Abstract

This paper hypothetically discusses the impulse of a course development that purposely stands for “Mastery in English for Engineers Professional Achievement”, and later pontificated to use an abbreviation, refers to “MEEPA”. With the use of an acronym, I hope to emphasize it, not as a sub-domain, but rather as a scholastic focus necessary for effective achievement by our budding engineers either under language or communication pedagogy. It is envisioned as a contextual subset under ‘applied linguistics’. The model of MEEPA originates from my own doctoral research in Dravidian University, which was surveyed at Biju Patnaik University of Technology, Odisha in India during 2008-2013. The finding of the paper shows how the global professionalism and the needs-oriented competencies are significant for mastery of Professional or Business English communication for future engineers. This research theoretically proposes to develop an ESP-based course across different engineering streams. Simultaneously, the present syllabus and the review of literature serve to keep the learners’ needs in view and are regarded as an ESP course for engineering education. It also discusses the important canons about the engineering students within the teaching-learning ecology which included a syllabus formulation, besides implementation and evaluation. This research can be used as an eclectic variation in the use of hedging between ESOL, ESP, ESL, EFL and ELT disciplines and can be disseminated in different ways in the field or as a Booster to strengthen successful efforts in the future.

Full Text:

PDF

References


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