ADDITIONAL NOTES
• Introducing English as a required programme from standard I

• Making English the medium of instruction to study non-language subjects from standard III

• Reviewing the existing teacher training system in order to emphasize the "centrality of language to the curriculum"

• Supplying benchmarked teaching materials with the help of expert groups and civil society organizations

• Supplying appropriate supplementary audio-visual and print materials

• Creating resource libraries in every classroom with books, magazines, dailies, posters, etc

• Employing media to create learning opportunities outside the classroom

• Setting up Knowledge Clubs

• Making a centrally sponsored scheme of financial assistance for developing English language resources

• Recruiting graduates with "high proficiency in English & good communication skills" who will be appointed "without formal teacher training qualifications" and

• By training the four million school teachers all over the country to improve their proficiency in English through vacation training programmes or other short term courses. Recommendations of NKC. (p. 8).
EGP is essentially the English language education in junior and senior high schools. Learners are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse. There is no particular situation targeted in this kind of language learning. Rather, it focuses on applications in general situations: appropriate dialogue with restaurant staff, bank tellers, postal clerks, telephone operators, English teachers, and party guests as well as lessons on how to read and write the English typically found in textbooks, newspapers, magazines, etc. EGP curriculums also include cultural aspects of the second language.

**Difference between English for Specific Purpose (ESP) and general English language courses**

1. The words and sentences learned, the subject matter discussed, all relate to a particular field or discipline, for example, a lawyer writing a brief, or a diplomat preparing a policy paper. The courses make use of vocabulary and tasks related to the field such as negotiation skills and effective techniques for oral presentations.

2. ESP programmes use printed and audio-visual materials that are specially designed to meet the needs of a specific group of learners, usually adults. Typical ESP textbooks are English for Corporate Communications and English for Information Systems.

3. Tuition for an ESP course may be somewhat higher than that of a general English language course. (The specialized teaching, requiring professionals, the broad range of supporting activities and facilities explain this higher cost.) In general, the course will conform to the length of a school’s regular English language programs (semester
length, 4-, 6-, or 8-week summer sessions) although a highly specialized course lasting only two or three weeks might be designed to meet the needs of a specific group.

Apart from differences in ESP programmmmes’ duration and cost, these courses have a common purpose: to increase students' skill and confidence in using English. *English for General Purposes (EGP) (p. 11)*

**Scanning** is a technique of quickly locating specific information by selectively perceiving that information from a mass of facts and ideas. Scanning is valuable in determining if a particular idea or topic is discussed in an article.

**Skimming** is a skill for obtaining the more important information in a selection to get a fairly complete and detailed overview of it.

**Critical reading** involves evaluation of the information presented. This skill is important to every individual because it influences what he believes, how he behaves and what study material he buys. It’s the most advanced type of reading as it requires the maximum interaction of the reader with the writer. *(p. 121).*

**Affixation:** Affixes are the pivotal point of word formation in Technical English. These affixes are added either before or after the root word or a free morpheme. The two major divisions of affixes are ‘prefixes’ and ‘suffixes’. Generally, prefixes precede the root and suffixes follow the root. A suffix is a single or a sequence of phonemes constituting a bound morpheme that is generally added at the end of the root word, generally called as ‘base’. They are classified into two broad categories namely, ‘inflectional suffixes’ and ‘derivational suffixes’.
Compounding: Compounding is another common word formation process. It is probably the most common one in today’s English because it is very effectively used in technical languages. Compounding is a process whereby two free morphemes are combined as one word. They differ from both derivational and inflectional affixation as they are the exclusive amalgamation of two free morphemes.

Use of hyphenated compounds in technical English is common and this makes comprehension a bit more challenging. In such cases, the concatenation further widens the scope of ambiguity.

Ex.: ‘Fire-tube-boiler’ ‘Condenser-extraction pump’ ‘Butt-weld’ ‘Programming Language’

Acronyms: Acronyms involve the formation of words by combining the initial letters of the words in a phrase that serves as names to committee, conference, organization, individual body, a disease, a subject, etc. Generally, these acronyms assume the role of nouns in sentences. Acronyms are sometimes uttered as sequence of words. Despite this fact, the measurement and unit value are also stated using this methodology.


Portmanteau: The portmanteau words, otherwise called as Blends, indicate the blending of two words. Portmanteau is the name of a suitcase that can comprise different types of tightly packed articles. Similarly, portmanteau words are the combination of different words fused together
into one (T.C. Baruah, 1991:88). Perhaps this type of word formation has become a common aspect as it enriches the scientific and technical jargon of scientists, engineers and technologists.

Ex.: Modular Demodulator – Modem Reduction Oxidation – Redox Biological Electronics – Bionics Mechanical Electronics – Mechatronics

**Clipping:** Sometimes a long word is clipped into a short one for the convenience of use. The omission of two or more syllables of a long word for the convenience of simplified usage is called Clipping. This strategy of word formation simplifies the communication by projecting it precise and pithy. Clipping of course, proves the efficacy of the simplified usage of technical jargon. Egs: Telephone – Phone Website – Web Sodium Thio Sulphate – Thio Bicycle – Cycle. *(p. 137).*

In 1983, Howard Gardner, the creator of the Multiple Intelligences (MI) Theory, suggested that all individuals have personal intelligence profiles that consist of combinations of seven different intelligence types. These intelligences were verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal (Gardner, 1983 & 1993). Gardner added an eighth intelligence type to the list, naturalist intelligence (Gardner 1999), followed by a ninth type, existentialist intelligence (Gardner 1999). Since 1983, when Howard Gardner published Frames of Mind, multiple intelligences theory has been embraced by educators as a tool for understanding and effectively meeting the learning needs of their students (Armstrong, 1993 & 1994). Gardner’s MI Theory has also been applied to foreign language teaching and learning
by many scholars including Michael Berman (1998) and Rosie Tanner (2001). *(p. 194).*

Teacher Training Programmes (TTP) - The core aims of these Programmes is to promote teaching as a profession and boost the recruitment and retention of high quality people, support the Government and others in wider initiatives to raise standards of teaching by helping to ensure that teachers in their induction years receive the structured support they need; by contributing to improving the knowledge, understanding and skills of serving teachers; and by helping to secure teaching as an evidence and research based profession. *(p. 197).*