Very low	Chile, Kuwait, Brazil, Egypt, UAE, Colombia, Saudi Arabia	Spanish, Arabic, Portuguese
Low	Indonesia, Iran, Russia, Taiwan, Vietnam, Turkey, China, Qatar, Mexico	Spanish, Indonesian, Farsi, Russian, Chinese languages, Vietnamese, Turkish, Arabic
Moderate	Spain, Portugal, Japan, France, Italy	Indian languages, French, German, Spanish, Portuguese, Japanese, Italian
High	Belgium, Austria, Germany, Poland, Singapore, Malaysia	Dutch, French, German, Polish, Malaysian
Very high	Sweden, The Netherlands, Norway	Swedish, Dutch, Norwegian



Source: [www.ef.co.uk/epi](http://www.ef.co.uk/epi)

Chart 3, a 2023 survey by EF (Education First) in the United Kingdom checks the level of English language proficiency amongst 2.2 million adults across 113 countries where English is neither a native language nor the first, although these countries are highly dependent on the language for economic and cultural reasons. A survey conducted by Internet World Stats (Chart 4 below) in 2023 displays the internet browsing language globally, giving a clear indication that language plays a bigger role in making internet usage easier for web browsers. The survey limits itself to Internet use by language, and there is no clear indication of the purpose of the users. This limitation makes it difficult for researchers to judge if English has been pivotal for corporate, cultural, economic, or leisure purposes amongst these users. The Chinese language falls to a short second to 24%, while Spanish is used by only 8% of Internet users as a language for Internet usage. When one matches the results depicted in charts 2 and 4, it indicates English is a language of preference amongst other available languages, keeping the facts intact in chart 3, which states several countries with current low or medium proficiency in English. Several scientific and scholarly journals are published in English as contributors find it easier to reach out to more readers, with several publishing webpages and open access to the same. Similarly, the large majority of the world's academic web sites and scientific networks function in English. (Philip Altbach, 2007)

*Chart 4*



Source: [internetworldstats.com/stats7.htm](http://internetworldstats.com/stats7.htm)

These recent surveys strengthen the researchers' understanding of the importance of the English language for the present times and that the English language is here to stay as the most preferred among global languages irrespective of the rise in learning more foreign languages, as stated in the British Council reports (*Languages for the Future*, 2017). What further concretes this idea is the term Communicative competence, a term coined by Sociolinguist Dell Hymes in 1971 with reference to language teaching. He explained that as the world is becoming more connected, people require the need to learn language beyond just rules of grammar to communicate, research, discuss, and negotiate globally. The term referred to language learning is important for academic as well as non-academic purposes. Globally, language is almost the essence of international business. It is a sometimes awkward, sometimes impenetrable, sometimes irritating reminder of what may be involved in crossing foreign cultures and in managing in a cross-cultural environment (Welch, Welch and Piekkari). This research paper will further explore the benefits of investing in English, spoken by 1453 million people (and increasing) as a common language globally, to establish its never-diminishing hold over languages of the future.

People who travel for work or leisure must learn the language of another country or culture for smoother social exchange, regardless of their fluency in the language. English dominates the fields of science, scholarship, and instruction like never before (Philip Altbach, 2007). Language has often been a barrier to communication. Lack of language proficiency hampers the ability to build closer ties for both commercial and social reasons. Perhaps that is one of the reasons AI learning applications such as Duolingo have gained popularity and success. Language learning apps that use AI-powered features enhance the user experience with an AI chatbox, creating role-play situations and much more. Several expat-based movies also showcase examples of how language has been a barrier for people living in a foreign land to socialise and gel in. Language contact, borrowing and mixing have always been an important part of evolution and survival process (Haseeb & Malik, n.d. 2021). One such Bollywood film, *English Vinglish*, directed by filmmaker Gauri Shinde, revolves around the concerns of non-native English speakers in an English-speaking country. The protagonist in the film joins many non-natives like her in an English tutorial class to gain proficiency in the English language, which eventually leads to a rise in her confidence level. The importance of any language lies in the fact that it gives access to certain institutions that leads to accumulation of cultural capital, and English language definitely showers one with the riches of this type. A second major reason for the popularity of English among those seeking upward mobility is the language's association with all things "modern." (Poonia & Chauhan, 2021) Language helps develop closer ties and bonds; therefore, it is labelled as a crucial forefront factor for building bridges between people as a global community.

Monolingual countries have suffered while trying to bridge and interact with foreign countries. Speakers often get winded in the misapprehension that the use of multiple languages hampers growth, harmony, and nationalism. It is, in fact, to assist the global population in building a cultural community that is not just restricted to native speakers. When English is offered to students at educational institutions, it is more likely to attract inter-state as well as international students. These students bring with them an economic benefit to the institute and a likeable diversity among students. And must, therefore, not be outcasted as a language of necessity. An evolvement happens when the language has a touch and influence from the native language as well. We can say English is also evolving as it spreads to more users. Language applications like Grammarly provide options for writing in American, British, Australian, Canadian and Indian English (for an Indian resident). The options at hand are the following: either to conduct all of their interactions in a language the pupil cannot yet use or understand

—and there can be no point in that—or to develop some of these dialogues in a different language from the foreign one which the student wants to learn—that is to say, the teacher may decide to communicate in the students' L1 (or L2) (Villacañas de Castro, 2013). Making multilingualism a norm is a likely solution. A common classroom language for students and facilitators enhances face-to-face conversations, flexibility of the course, ease and confidence in communication, and a higher level of participation in educational activities. Similar advantages are observed for individuals who are involved in commercial activities with other entities and individuals who do not share the same first language. (Karimi & Nejadghanbar, 2016) points out that a teacher needs to learn and update in order to teach the language as well.

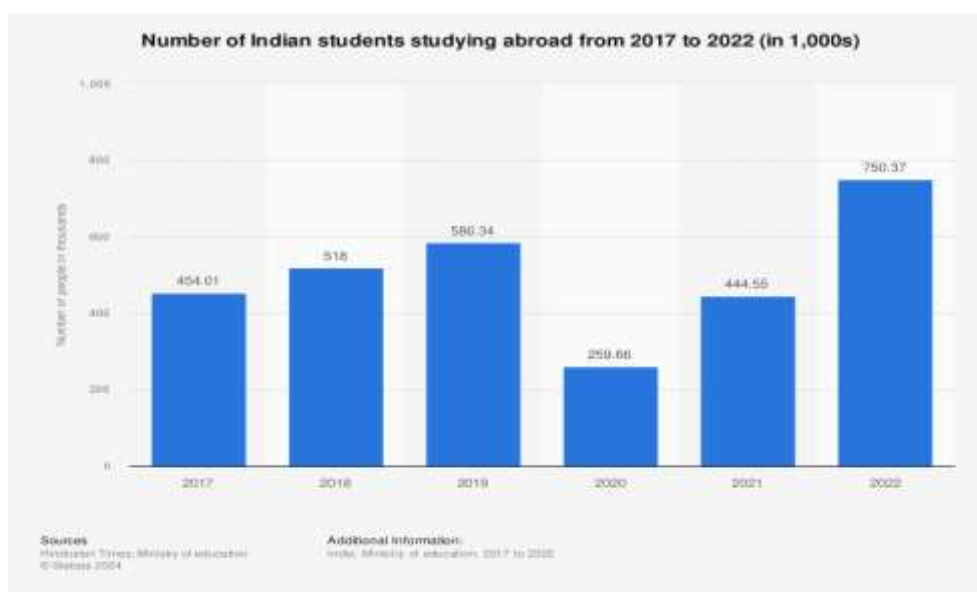
Certain more debatable perceptions on the rise of need in the English language include global business footprint via mergers, acquisitions, and scientific development. Non-native speakers of the English language would prefer reading what is documented in English. English also happens to be an acceptable common language for scientific exchanges. Evolution in science has been recorded in journal papers since the beginning, and the nomenclature has had a more dominant influence in German, Latin and Russian for hundreds of years. Linguistic data contain an abundance of information on human activities and culture (Sun et al., 2021). Recording these papers in a single language can be beneficial for researchers, students, educators, and scientists. They're comfortable in English, they read English, they can get by in English because the most exciting stuff in their mind is happening in English. So you end up with a very American-centric, and therefore very English-centric community of science after World War II (Porzucki, 2014). Michael Gordin, a professor of history of science at Princeton, mentions in an interview with *The World* magazine that Galileo wrote in his native language,



Italian, which was later translated to Latin for other scientists to read and learn since the majority of scientists followed Latin studies. Journal papers are likely to play a crucial role in science communication at present. For this reason, it is interesting and worthwhile to compare how the language and style of journal writing looked in earlier times and the changes it underwent. The PTRS (Philosophical Transactions of the Royal Society) furnishes perhaps the best material for investigating these issues. (Sun et al., 2021). The PTRS also happens to be the longest running English scientific journal that began in 1665. Journals become a source for researchers to trace the evolution of linguistic skills and the history of language.

Academic books and reports play a significant role in the evolution of literacy levels globally. English continues to enjoy its premier position as the language of the present day based on the United Nations' reports presented by UNHCR that establish facts of 281 million migrants migrating across 88 countries. 41 million of these international immigrants are under the age of 20. English becomes a medium for synchronous interaction of lingua-culture. A study report conducted by RedSeer (Agrawal, 2021) states that two million Indian students are expected to study abroad in 2021. The preferred countries listed are Canada, the United States of America, Australia, the UK, China and New Zealand. These students need to not just apply but even pass the English proficiency test to be accepted in educational institutes. English has become a common language of communication for the exchange of ideas, culture, and livelihood. With the widespread availability of student loans and easy travel plans, students are applying for study abroad options in English as well as non-English speaking countries where the language of instruction in the classroom is English to keep uniformity amongst students coming from different countries.

*Chart 5*



Indian representative to the United Nations' International Migration Review Forum (IMFR), Anurag Bhushan mentioned during a round table talk that India is committed towards further strengthening other business languages apart from English, such as German, Spanish, French or Japanese to ensure greater mobility, employability and readiness to contribute to the global workforce (Bhushan, n.d.). Statista data set projects the education market to reach US\$10.71bn by 2027. (CAGR 2022-2027) The education market's growth is also driven by the adoption of digital learning platforms, the integration of AI in education, and the increasing use of e- learning apps (*Education- Worldwide*, n.d.). In this report, Statista notes the contribution of apps like Duolingo that motivates users to learn new languages thereby boosting the popularity and ease of learning new languages. With over 1.6 M users, Duolingo, on a blog report for 10 top languages to learn in 2023 mentions English has long been the most popular language to study, and Spanish and French have jockeyed for the second and third spots. (Blanco, n.d.)

### **Conclusion:**

Significant reasons continue to stand with what this paper began research with. Even with the rise of important languages such as Mandarin, Spanish, French and Urdu in the list of preferred learning languages across the world, English has contributed to bringing the world on a common platform of uniformity and sharing of culture and thoughts. A very similar thought prevails in an old Sanskrit saying that calls the world as one whole family. 'Vasudeva Kutumbakum'. The researcher would like to ponder more on how to achieve this with a single global language. But again, why should there be only one common language to bridge with the global population? In fact, English (language) has several borrowings to its dictionary from languages such as Portuguese, French, Hindi and Latin, making English an influenced language. The downsides of English as a language of the future can be hypothesised by researchers like (Philip Altbach, 2007), who mentions a downfall or non-popular status of the local language. The world is yet to observe and glance at what this kind of change will lead to while English maintains its importance as a global language for Indians today, and safe to say for the future as well.

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## **Implementing Digital Storytelling Project in the English Language Classroom and Investigating Students' Attitude**

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### **Abstract**

*This classroom-based study explores undergraduate students' attitudes towards a Digital Storytelling Project implemented in the English language classroom. Over a span of 10 hours, students underwent training to comprehend the project's concept and acquire the skills needed to craft their own stories using digital tools. The culmination of the project involved students submitting their digital stories via Google Classroom. Subsequently, a questionnaire was administered to gauge students' perceptions regarding language improvement, motivation, project engagement, project value, and self-efficacy.*

*The findings indicate that the Digital Storytelling Project was well-received by students, who expressed belief that participation in such initiatives would bolster their language proficiency and augment their enthusiasm for the subject matter. The integration of digital storytelling projects into English language classrooms positively influenced students' attitudes, with participants acknowledging its impact on enhancing language skills and increasing engagement. Students reported improvements in listening, speaking, reading, and writing (LSRW) skills, grammar, vocabulary, and digital literacy.*

*The innovative nature of this approach served as a motivational catalyst, fostering active participation in English language activities. Consequently, recommendations are proposed for the wider implementation of Digital Storytelling Projects in English language classrooms, emphasizing their potential to invigorate student learning experiences and enhance language acquisition outcomes.*

**Keywords:** Digital tools, Digital Storytelling Project, Undergraduate Students, English language classroom, Training, Learning.

### **Introduction**

In recent years, the integration of digital technologies in education has gained momentum, offering innovative approaches to teaching and learning. Digital storytelling, in particular, has emerged as a powerful tool for language learning, allowing students to express themselves creatively while enhancing their language

skills. This paper explores the implementation of Digital Storytelling Projects in the English language classroom and investigates its impact on students' attitudes and language learning outcomes.

### **Literature Review**

Previous research has highlighted the benefits of digital storytelling in language education. Digital storytelling engages students in the language learning process by providing a platform for them to create and share their own narratives using multimedia elements. This approach not only improves language skills but also fosters creativity, critical thinking, and digital literacy. Studies have shown that students are highly motivated when engaged in digital storytelling activities, leading to increased language proficiency and confidence.

Storytelling is a medium for human social interaction and is popularly employed for educational purposes. This stimulating method of storytelling used by the current generation revolves around multimedia tools such as text, image, video, audio, etc., for the narration of stories (Li EH and Hew HS, 2017). Digital Storytelling is like an adaptation of telling stories that have shifted from conveying stories through personal communication or newspapers, magazines, etc., to online communication (tweets, posts, videos) accessible by a diverse number of people in any part of the world (Tyrou, 2022). It has been quoted that "digital storytelling is the modern extension of the old art of storytelling," which makes effective use of the technology available now (Lambert, 2013). Students in the twenty-first century take an active role in creating and contributing to the online environment (Shelton et al., 2017). Most digital stories are videos that last between 2 and 10 minutes (Dogan, 2021). There were stories about personal experiences, historical events, life in one's neighborhood, the search for life in other parts of the universe, and everything else. People of all ages, even those who do not know much about computer filmmaking, use technology creatively.

### **Objectives**

- To implement Digital Storytelling Projects as a pedagogical approach in the English language classroom.
- To assess students' attitudes toward Digital Storytelling Projects as part of language learning.
- To understand the effects of Digital Storytelling Projects on students' language improvement, motivation, project engagement, perceived value, and self-efficacy

## Methodology

The study involved undergraduate students who underwent ten hours of training to familiarize themselves with the Digital Storytelling Project. During this training period, students learned how to use digital tools to create and present their stories. Following the completion of their digital stories, students were asked to submit them via Google Classroom. A questionnaire was then administered to assess students' attitudes toward the project and its impact on their language learning.

## Analysis and Interpretation

*Table 1: Number of Years Exposed to English Language Learning*

No. of Years	N	%
0-5	5	4.8
6-10	13	12.5
11-15	49	47.1
16-20	37	35.6

The data presented in Table 1 illustrates the distribution of years students have spent learning English, highlighting both frequency and percentage across different time spans. A significant finding is that the majority of students have been learning English for an extended period. Specifically, nearly half (47.1%) of the students have spent 11-15 years learning the language, indicating a strong foundation and significant experience with English. The second most common duration is 16-20 years, with 35.6% of students falling into this category. This further underscores the depth of English language exposure within this group. With over one-third of students in this bracket, it is evident that a considerable number of students have a prolonged and substantial engagement with English. On the other hand, fewer students have been learning English for shorter durations. Only 12.5% of students have 6-10 years of learning experience, indicating that a smaller portion of the student population falls into this intermediate duration category. The least common range is 0-5 years, with just 4.8% of students having this minimal level of experience. This small percentage points to a relatively minor segment of the student population who are relatively new to the English language.



*Table 2: English Proficiency Level*

English proficiency level	Frequency	Percent
Advanced	9	8.7
Beginner	9	8.7
Elementary	6	5.8
Intermediate	35	33.7
Pre- Intermediate	7	6.7
Upper- Intermediate	38	36.5

The distribution of students' English proficiency levels, as outlined in the table, offers valuable insights into the linguistic landscape of the student body. Intermediate proficiency levels emerge as the dominant category, encompassing a substantial 77.4% of students collectively across Intermediate, Pre-Intermediate, and Upper-Intermediate levels. Furthermore, the balanced representation of both Advanced and Beginner levels at 8.7% each underscores a diverse student population with varying degrees of proficiency. While the presence of Beginners highlights the importance of providing foundational support and resources for those who are just starting their English language journey. However, the lower representation of students at the Elementary level, comprising only 5.8% of the population, signals a smaller contingent of learners at the foundational stage of English acquisition.

*Table 3: Computer Knowledge*

Computer knowledge	Frequency	Percent
Excellent	6	5.8
Fair	14	13.5
Good	54	51.9
Poor	1	1.0
very Good	29	27.9

The data presented illustrates the distribution of students' computer knowledge across various proficiency levels, shedding light on their familiarity with technology. A predominant trend emerges, showcasing a significant portion of students possessing commendable computer skills. Specifically, over three-quarters of the student body, totaling 79.8%, fall within the categories of Good and Very Good proficiency. Among these, the Good proficiency level stands out as the most prevalent, encompassing more than half of the students at 51.9%. Following closely behind is the Very Good category, representing 27.9% of students, indicating a substantial cohort with a high level of computer literacy.

In addition to the majority demonstrating solid computer skills, there is also a fair representation of students with moderate proficiency. Around 13.5% of students are classified under the Fair category, indicating a notable segment possessing a basic understanding of computer concepts and operations. While this group may not exhibit advanced skills, they still possess a foundational knowledge that can be further developed with targeted support and resources. Furthermore, the data reveals a smaller yet noteworthy presence at the extreme ends of the proficiency spectrum. Approximately 5.8% of students showcase Excellent computer knowledge, indicating an advanced level of expertise, while only 1.0% fall into the Poor category, suggesting limited familiarity with technology among a very small minority.

*Table 4: Students' Perspectives on Language Enhancement*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Avg.	S.D
The DST project helped me improve my reading skills	Frequency	3	10	27	50	14	3.60	0.940
	Percentage	2.9	9.6	26.0	48.1	13.5		
The DST project helped me improve my writing skills	Frequency	4	10	30	41	19	3.59	1.020
	Percentage	3.8	9.6	28.8	39.4	18.3		



The DST project helped me improve my grammar	Frequency	3	8	33	44	16	3.60	0.940
	Percentage	2.9	7.7	31.7	42.3	15.4		
The DST project helped me improve my vocabulary.	Frequency	3	8	31	43	19	3.64	0.695
	Percentage	2.9	7.7	29.8	41.3	18.3		

The data presented reflects students' perspectives on the effectiveness of the DST (Digital Storytelling) project in enhancing various aspects of their language skills. Across the board, the majority of students express positive sentiments, indicating that the DST project has had a notable impact on their language improvement. In terms of reading skills, a significant portion of students (48.1%) agree, with an additional 13.5% strongly agreeing that the DST project has helped them improve. This suggests that the project has been successful in engaging students and enhancing their reading abilities, as evidenced by the relatively high average rating of 3.60 out of 5.

Similarly, regarding writing skills, grammar, and vocabulary improvement, the majority of students express agreement or strong agreement. For writing skills, 39.4% agree and 18.3% strongly agree, indicating that the project has been beneficial in enhancing students' writing proficiency. Likewise, for grammar improvement, 42.3% agree and 15.4% strongly agree, suggesting that the DST project has contributed positively to refining students' grammar skills. Moreover, in terms of vocabulary enhancement, 41.3% agree and 18.3% strongly agree, indicating that the project has effectively enriched students' vocabulary.

These findings collectively suggest that the DST project has been well-received by students and has made significant strides in enhancing various aspects of their language skills. The positive feedback underscores the project's success in fostering an environment conducive to language learning and development. The relatively high average ratings across all categories further reinforce the project's effectiveness in achieving its intended goals of improving students' reading, writing, grammar, and vocabulary skills.

Table 5: Students' Perspectives on Intrinsic Motivation

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Avg.	S.D
The DST project aroused my curiosity even if it was difficult to learn	Frequency	2	11	49	37	5	3.31	0.801
	Percentage	1.9	10.6	47.1	35.6	4.8		
The DST project made me like English more	Frequency	4	7	39	44	10	3.47	0.903
	Percentage	3.8	6.7	37.5	42.3	9.6		
The DST project was challenging	Frequency	4	10	32	42	16	3.54	0.994
	Percentage	3.8	9.6	30.8	40.4	15.4		
The DST project was interesting	Frequency	3	5	32	47	17	3.67	0.908
	Percentage	2.9	4.8	30.8	45.2	16.3		
The DST project was motivation tool for me to learn English	Frequency	5	7	37	43	12	3.48	0.955
	Percentage	4.8	6.7	35.6	41.3	11.5		

The data provided offers insights into students' perspectives regarding the role of intrinsic motivation in their engagement with the DST (Digital Storytelling) project and its impact on their learning experiences. Firstly, in terms of curiosity arousal, a substantial proportion of students (35.6% agreeing and 4.8% strongly agreeing) indicate that the DST project piqued their curiosity, even when faced with

challenges. Secondly, the majority of students (42.3% agreeing and 9.6% strongly agreeing) express that the DST project contributed to their growing fondness for English. Moreover, students perceive the DST project as both challenging and interesting, with significant percentages agreeing or strongly agreeing with these statements. Lastly, the DST project emerges as a motivational tool for students to learn English, with a considerable portion of students (41.3% agreeing and 11.5% strongly agreeing) acknowledging its role in motivating their language learning efforts.

The data reflects positively on the DST project's ability to foster intrinsic motivation among students, as evidenced by their curiosity, enjoyment, engagement, and perceived value of the project as a motivational tool for learning. These findings underscore the importance of incorporating elements of intrinsic motivation into educational interventions, as they play a crucial role in fostering students' enthusiasm, perseverance, and ultimately, their academic success.

*Table 6: Students' Perspectives on Task Engagement*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Avg.	S.D
The content of the DST task was meaningful to me	Frequency	2	9	36	44	13	3.55	0.891
	Percentage	1.9	8.7	34.6	42.3	12.5		
The DST tasks were very engaging	Frequency	2	11	39	39	13	3.48	0.914
	Percentage	1.9	10.6	37.5	37.5	12.5		
when doing the DST task , I could make the decisions about what to do	Frequency	3	6	34	47	14	3.61	0.897
	Percentage	2.9	5.8	32.7	45.2	13.5		
I had the skill	Frequency	2	5	35	45	17	3.67	0.875

to complete the DST task	Percentage	1.9	4.8	33.7	43.3	16.3		
When doing the DST task I controlled my learning	Frequency	3	8	39	42	12	3.50	0.903
	Percentage	2.9	7.7	37.5	40.4	11.5		
When doing DST task I was so absorbed in what I was doing that time seemed to pass quickly	Frequency	3	9	40	39	13	3.48	0.924
	Percentage	2.9	8.7	38.5	37.5	12.5		

The data provided offers insights into students' perceptions of task engagement within the context of the DST (Digital Storytelling) project. Firstly, a substantial majority of students (42.3% agreeing and 12.5% strongly agreeing) indicate that the content of the DST tasks was meaningful to them. Similarly, a significant proportion of students (37.5% agreeing and 12.5% strongly agreeing) perceive the DST tasks as very engaging. Moreover, students express a sense of agency and autonomy in their engagement with the DST tasks. A considerable portion of students (45.2% agreeing and 13.5% strongly agreeing) indicate that they could make decisions about what to do during the tasks. This suggests that the tasks provided students with opportunities for self-direction and choice, enabling them to tailor their learning experiences to suit their individual preferences and needs. Furthermore, students feel confident in their ability to complete the DST tasks, with a majority (43.3% agreeing and 16.3% strongly agreeing) indicating that they had the necessary skills to succeed. Additionally, students report a sense of control over their learning during the DST tasks. A significant majority (40.4% agreeing and 11.5% strongly agreeing) indicate that they were able to control their learning process.

The data reflects positively on the DST project's ability to promote task engagement among students. These findings underscore the importance of designing tasks that are meaningful, engaging, and empowering, as they play a crucial role in fostering students' motivation, involvement, and ultimately, their academic success.

Table 7: Students' Perspectives on Task Value

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Avg.	S.D
DST tasks are useful for my English learning	Frequency	8	3	30	50	13	3.55	1.013
	Percentage	7.7	2.9	28.8	48.1	12.5		
I think I will be able to use the things I learnt from DST tasks in other aspects of my life	Frequency	1	10	39	40	14	3.54	0.880
	Percentage	1.0	9.6	37.5	38.5	13.5		
It is important for me to learn from the DST task	Frequency	3	8	33	41	19	3.62	0.9673.
	Percentage	2.9	7.7	13.7	39.4	18.3		

The data provided offers insights into students' perspectives on the value of tasks within the DST (Digital Storytelling) project, particularly in relation to their English learning and broader life applicability. Firstly, a significant majority of students (48.1% agreeing and 12.5% strongly agreeing) indicate that the DST tasks are useful for their English learning. Similarly, a substantial proportion of students (38.5% agreeing and 13.5% strongly agreeing) believe that they will be able to use the knowledge gained from the DST tasks in other aspects of their lives. Moreover, students express a sense of importance attached to learning from the DST tasks. A considerable majority (39.4% agreeing and 18.3% strongly agreeing) indicate that it is important for them to learn from the tasks.

The data reflects positively on the perceived value of tasks within the DST project. These findings underscore the importance of designing tasks that are meaningful, relevant, and applicable to students' learning goals and aspirations. By recognizing and addressing students' perceptions of task value, educators can create learning

experiences that are engaging, motivating, and ultimately, conducive to student success and achievement.

*Table 8: Students' Perspectives on Self-Efficacy*

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Avg.	S.D
I was confident that I would be able to complete the DST task successfully	Frequency	3	8	31	43	19	3.694	0.965
	Percentage	2.9	7.7	29.8	41.3	18.3		
I was certain that I would learn all of the technical skills required to complete the DST task	Frequency	4	5	31	39	25	3.73	1.007
	Percentage	3.8	4.8	29.8	37.5	24.0		

The provided data sheds light on students' perceptions of their self-efficacy in completing tasks within the DST (Digital Storytelling) project, particularly in terms of confidence and certainty regarding task completion and technical skill acquisition. Firstly, a significant majority of students (41.3% agreeing and 18.3% strongly agreeing) indicate that they were confident in their ability to complete the DST task successfully. Similarly, a substantial proportion of students (37.5% agreeing and 24.0% strongly agreeing) express certainty in their ability to learn all of the technical skills required to complete the DST task. Overall, the data reflects positively on students' self-efficacy in the context of the DST project. These findings underscore the importance of fostering a supportive and empowering learning environment that nurtures students' belief in their own abilities and encourages them to take on challenges with confidence and determination. By promoting self-efficacy, educators can empower students to take ownership of their learning, overcome obstacles, and achieve their academic and personal goals.

### Overall Interpretation

The data on language improvement reveals that students perceive the DST project as highly beneficial for their language improvement across multiple aspects, including reading, writing, grammar, and vocabulary. A significant majority of students report positive experiences, indicating that the project has effectively enhanced their language skills. Specifically, the high percentage of students agreeing or strongly agreeing that the DST project helped improve their reading, writing, grammar, and vocabulary skills suggests that the project has been successful in providing meaningful learning experiences that contribute to students' language proficiency. This positive feedback underscores the effectiveness of the DST project in facilitating language development among students.

Students express a strong sense of intrinsic motivation during the DST tasks, as evidenced by their curiosity, interest, and perceived autonomy and control over their learning process. The data suggests that the DST project has successfully tapped into students' intrinsic motivation, fostering a positive and engaging learning environment. The high percentage of students agreeing or strongly agreeing with statements related to curiosity arousal, liking for English, and motivation to learn from the DST tasks indicates that the project has been successful in capturing students' interest and motivating them to actively participate in the learning process.

Students view the DST tasks as meaningful, engaging, and valuable for their English learning. They also demonstrate a high level of self-efficacy, expressing confidence and certainty in their ability to successfully complete the tasks and acquire the necessary technical skills. The data suggests that the DST project has provided students with stimulating and interactive tasks that encourage active participation and immersion in the learning experience. Additionally, students feel empowered to make decisions about their learning and exhibit a strong sense of control over their learning process during the DST tasks. This positive perception of task engagement underscores the effectiveness of the DST project in promoting student engagement, motivation, and self-efficacy.

Finally, the data reflects highly positive student perceptions and experiences regarding their language learning journey within the DST project. Students perceive the project as highly beneficial for their language improvement, intrinsic motivation, task engagement, and self-efficacy. These findings highlight the effectiveness of the DST project in fostering a supportive and empowering learning environment that nurtures students' language skills, motivation, and confidence. Overall, the data underscores the importance of implementing innovative and student-centered approaches to language education, such as the DST project, to enhance student learning outcomes and promote a positive learning experience.



## Discussion

The findings of this study suggest that integrating Digital Storytelling Projects in the English language classroom can have a profound impact on students' attitudes and language learning outcomes. By providing a creative and interactive platform for language practice, digital storytelling enhances student engagement and motivation. Furthermore, the project fosters the development of essential language skills while equipping students with valuable digital literacy skills.

Analysis of the questionnaire responses revealed overwhelmingly positive attitudes toward the Digital Storytelling Project. Students reported increased motivation, engagement, and perceived value in the project. They also expressed confidence in their language skills, noting improvements in listening, speaking, reading, and writing abilities. Additionally, students highlighted the importance of digital skills acquired through the project, emphasizing its relevance in today's digital age.

## Major Findings:

- **Positive Attitudes:** The majority of students exhibited positive attitudes towards the Digital Storytelling Project, perceiving it as beneficial for improving their language skills and increasing their motivation to learn English.
- **Language Improvement:** Students reported improvements in various language skills, including reading, writing, grammar, and vocabulary, as a result of participating in the project.
- **Intrinsic Motivation:** The Digital Storytelling Project was found to arouse curiosity, increase liking for English, and serve as a motivational tool for students to engage in language learning activities.
- **Task Engagement:** Students found the content of the project meaningful and engaging, indicating high levels of involvement and immersion in the storytelling process.
- **Task Value:** Students perceived the Digital Storytelling Project as useful for their English learning, with many believing they could apply what they learned in other aspects of their lives.
- **Self-Efficacy:** Students expressed confidence in their ability to complete the project successfully and acquire the necessary technical skills, demonstrating high levels of self-efficacy.

## Suggestions and Recommendations:

- **Integration of Digital Storytelling:** Educators are encouraged to integrate Digital Storytelling Projects into English language classrooms to enhance language learning outcomes and student engagement.



- **Training and Support:** Providing comprehensive training and ongoing support to students in using digital tools for storytelling can enhance their confidence and technical skills.
- **Tailored Activities:** Designing activities that cater to students' diverse proficiency levels and interests can further enhance engagement and motivation in language learning.
- **Feedback and Reflection:** Incorporating opportunities for feedback and reflection can help students enhance their language skills.
- **Collaborative Learning:** Encouraging collaborative storytelling activities can students language skills.

#### **Limitations:**

- **Sample Size:** The study's findings may be limited by the size of the participant sample, potentially affecting the generalizability of the results.
- **Contextual Factors:** External factors such as classroom environment, teaching methods, and individual differences among students may have influenced their attitudes and experiences with the Digital Storytelling Project.
- **Self-Reported Data:** The information gathered from the surveys was based on students' self-disclosed answers, which could potentially be influenced by biases or inaccuracies.
- **Duration of Study:** The study's timeframe may have been insufficient to capture the long-term impact of the Digital Storytelling Project on students' language learning outcomes.

#### **Conclusion:**

This research highlights the efficacy of Digital Storytelling Projects as an instructional method in English language teaching. Utilizing digital resources and multimedia components, teachers can craft interactive and captivating learning environments that foster language learning and student involvement. The optimistic attitudes and language learning achievements noted in this study emphasize the capacity of digital storytelling to revolutionize language education. Looking ahead, it is advisable to delve deeper into and incorporate digital storytelling into English language syllabi to optimize learning outcomes and equip students for proficiency in the digital era.

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## **Effective Strategies for Teaching English Language to ESL learners Through Literature**

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### **Abstract**

*Teaching English language to the English as a second language (ESL) learners in a way that retains their interest and motivation level has been a challenging task for the language teachers and trainers. English language teachers and material designers have since long worked on strategies of making English learning and teaching more effective and interesting. Using literary texts for teaching English language to ESL learners is one such strategy used in ESL classrooms. Literary genres such as novels, dramas, poems, short stories etc can be used as an important source for teaching English language to language learners. Using literary texts for teaching English language to ESL learners can help in not only enhancing the experience of language acquisition but also in fostering analytical skills and cultural understanding. Since literary texts are considered to be authentic material for teaching and learning English, the language trainers can use the literary texts to expose the learners to semantic and syntactic structures of language. Thus, this paper attempts to explore the strategies of teaching English language to ESL learners by integrating literature into English classrooms and thereby help the learners to enhance their communication skills, vocabulary, grammar, comprehension etc. Moreover, this paper aims at presenting insights into using literary text to enhance English language proficiency of the learners along with nurturing the art of critical appreciation of distinctive literary text.*

**Key words:** English language teaching (ELT), English as second language (ESL), English literature, literary texts.

### **Introduction:**

Using literary text as an authentic material for teaching English language to ESL learners has been considered as an effective method that enhances language acquisition along with development of analytical skills and cultural sensitivity. Literary texts help the learners to get exposed to semantic and syntactic structure of the language along with helping the learners to dive into the world of social narratives that offer rich cultural experiences. Using literary text not only harnesses learners' linguistic capabilities but also provides a rich rhetorical and an aesthetic dimension to learning. Cruz (2010) asserts that literature plays the role of enhancing English language teaching with the language in use, authentic material, aesthetic representation of spoken language and cultural augmentation.

Teaching and learning English through literary texts has considered to be an effective method of enhancing English language acquisition. Through varied cultural and social narratives, learners get an opportunity to get exposed to linguistic as well as cultural elements. By using literary piece, the teachers help the students to learn language beyond its functional use. Despite the fact that English language can be effectively taught to the ESL learners through literature, there are several challenges that crop up while using literary text in the classroom for teaching English language. These challenges include selection of appropriate literary piece of writing, catering to the specific language learning needs of the learners and creating a fine balance between literary and semantic as well as syntactic analysis of the text. Thus, in order to overcome these challenges, it is vital to think about strategies that enhances learners' experience of learning English language.

### **Objectives:**

This paper aims to look into the scope of teaching English language to ESL learners through literary texts. Secondly, the paper intends to present strategies in which literature can be used in language classrooms to teach English language effectively.

### **Review of Related Literature:**

The topic of teaching English language to ESL learners through literary text has been widely researched by academicians and scholar in English language teaching. Therefore, this section of the paper aims at studying different perspective of the writers and scholars on using literature as an effective tool for teaching English language to ESL learners.

Krasen (1982) stresses that language acquisition takes places when students are given input that is somewhat higher than their proficiency level. And literature through its literary narrative gives a platform to get students engaged in meaningful learning. Vygotsky (1978) also emphasis that literature fosters social communication and scaffolding in English language learning.

Collie and Slater ( 1987) have highlighted the advantages of using literature in ESL classrooms. They assert that using literature in classroom gives an opportunity to expose the students to authentic use of language and thereby enrich their vocabulary and analytical skills. Additionally, Hall (2005) presents that using literary text in the classroom possess a challenge before the learners to analyse, infer and synthesize information that enhances their intellectual abilities.

### **Strategies of Teaching English Language to ESL Learners through Literature:**

Different strategies and approaches have been used for integrating English literature into ESL classrooms so as to make learning experience more interesting and

effective. Kao and O' Neill (1998) are of the opinion that drama-based techniques help in enhancing communicative competence of the learners as it encourages spontaneous use of language and participation. Maley and Duff (2005) presents that through the technique of extensive reading, learners can be engaged with literary text in an independent manner that in turn promotes autonomous learning. However, the following strategies can be adopted in the language classroom to teach ESL learners through literature.

- **Selection Of Literary Text**

Selection of an appropriate literary text is very crucial for teaching English language through literature. It is vital to check that the text that is selected for classroom interaction should match the language proficiency level of the learners (Krashen, 1982). The authentic material that is used in the classroom should be in simple language that do not pose a significant challenge on the part of the learners to understand it. Additionally, the text should not be too lengthy for the learners to understand. Lazar (1993) states that even the text that is culturally relevant could enhance learners' motivation level and their engagement in the classroom. Additionally, diverse genres like short stories, novels, plays, poems etc with varied linguistic patterns and style could help in fostering learners' critical thinking skills as well as their comprehensive skills. The literary text that is selected for classroom interaction should convey themes where students could relate themselves with it. This in turn can give a spark to classroom discussion and students' participation.

- **Pre-Reading Tasks**

According to Grellet (1981) pre-reading activities helps the learners to get prepared for literary engagement through prior introduction of the topic to be discussed. In the pre-reading stage, the learners could be encouraged guess the story by looking at the book covers or excerpts from the literary piece. Secondly, the teacher can provide cultural and historical reference related to the literary piece to be discussed.

- **Analytical Thinking and Literary Discussion**

Classroom discussions and interactions are vital for ensuring comprehension of the learners. Language teachers can motivate the learners to have in-depth analysis of the semantic and syntactic aspect of language along with discussions on themes, characters, plot of the literary text. Role plays is one such technique that fosters deeper understanding of the learners where learners not only get the opportunity to practice language but also delve deeper into emotive aspect of the literary text. Additionally, critical thinking skills can be enhanced by asking the learners to take stand on any issue that has been presented in the literary text and make arguments for the same. Motivating the learners to get involved in debates would also make learning language more interesting and motivating.

- **Creative Writing**

For dedicated readers, literature turns out to be a source of inspiration. Teachers can make the use of several techniques like rewriting the story, rewriting the ending of the story, writing poem etc. to develop writing skills among the learners. Learners can be motivated to extend the ending of the story or writing down the prequel of the story. Moreover, reflecting writing also enables the learners to develop a connection with the text and their personal experiences. This in turn fosters linguistic as well as personal growth. Learners can be instructed to rewrite a famous story from a different character's point of view or they can be instructed to write down a classical story from ancient history in the contemporary context.

- **Multimodal Approaches**

Multimodal approach to teaching English language through literature refers to integrating several models of communication for the purpose of teaching that includes linguistic, visual, spatial, auditory aspects etc. These models help in getting students involved and thereby improve their comprehension level.

The teachers can think of innovative ways of blending different models while teaching English to the ESL learners. Some of them include using film adaptation of literary text and giving an opportunity to the students to come up with points of differentiation observed in the original text and the film adaptation of the same text. Secondly, audiobooks can be made available to the students and they can be instructed to pay attention to pronunciation, tone, intonation used in the narration. Moreover, students can be instructed to get involved in collaborative storytelling or role play. Apps like Canva can be used to help the students to create their own stories or create animated videos of the text they study. Quizlet can be used for building vocabulary of the learners. The quizzes would create a zeal in the learners to perform better. Additionally, online book clubs should be organized weekly where students should be motivated to share their reflections on the literary text through online platforms.

Using multimodal approach enhances students' engagement and their motivation to learn and remain active in classroom setting. Additionally, adapting multimodal approach can help the trainer to cater to the distinct learning styles of the learners. Apart from this, learners' creative thinking ability can be harnessed through tasks and activities.

- **Language and Structure Analysis**

Literature acts as a rich source for teaching grammar, vocabulary and rhetorical devices for teaching the language students. Learners can be taught idioms and phrases used in literary text. More importantly learners can be taught how to use words and phrases in context. Teaching syntax is another prominent aspect of language teaching. The teachers can make use of the



literary text and highlight the structure of sentences used in the text. Moreover, a practice in the tenses can be done by looking into the narration style used in the literary text.

The above mentioned strategies can be used in the ESL classroom depending on the language learning needs of the students and their proficiency level. These strategies could enhance the teaching and learning experience of the ESL learners.

### **Conclusion:**

Teaching English language to ESL learners offers a unique experience to learners willing to learn English as a second language. It aids in English language acquisition along with development of analytical skills and cultural sensitivity and awareness. With the help of few strategies like selection of the text, multimodal approaches, creative writing, discussions and other tasks and activities, learning English language can be made more effective and interesting. As long as academicians and English teachers continue to look into strategies that would suit the learning needs of the students, English literature will continue to play an important role in English language teaching.

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## Unfolding path towards Productive skills

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### **Abstract**

*Reading and writing are viewed as the productive abilities related to language learning. To enhance both receptive and productive skills, students need to develop their reading and writing abilities, becoming proficient readers and writers. Both skills mainly require improvement since reading aids students in broadening their vocabulary and structures, which in turn can boost their writing abilities. Moreover, the benefits of combining reading and writing tasks concerning content learning are as follows: reading materials offer information that can subsequently be utilized in writing. Moreover, readings provide additional information and inspire students in their writing.*

*Furthermore, the need to choose information during the writing process aids students in cultivating critical thinking abilities.*

*It is essential to inspire students to acquire these skills, as they will help enhance their employability capabilities, allowing them to become proficient learners. Better writers are also better readers, and to achieve this, it is essential to enhance reading skills, for which a variety of techniques, e-materials, and technology can be utilized to inspire them to learn.*

**Key words:** Productive skills, boost, ways to enhance, strategies, challenges.

This paper aims not only to enhance reading and writing abilities but also to guide learners toward a phase of independence, making them creative and sufficiently skilled, so that when they enter the real job market, they can demonstrate their employability at an optimal level.

In this fiercely competitive age, the learner must be both precise and savvy when utilizing language and technology, which are essential tools for thriving at any point in life. To attain that intelligence, one must have proficiency in reading, writing, and utilizing technology.

### **Why Reading & writing:**

They constitute both receptive and productive skills. Reading will assist students in broadening their vocabulary and structures, which will also improve their writing skills for language development.

The benefits of combining reading and writing activities for content learning are as follows: reading materials offer information that can subsequently be utilized in

written work. Additionally, readings provide fresh information and inspire students in their writing. Additionally, the need to choose information during the writing process aids students in enhancing their critical thinking abilities.

Reading can be characterized as - A synthesis of contemporary studies on reading indicates that it is a process of creating meaning through the active interplay of the reader, the text, and the context of the reading scenario, culminating in the gain of knowledge, experience, or information (Anderson and Pearson, 1984; Paris, 1987; Wixson and Peters, 1984). In summary, it involves a cognitive engagement with the text. Factors and processes that contribute to the development of reading comprehension, (Perfetti, Marron, and Folz, 1996). Processes encompass decoding, working memory, making inferences, and monitoring comprehension.

Conversely, knowledge factors comprise word definitions and subject matter expertise pertaining to the material being read. These elements offer a foundation for considering present trends in research on reading comprehension instruction. A significant portion of the studies throughout the years has focused on teaching specific comprehension strategies that reflect strategies used by good readers (Pressley, 2000), and this continues to be an important goal for researchers. However, there has been a resurgence of interest in other aspects of reading comprehension. For example, an area of interest in contemporary reading research concerns the importance of individual word knowledge and decoding, and how these contribute to text comprehension. Another current issue is how strategic processing interacts with specific domain knowledge in content area reading.

In the 1980s, research on comprehension focused on how skilled readers make sense of what they read, taken together, these studies show that skilled readers are strategic, assembling multiple strategies before, during, and after reading to help them understand what they read.

More recently, some researchers have questioned whether an almost exclusive focus on strategic instruction has hindered our desire to understand pedagogical approaches that lead to improvements in content knowledge and engagement.

Skimming, scanning, predicting, imagining, anticipating, analyzing, delving deeper into the text, reading between the lines, and so forth are objectives that must be clearly outlined and thoroughly enhanced during pre and post reading. For instance, there is an analysis of the film "Tare Zamin Par," where the student must look deeper to grasp the actual divide that exists between the teacher and the student. The student can compare, contrast, and connect such events that occur in their environment.

When reading or listening, such a person can remember and evaluate what they have previously read. To write down all these thoughts in your mind, one must have

a strong command of language; otherwise, writing cannot occur. As John Milton expressed, "To convey great ideas, you require great language." To become an effective speaker or writer, it's essential to have a strong language foundation that can be enhanced by cultivating multi-dimensional thinking. Thus, between the exposure and the creation of the language, thinking plays a more significant role, which can be enhanced through suitable reading resources and explicit guidance. It's essential to maintain an engaged attitude towards reading. By which the learner can enter information into their mind, and that information should be revisited, contemplated, analyzed, evaluated, and expressed in their own words along with their own thoughts and creativity. These are actions aimed at enhancing writing abilities.

Reading aloud, engaging in thoughtful reflection, and utilizing quality instructional resources will certainly enhance reading comprehension. Ultimately, both thinking aloud and speaking out loud are two primary aspects when it comes to developing comprehension. To enhance our thinking skills, we must acquire good ideas through reading.

Prof. Nell Duke from Michigan State University, USA, describes the concept of constructing comprehension in a digestible format as the aim of reading. Prof. Nell Duke, Michigan state University, USA defines meaning of building comprehension in an edible form as the goal of reading. It is better to read a little and ponder a lot than read a lot and ponder a little. She has also focused on Role of teachers in developing students' comprehension and what can teachers do to support struggling readers. She termed building comprehension as extracting and constructing meaningful text.

### **Comprehension strategies**

A detailed research study has resulted defining the strategies of proficient readers as the following: making connection between the text and background knowledge, asking questions, drawing inferences, determining prominent information, visualising, synthesizing, and monitoring reading with fix up strategies. And very important point is Comprehension is to be always taught as knowledge based.

### **How to develop reading skills?**

- Read variety of materials
- Read fairly good portion of the material.
- Circle unknown words.
- Consider how interesting the subject matter is and how much you already know about the subject.
- Answer questions about the material after reading.

All these above details proved that developing reading skills and reading with comprehension is very necessary. It's the fruitful path towards gaining knowledge and competency and leads the learners to develop writing skills.

Writing, as we all know is a productive skill. For which the learner should be motivated and guided appropriately. Writing is neither an essay nor a spontaneous activity. It usually requires some conscious mental efforts: people 'think out' sentences and consider various ways of combining and arranging them. Writing is the only skill that allows the reader to imagine about you. Means which kind of person you are. Because writing includes your thoughts, ideas, selection of your words, sentences, etc.

**Writing** - Writing skill enables the transmission of ideas over vast distances of time and space and is a prerequisite of complex civilization. Writing is fundamental importance to learning, to development of the person in each learner, and to success in the educational system. As teachers, we need to work continually to aid our students in their search for fulfilment as writers (Graham & Harris, 1993). Lannon (1989) views writing as "the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning- writing is a process of deliberate decision" (p.9). It means that writing must convey a message with a meaning.

Learning a foreign language requires learning the four skills of this language. Language Teachers usually follow a certain order; beginning with listening, speaking, reading and then writing. The reason behind leaving writing at the end is that it is viewed as the most Important, most difficult, and most sophisticated one compared with the other language skills. Writing, therefore, is a fundamental skill in language learning; it is also a difficult skill that requires considerable effort and practice on the learner's part to reach an acceptable level of writing.

Writing involves encoding of a message that is we translating thoughts into language. Reading involves the decoding or interpretation of this message. Writers express their ideas and views and thereby communicate to readers. Who are not known to us? It is by the organization of our sentences into a text, into a coherent whole which is as explicit as possible and complete in it, that people are able to communicate successfully with readers through the medium of writing.

Panchal (1996) states that the following are involved in the skill of writing.

- Ability to transcribe correctly that is without errors and in neat English character.
- Ability to coordinate hand and ear, i.e write down correctly and rapidly whatever is heard within the range of the active vocabulary.
- Ability to use writing as a means of indicating the understanding of reading matters and in the application of grammatical forms.

- Ability to set out correctly a sequential series of ideas that is composition.
- High level translation.

Writing during the adolescent years can be, for both the students and the teachers a highly rewarding experience, as it is at its best, becomes a mean of individual growth and a challenging intellectual exercise for the explosion of ideas.

One of the business expert's surveys found that a person spending 45% of his life for listening, 30% for speaking, 16% for reading and only 9% for writing. That is the main cause that our youth should be motivated enough to acquire reading and writing skills, as it's inevitable factors for their professional and academic careers growth. As it is discussed in above pages about significance of reading, that leads the learner for gaining ideas, generate knowledge and will also inspire him to develop writing skills.

### **Ways to develop writing skills-**

- Start to write daily diary
- Read variety of materials provide variety of words and sentences
- Active reading provides variety of structures of the text
- Brainstorming
- Re-read, re-write, re-think and re-drafting
- Develop interest in writing

### **Barriers to effective writing –**

- Lack of confidence in writing and in the styles of presentation are major deterrents (Hemings et.al.2005& Hicks 1995).
- Fear of rejection and open criticism.
- Not knowing where, when and how to start.
- Unable to put thoughts into words.
- Lack of organization skills of ideas, accuracy, appropriateness, and lack of command over language in written communication.
- Unable to adjust ideas in apt format and style.
- Don't know academic writing.

### **Characteristics of an Effective Writer**

- Chooses a variety of topics
- Writes in various modes
- Generates many drafts
- Tries new writing techniques and strategies
- Revises to improve how the piece sounds
- Shares writing

- Takes pride in finished piece by making sure it is correct:
- grammar
- spelling
- punctuation
- legibility

Krashen (1984: in Eisterhold, 1990: 88) claims that the development of writing ability occurs via comprehensible input with a low affective filter. He theorizes that writing competence derives from large amounts of self-motivated reading for interest and/or pleasure. The evidence that there is an existing relationship between reading and writing is the results of the co relational study carried by Stotsky (1983) that came out with the following results:

- There are correlations between reading achievement and writing ability. Better writers tend to be better readers.
- There are correlations between writing quality and reading experience. Better writers read more than poorer writers.
- There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

#### **Focus on UG students.**

Chief reason is they are on the edge of academic and professional world. Learners are going to step towards their employment where reading and writing are key components' for their success along with their presentation and other communication skills. Along with these skills they should know how to use technology. Appropriate and creative use of technology will add shine your skills and personality. Group discussion, pair work, group work, sharing ideas on blog, asking for feedback or on WhatsApp, etc will add colour in your skills. All these means are ways to develop reading and writing, too. In short, all these skills are inter-mingling with each other.

For said above skills students should be motivated enough that they can face the outside world with the multi skills. Motivation can shape dreams of the learners. 'Nothing is impossible in the world through proper motivation. To find out the exact needs of the learner and accordingly apply the apt techniques should be the aim of the teacher.

Self-motivation, parents and teacher are the best source of learner's progress. Parents and teachers are the strong roots that provide enough exposure for progression. Certain movies like 'Tare Zamin Par,' or 'Bhag milkha Bhag' show how the teacher should motivate the students. Though it is a time consuming process, teacher has to dedicate himself.



### To recapitulate

Reading and writing are the skills that must be properly developed through proper motivation and self-determination. It must inculcate to have patience and confident and self-interest to do something different. That is the highest achievement of enhancing all these skills.

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## **Integrating English for Specific Purposes (ESP) in Engineering Curricula: Challenges and Pedagogical Approaches**

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### **Abstract**

*This article examines the integration of English for Specific Purposes (ESP) into engineering education, underscoring its vital role in developing students' technical communication skills and employability in a rapidly evolving global workforce. Rooted in the National Education Policy (NEP) 2020, this paper highlights the need for a multidisciplinary approach, fostering critical thinking, collaboration, and adaptability through ESP. The article addresses key challenges such as the scarcity of trained educators and the need for resource-efficient, context-specific teaching methods. Innovative pedagogical strategies—like task-based learning, real-world case studies, and interdisciplinary collaboration between language and engineering faculty—are proposed to bridge the gap between language skills and technical expertise. By embedding ESP into the engineering curriculum, the research aims to cultivate students' holistic development, equipping them with the communication competencies required for academic excellence and career success in a competitive, globalized environment.*

**Keywords:** English for Specific Purposes (ESP), Engineering Education, National Education Policy (NEP) 2020, Technical Communication, Holistic Development, Employability, Multidisciplinary Approach

### **Introduction**

In today's interconnected and globalized world, English has become the primary medium of communication in science, technology, and education, making proficiency in the language essential for engineering students. English for Specific Purposes (ESP) addresses this need by focusing on language skills tailored to specific professional contexts, such as engineering, to ensure students acquire not only general linguistic competence but also specialized communication skills critical for their careers (Hutchinson & Waters, 1987). As the demand for highly skilled engineers capable of navigating multilingual, multicultural work environments grows, the role of ESP in engineering education becomes increasingly significant (Dudley-Evans & St. John, 1998).

In line with the goals of India's National Education Policy (NEP) 2020, which emphasizes multidisciplinary and flexible learning, ESP in engineering education facilitates the holistic development of communication competencies. Unlike general English courses, ESP is uniquely positioned to address technical writing, professional presentations, and collaborative problem-solving, all of which are crucial in engineering contexts. However, many engineering curricula struggle to integrate ESP effectively, resulting in gaps in students' ability to communicate technical information fluently (Hyland, 2006). Studies show that engineering students who lack ESP training often face difficulties in writing research papers, collaborating on international projects, and effectively presenting their ideas in both academic and professional settings (Swales, 1990).

To ensure that engineering students are prepared for both academic success and employability in a competitive global workforce, a robust ESP curriculum must be rooted in the specific linguistic and professional demands of the field. As Anthony (2018) points out, ESP courses should align with students' career aspirations and equip them for real-world communication tasks. Yet, implementing ESP in engineering programs remains challenging due to factors like limited expertise among instructors, resource constraints, and the complexity of integrating technical content with language skills (Paltridge & Starfield, 2013). Furthermore, the rapid pace of technological innovation calls for continuous adaptation of ESP materials to reflect current industry trends and practices (Basturkmen, 2010).

## **Background and Context**

- **Evolution of ESP in Engineering Education**

The field of English for Specific Purposes (ESP) has witnessed significant growth in recent decades, particularly within the context of engineering education. Hutchinson and Waters (1987) laid the foundation for ESP as a learner-centered approach, emphasizing the need to tailor language instruction to meet the specific requirements of learners. This approach aligns closely with the NEP 2020's call for education that addresses individual learning needs, fostering greater autonomy and relevance in students' learning experiences. The necessity of customizing language teaching to fit the professional goals of students remains at the heart of modern ESP programs, making them critical in preparing students for the demands of the 21st-century workforce.

Dudley-Evans and St. John (1998) extended this framework by addressing the complexities of integrating language instruction into technical and scientific disciplines. They argue that ESP must go beyond mere vocabulary acquisition and incorporate language skills into professional tasks, such as writing technical reports, delivering presentations, and engaging in collaborative problem-solving. This

reflects NEP 2020's emphasis on interdisciplinary learning and the integration of skills across subjects, ensuring students develop both linguistic and technical competencies essential for global employability.

Swales' (1990) genre analysis also highlights the importance of mastering the communicative conventions of specific disciplines, particularly in engineering. By learning to navigate the specific genres of technical communication, students develop language proficiency that complements their subject matter expertise, a key element of the holistic, skill-based education model promoted by NEP 2020.

- **Bridging the Gap Between General and Technical Language**

In engineering education, the gap between general language skills and the specialized communicative competencies required in technical fields is well documented. Hyland (2006), in his exploration of English for Academic Purposes (EAP), provides valuable insights into this issue. He argues that ESP instruction must focus not only on linguistic knowledge but also on helping students navigate technical discourse, including structuring reports, interpreting technical graphs, and using appropriate technical terminology. NEP 2020's focus on developing practical, application-oriented skills aligns with this, as it calls for education that equips students to meet real-world challenges effectively.

The practical challenges of ESP, particularly the shortage of instructors with expertise in both language teaching and technical content, have been highlighted by Basturkmen (2010). This challenge resonates with NEP 2020's emphasis on teacher training and professional development, particularly in interdisciplinary fields. The policy advocates for ongoing professional development to ensure educators are equipped with both content and pedagogical expertise. As Belcher (2006) notes, interdisciplinary collaboration between language experts and technical faculty is crucial to overcoming these challenges, aligning with the policy's push for collaborative teaching models that address the diverse needs of learners.

- **Technology and ESP Curriculum Development**

The NEP 2020 places a strong emphasis on leveraging technology to improve education outcomes. This aligns with recent research in ESP curriculum design, which has increasingly incorporated technological tools to enhance learning. Anthony (2018), for instance, highlights the growing importance of digital platforms in the development of ESP materials, advocating for the use of corpus linguistics and computer-assisted language learning (CALL) to create more flexible and responsive curricula. These tools allow for the adaptation of ESP materials to different engineering specializations, a crucial feature in the rapidly evolving technological landscape of the engineering profession.

The role of technology in ESP instruction is further emphasized by Paltridge and Starfield (2013), who argue that advances in digital communication necessitate a rethinking of ESP course design. As NEP 2020 promotes the integration of digital literacy across all disciplines, ESP programs must adapt to the new communicative landscapes that engineering students will encounter in their careers. Preparing students for remote collaboration, digital communication, and virtual teamwork are essential aspects of modern ESP programs, reflecting the NEP's vision of a technology-enabled education system.

- **Cognitive Strategies and Writing in ESP**

The cognitive processes involved in writing within technical fields have been explored by Bhatia (2008) and Flower and Hayes (1981). Their research provides insights into how engineering students approach the complex task of translating technical knowledge into clear, structured written communication. Scaffolding writing assignments, as suggested by Basturkmen (2010), supports cognitive development by guiding students through the genre conventions of technical writing. This approach aligns with the NEP's focus on competency-based education, where learning is structured in ways that build on students' existing knowledge and skills.

- **Assessment and Evaluation in ESP**

In line with NEP 2020's emphasis on formative and continuous assessment, evaluations in ESP must reflect real-world tasks that students will encounter in their careers. Jordan (1997) and Weigle (2002) have both stressed the importance of designing assessments that are relevant to the professional scenarios students will face, such as writing reports, delivering presentations, and engaging in technical discussions. By adopting a more practical, task-based approach to assessment, ESP programs can ensure that evaluations are meaningful and aligned with the students' future professional requirements.

- **The Need for Interdisciplinary Collaboration**

Despite advancements in ESP, gaps remain in integrating it seamlessly into engineering curricula. As noted by Dudley-Evans and St. John (1998) and Hyland (2006), interdisciplinary collaboration between language instructors and engineering faculty is essential to develop holistic programs that meet both the linguistic and technical needs of students. NEP 2020 emphasizes the importance of interdisciplinary learning and calls for educators from different disciplines to work together in developing comprehensive curricula. This collaboration can ensure that ESP instruction is aligned with the evolving demands of the engineering profession, ultimately preparing students to communicate effectively and excel in a competitive global environment.

## **Challenges in Integrating ESP into Engineering Curricula**

The integration of English for Specific Purposes (ESP) into engineering curricula faces several key challenges, which can be categorized into structural, pedagogical, learner-related, technological, and cultural barriers. These challenges must be addressed to fully align with NEP 2020's vision of providing holistic, skill-based education that equips students for global competitiveness.

- **Structural Challenges**

Engineering curricula are typically overloaded with technical content, leaving little space for language courses like ESP. Hyland (2012) observes that the high demand for technical subjects often pushes ESP to the periphery, causing it to be seen as an additional rather than essential component of engineering education. This structural limitation makes it difficult to prioritize language instruction, a challenge recognized by NEP 2020, which calls for a multidisciplinary approach where communication skills are integrated into the core curriculum.

Additionally, the coordination between language and engineering departments often lacks the necessary collaboration to design ESP courses that meet the specific linguistic needs of engineering students. Basturkmen (2010) notes that ESP programs managed independently by language faculties often result in a disconnect between the language instruction and the communication skills required in technical disciplines. NEP 2020 emphasizes the need for interdisciplinary collaboration, promoting a closer relationship between departments to ensure the integration of linguistic and technical skills into engineering curricula.

- **Pedagogical Challenges**

The creation of ESP courses tailored to the specialized language needs of engineering students presents a significant pedagogical challenge. Unlike general English instruction, ESP requires specialized materials that reflect the technical vocabulary and discourse used in the engineering field. Swales (2004) points out that the development of these materials is resource-intensive and requires a thorough understanding of both engineering and language teaching. The NEP 2020 stresses the importance of flexible, competency-based curricula that cater to real-world requirements, but many institutions face difficulties in aligning this with the creation of highly specialized ESP content.

Further, traditional language teaching methods often fall short in addressing the specific communication needs of engineering students. Hutchinson and Waters (1987) emphasize that task-based, problem-solving, and project-oriented approaches are more suitable for ESP courses as they reflect real-world engineering scenarios. However, Dudley-Evans and St. John (1998) argue that many programs still use

conventional lecture-based methods that fail to engage students effectively. The NEP 2020 encourages the use of experiential and project-based learning, which should be incorporated into ESP courses to promote better engagement and practical application.

- **Learner-Related Challenges**

A key learner-related challenge is the perception among engineering students that ESP is secondary to their technical studies. According to Hyland (2006), this attitude stems from the belief that technical proficiency alone is sufficient for career success, leading to low motivation and engagement in language learning. NEP 2020 calls for the development of well-rounded graduates who possess both technical and communication skills, emphasizing that effective language skills are essential for professional success in the global workforce.

Moreover, engineering students often struggle with the specialized technical vocabulary and genre-specific language used in ESP courses, leading to frustration and disengagement. Flowerdew and Peacock (2001) highlight the challenges of addressing diverse language proficiency levels within a single classroom, with students coming from different linguistic backgrounds and prior exposure to English. This diversity complicates the design of ESP courses that can cater to both advanced and less proficient students. NEP 2020 advocates for an inclusive approach to education that supports students from varied linguistic backgrounds, underscoring the importance of differentiated instruction to meet the diverse needs of learners.

- **Technological Barriers**

While technology has the potential to revolutionize ESP instruction through tools like online simulations, technical writing platforms, and virtual communication environments, not all institutions possess the necessary infrastructure or resources to fully implement these tools. Chapelle and Jamieson (2008) note that the effective use of technology in language instruction requires both the availability of technological resources and digital literacy skills among instructors and students. NEP 2020 emphasizes the integration of technology into education, calling for an expansion of digital infrastructure and training to ensure educators and students can make the best use of technological tools for ESP instruction.

- **Cultural and Institutional Resistance**

Cultural and institutional resistance to the integration of ESP into engineering education presents another challenge. Traditional views within engineering departments often prioritize technical expertise over communication skills, with language courses being regarded as less important. Suviniitty (2012) highlights the



difficulty of shifting these entrenched perspectives, which is necessary for the successful implementation of ESP courses. NEP 2020 advocates for a paradigm shift in education, promoting a holistic approach where soft skills, including communication, are given equal importance alongside technical knowledge.

Moreover, institutional resistance to modifying established curricula or allocating additional resources for ESP courses can further impede their integration. NEP 2020 recognizes the need for curriculum reform that encourages flexibility and the inclusion of multidisciplinary courses like ESP, which play a critical role in preparing students for the evolving demands of the global workforce.

### **Pedagogical Approaches to Address the Challenges**

In response to the challenges of integrating English for Specific Purposes (ESP) into engineering curricula, various pedagogical approaches have been developed. These strategies focus on creating meaningful, engaging, and contextually relevant language learning experiences for engineering students. Addressing these challenges requires a combination of innovative teaching methodologies, collaboration between language and technical faculties, and the use of technology to enhance learning outcomes, all of which align with the key tenets of NEP 2020.

- **Task-Based Learning (TBL)**

Task-Based Learning (TBL) is considered one of the most effective approaches for bridging the gap between traditional language instruction and the specific communication needs of engineering students (Ellis, 2003). Unlike conventional language teaching methods, TBL emphasizes real-world tasks that mirror professional activities. This approach is aligned with NEP 2020's emphasis on experiential and outcome-based learning, which encourages students to engage with practical, hands-on tasks.

For engineering students, TBL tasks might include writing technical reports, drafting project proposals, or delivering presentations—activities directly applicable to their future roles (Nunan, 2004). Through these tasks, students develop both language proficiency and critical technical communication skills. For example, writing a project proposal helps students learn how to structure complex content, use specialized terminology, and communicate ideas persuasively—skills vital for their careers. TBL encourages active learning through collaborative projects and peer feedback, ensuring that students are mastering communication skills in real-world engineering contexts, as promoted by NEP 2020.

Additionally, the integration of technology in TBL allows students to engage with digital platforms that simulate real-world engineering tasks, further enhancing the relevance of language learning in their professional context.



- **Collaborative Learning and Interdisciplinary Projects**

Collaborative learning encourages students to work in teams, improving their communication and critical thinking skills while developing teamwork competencies essential in engineering careers. Interdisciplinary projects, where language learners collaborate with engineering students, provide real-world scenarios that require students to navigate technical content while improving their language abilities (Bruffee, 1993). This approach fosters teamwork, problem-solving, and communicative competencies, aligning with NEP 2020's vision of multidisciplinary and holistic education.

For example, students may collaborate on writing technical reports or presenting data, integrating language development with practical engineering knowledge. This not only helps improve their communication skills but also deepens their understanding of engineering concepts. Such interdisciplinary collaboration aligns with NEP 2020's focus on integrating disciplines to ensure well-rounded learning.

- **Genre-Based Pedagogy**

Genre-based pedagogy focuses on helping students master the specific genres of communication they will encounter in their professional fields (Swales, 2004). In ESP for engineering, these genres include technical reports, research papers, and project proposals. By teaching students to understand and reproduce these genres, educators equip them with essential communication skills for their careers (Hyland, 2004). This approach is consistent with NEP 2020's emphasis on teaching students relevant skills for professional contexts, ensuring that language learning is contextualized and applicable to real-world situations.

Students learn to use appropriate language, tone, and format depending on the genre, making their communication more effective and professional. NEP 2020 supports the genre-based approach by advocating for language instruction that is practical, profession-specific, and rooted in real-world applications.

- **Integration of Technology in ESP Instruction**

The use of technology in ESP instruction provides innovative and interactive ways for students to engage with language learning. Chappelle and Jamieson (2008) suggest that tools such as online simulations, technical writing platforms, and virtual communication environments offer engineering students real-world language tasks in controlled settings. The integration of technology supports NEP 2020's vision of digital literacy and technology-enhanced learning.

Learning Management Systems (LMS) and Computer-Assisted Language Learning (CALL) systems facilitate self-paced, flexible learning, which is particularly

beneficial for students balancing technical coursework with language learning. NEP 2020 emphasizes the use of blended learning models, where traditional classroom instruction is supplemented with online resources. This approach not only enhances learning but also helps overcome the constraints of time and curriculum space, ensuring that students can access language learning resources anytime and anywhere.

- **Scaffolding Techniques**

Scaffolding involves providing students with temporary support structures to help them gradually develop their skills and become independent learners (Wood, Bruner, & Ross, 1976). In ESP, scaffolding might include providing outlines, vocabulary banks, or model answers before asking students to complete complex language tasks. For engineering students, this can alleviate the cognitive load of learning both specialized language and technical content simultaneously.

As students gain proficiency, these supports are gradually removed, encouraging them to take ownership of their learning and become confident communicators (Hammond & Gibbons, 2005). NEP 2020 encourages scaffolding as a pedagogical strategy to support learners' gradual mastery of complex skills, fostering confidence and independence in learning.

- **Professional Development for ESP Instructors**

Professional development is critical for ESP instructors, especially when teaching in technical fields like engineering. Instructors must not only be proficient in language teaching but also have a solid understanding of the technical content relevant to their students' disciplines (Anthony, 2018). This dual competency enables instructors to design lessons that are linguistically and contextually meaningful.

NEP 2020 underscores the importance of continuous professional development, encouraging the use of workshops, certifications, and collaborations between language and technical faculties. By engaging with engineering content and staying up to date with advancements in teaching technology, ESP instructors can design effective curricula that meet the specific communication needs of engineering students.

Workshops that focus on both language pedagogy and engineering concepts can help bridge the gap, while collaboration with engineering faculty allows ESP instructors to gain insights into the communication challenges faced in the field. This interdisciplinary approach aligns with NEP 2020's advocacy for collaboration across disciplines to improve educational outcomes.

## **Impact on Engineering Students**

The integration of English for Specific Purposes (ESP) into engineering curricula has demonstrated significant positive impacts on students, influencing both their academic and professional trajectories. This aligns with the vision of NEP 2020, which promotes holistic, flexible, and multidisciplinary education aimed at equipping students with skills essential for the 21st-century workforce.

- **Enhanced Technical Communication Skills**

By focusing on industry-relevant language tasks, ESP courses help students improve their ability to communicate technical information effectively. For instance, students become proficient in writing reports, research papers, and technical documentation, which are essential for both academic success and workplace communication (Swales & Feak, 2012). NEP 2020 emphasizes the importance of communication skills as a core competency, and ESP provides the necessary linguistic framework for students to articulate technical concepts clearly and professionally in both academic and industrial contexts.

- **Improved Academic Performance**

ESP courses contribute to a marked improvement in students' overall academic performance. As students acquire the skills to articulate complex ideas clearly and concisely, they tend to perform better in assignments, exams, and project presentations (Weigle, 2018). The NEP 2020 focus on outcome-based education resonates with this, as ESP courses enable students to understand exam prompts better, manage technical content more effectively, and present their knowledge coherently. This structured language support enhances their ability to meet the academic demands of higher education.

- **Better Preparedness for the Job Market**

With ESP's focus on the specific communication needs of engineering disciplines, students are better prepared for the job market. They leave university with a firm understanding of professional communication, making them more employable. Employers highly value engineers who can communicate effectively within multidisciplinary teams, write coherent project proposals, and present technical work to both specialized and non-specialized audiences (Basturkmen, 2010). This aligns with NEP 2020's emphasis on creating a globally competitive workforce, where communication skills are essential for engineers to succeed in multinational and multicultural environments.

- **Increased Confidence in Multilingual Contexts**

Many engineering students come from non-native English-speaking backgrounds, which can pose challenges in international collaborations and academic settings. ESP courses help students gain confidence by improving their language proficiency, thus enabling them to engage in cross-cultural communication, participate in international conferences, and collaborate with peers globally (Hyland, 2006). This supports NEP 2020's goal of promoting multilingualism, ensuring that students are not only proficient in English but also prepared to communicate across diverse linguistic and cultural contexts.

- **Boost in Interpersonal and Collaborative Skills**

ESP programs that incorporate group activities—such as team-based writing tasks or collaborative presentations—enhance students' interpersonal and teamwork skills. These skills are essential in engineering, where multidisciplinary collaboration is common. By fostering these competencies, students become better prepared for the collaborative nature of modern engineering work (Dudley-Evans & St John, 1998). NEP 2020 encourages the development of social and collaborative skills, emphasizing that such competencies are integral to professional success and lifelong learning.

- **Long-term Professional Growth**

ESP equips students with skills that support long-term professional growth. The ability to learn new technical terms, communicate in specialized contexts, and continuously adapt to the evolving language of the engineering field positions students for sustained professional development (Johns, 1997). As the engineering industry becomes more globalized and interdisciplinary, students with strong ESP backgrounds are better positioned to thrive in dynamic and ever-evolving career environments. This echoes NEP 2020's focus on equipping students with lifelong learning abilities, ensuring that they can adapt and grow in a rapidly changing global landscape.

### **Real-Life Applications of ESP in Engineering: The Case-Study of ADIT, CVM University**

To ground the discussion on integrating English for Specific Purposes (ESP) into engineering curricula, it is essential to examine real-life applications and classroom experiences that substantiate the theoretical arguments. At A. D. Patel Institute of Technology (ADIT), a constituent college of CVM University, several ESP initiatives have been implemented to address the linguistic needs of engineering students.

- **Multidisciplinary Project-Based Learning at ADIT**

One notable example of ESP integration at ADIT involves the use of project-based learning, where students are required to collaborate on engineering projects while simultaneously developing their technical communication skills. In a recent group project, third-year mechanical engineering students were tasked with designing a sustainable energy solution. As part of the project deliverables, students were required to draft a comprehensive technical report and present their findings in front of a panel of faculty members. The ESP component of the project focused on helping students structure their technical reports using appropriate genre-specific conventions, including the use of technical terminology and coherent argumentation. The presentation phase provided students with an opportunity to practice their verbal communication skills, particularly in explaining complex engineering concepts to a non-specialist audience.

This experience mirrors the emphasis NEP 2020 places on experiential and multidisciplinary learning, which fosters the development of both technical and communication competencies. By embedding ESP into real engineering tasks, ADIT has demonstrated how language instruction can be seamlessly integrated into the engineering curriculum to meet NEP's goals.

- **Classroom Experience: Developing Presentation Skills in Engineering**

In another instance, ESP classes at ADIT focused on improving the oral presentation skills of students from the electronics engineering department. To simulate real-world scenarios, students were required to present their final-year project proposals as part of a capstone project. The ESP instructor collaborated with the technical faculty to design a module that helped students identify key elements of an effective engineering presentation—structuring arguments, using visual aids, and employing persuasive language techniques.

This practice aligns with the NEP 2020's vision of promoting communication skills that are vital for employability. By engaging with both the language and technical aspects of their projects, ADIT students have reported increased confidence in their ability to present ideas clearly, which will be invaluable in their future careers in multinational engineering firms.

- **Addressing Diverse Language Proficiencies**

At ADIT, the diversity in students' linguistic backgrounds presents a challenge, as highlighted in NEP 2020. In response, the language faculty has employed differentiated instruction techniques to cater to students with varying levels of English proficiency. For instance, during technical report-writing exercises, the faculty provided additional scaffolding for students who required more support,

such as vocabulary banks, sentence structures, and model answers. More proficient students were encouraged to engage in peer-teaching activities, further promoting collaborative learning as outlined in the NEP 2020.

By recognizing and addressing these challenges through practical teaching experiences, ADIT has effectively illustrated how ESP can be customized to meet the diverse needs of engineering students, ensuring that all students, regardless of their language proficiency, can develop the communication skills necessary for global competitiveness.

These experiences from ADIT underscore the practical impact of integrating ESP in engineering curricula. By aligning ESP instruction with the multidisciplinary and skill-based approach advocated by NEP 2020, ADIT has successfully demonstrated that real-world classroom applications are essential for bridging the gap between language learning and technical education. These examples not only validate the relevance of ESP but also show how engineering students can be better prepared for the linguistic and communication challenges they will face in their professional careers.

## **Conclusion**

The integration of English for Specific Purposes (ESP) into engineering curricula is not just a valuable addition but a crucial component in preparing students for the complexities of a globalized and highly competitive workforce. NEP 2020 emphasizes the need for a multidisciplinary approach to education, and ESP aligns perfectly with this vision by bridging the gap between language proficiency and the specialized demands of the engineering field.

By focusing on the development of technical communication skills, ESP equips students with the communicative tools necessary to thrive in international and multidisciplinary settings. This targeted approach not only improves students' academic performance but also enhances their employability, enabling them to communicate complex technical ideas effectively and engage in global collaborations. NEP 2020's emphasis on outcome-based learning and skill development is reflected in ESP's ability to foster both linguistic competence and professional readiness, preparing students for the challenges of a rapidly evolving job market. The challenges in implementing ESP—such as resource limitations, time constraints, and a lack of specialized instructors—can be overcome through innovative pedagogical strategies, including task-based learning, interdisciplinary collaboration, and the integration of digital platforms for more tailored instruction. These solutions echo NEP 2020's advocacy for flexibility, technology-enabled learning, and the enhancement of faculty competencies.



Moving forward, institutions must recognize the evolving needs of engineering students and prioritize ESP within curricula. By doing so, they will align with NEP 2020's vision of providing a holistic, flexible, and relevant education that prepares students for both academic and professional excellence. This will empower future engineers to communicate effectively in diverse, cross-cultural contexts, enabling them to lead and succeed in a globalized world.

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