

# IMPLEMENTING ENGINEERING STUDENTS' WRITING SKILLS THROUGH THE ESP WRITING COURSE

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## ABSTRACT

*The purpose of this study is to outline the steps necessary to design an ESP writing course targeted specifically at engineering students. It outlines the fundamentals of several approaches to teaching writing skills and emphasises the need of doing so in academic and professional settings. In addition, it has the following components: study needs, study purposes, research methodologies, and four primary types of writing styles (academic, professional, etc.). It provides an overview of the knowledge gained from the course, which is useful for understanding many aspects of writing ability and student expectations. The new strategy has to place more emphasis on the fundamentals of the English language, including assessment tools, linguistic drills, vocabulary development, and technological training. Additional written research is also discussed in this paper.*

**Keywords:** *Writing Skills; Engineering Education; ESP Writing Course.*

## INTRODUCTION

Today, English is unquestionably the most spoken language in the United States. All of the knowledge you could ever want in the fields of physics, electronics, medicine, and the like is available in English. The best of the world's intellectual treasures can be found in works written in English. In the case of India's independence, the universality of the English language as a worldwide language and a central part of India's postcolonial past would be a boon. In India, where there are a wide variety of spoken and written languages and cultures, the common language of education is English. The quality of English instruction in vernacular language colleges is low, despite the fact that it is in high demand in our society. Reviewing the literature on English teaching and learning in Andhra Pradesh over the past few years has revealed that product-oriented instructions have emerged as one of the most successful methods in the last few years. Writing quality did not improve noticeably when using alternative techniques of testing L2. It guarantees adherence to the writing system, presuming effective strategic intervention at any point in the writing process can help students the most. Deleting the fundamental errors at the top seems pointless.

One of India's official languages is English. Older than the first language is the second language. More fields, including business, industry, law, government, administration, politics,

education, etc., can benefit from it. It's a platform for communication on a worldwide scale. English was seen as an element of India's move towards internationalisation. Therefore, learning English is a common Indian practise, as it is a required subject in nearly all of India's individual states. English was initially emphasised in India in 1835, when Lord Macaulay introduced his 'minute of schooling.' The English language, according to Sir Charles Wood, "can be an appropriate means of higher education since basic English-language knowledge is a requirement for the entrance into universities." This was reiterated later in 1854. The global spread of the English language is not a result of fear, but rather of the benefits it offers. Despite India's diverse native tongues, English has become the country's de facto second language. The literary canon and eloquence of the English language are well-known facts.

The measure designating English as the secondary official language in India was enacted by parliament that year (1963). Politics, diplomacy, academia, the judicial system, and information technology. NCF (2005) states that "Today, English represents people's desire for educational excellence and an increased role in national and international affairs." In India, speaking English can open doors and advance your career.

## VALUE OF ENGLISH WRITING

Being attentive, thinking, and ready are all necessary when writing. Since writing allows for the continuation of thoughts and ideas, it is often utilised as an alternate method. Typical graphic symbols used in written communication carry the message. It's a whole activity that leads to meaningful discourse. According to Bloomfield, "writing is not a speech but simply a method of registering a language with visible signs." This occurs when the sonic symbols are recast into linguistic ones. Composing effectively relies on a number of fundamental elements. Even if you don't plan on working in an IT field, being able to put your thoughts on paper often for both school and work can help you immensely. The greater curiosity in L2 writing led educators primarily to a successful job. There is an increasing consensus that L2 writing is important, but this focus is not yet present in regional medium classrooms. Several flaws and challenges with L2 have been identified, and some solutions have been presented.

The goals of English instruction in the secondary level are: The primary goal of English for Engineering Colleges is to improve students' ability to communicate and understand others. Its goal is to equip students with the confidence and understanding they need to apply what they learn in the classroom to real-world situations right away.

College-level English courses are designed to motivate and inspire students to learn, making it easier for them to meet the technological and occupational demands of the 21st century economy. Engineering College assists students to attain a broad range of careers. It has been pointed out by Cliff and Hanslo that "this are also marked by poor academic achievement among students from under-investment school backgrounds and likely to remain in higher education." In addition, colleges are the backbone of the overall education system in the region. The benefits of education cannot be realised until secondary education has been neglected.

Because of its central role in the educational system, higher education is the focus of this study. Since secondary school is the bridge between primary and higher education, it need special attention at the moment.

The curriculum at today's engineering schools is more than 150 years old. Since secondary schools were first established in 1853, many developments have taken place in the field. Many such commissions and committees have been set up over the years with the goal of improving and modernising secondary education. However, the secondary method already has many practical and operational flaws.

## **SPOKEN ENGLISH BEFORE INDIA'S INDEPENDENCE**

After the British established colonies in the 1600s and 1700s, the educated residents of those countries learned English. The goal was to prepare 'Babus' to serve in administrative capacities for the colonial overlords. Now the situation in our more interconnected and globalised world has shifted. English's rich history has helped advance science, technology, international trade, and commerce. The need for English speakers has increased dramatically. Many different organisations have joined together to promote English as a global business language. Students with high aspirations must use native-level English in their coursework. If you want to communicate with others who want to acquire a foreign language, studying English will help you do that. For this reason, English continues to be the default option.

Despite the passage of nearly seven decades since India's independence, English continues to play a significant part in the country's change, social culture, and political resurgence. The English language and literature had an effect on educated citizens, intellectuals, and political reformers. English language and literature may have an impact on the lives of those who are well-versed in historical, political, and social issues.

Science, technology, engineering, business, physics, chemistry, and other fields where success is difficult to achieve is sometimes accompanied with a language barrier. It's so far-fetched as to be unbelievable. Neither the Committee nor the Curriculum Committee ever asked that English be forbidden to be taught or used. It's the language of choice for India's educated class. The inhabitants of Gujarat and Karnataka or Kerala, for instance, have very little touch with one another unless they speak English. English is the language that brings the country together. English. English is the language of choice for official federal and state communications.

Quite a few of the words we use every day are from the English language. Before 1947, English was used for administrative purposes, and to this day, the Union Government still considers English to be the administrative language. A person fluent in English may communicate with anyone, anywhere in the globe without ever leaving their house. English doesn't have any link with intelligence, thus whoever understands English is not truly an expert, simply the means of learning. About a third of books and a quarter of magazines in India are written in English. The language of instruction and research in any field is without exception English. We can only escape estrangement from the universe by English and if we would be enveloped in black

curtain folds of ignorance, this will be an error (University Education Commission). No student should be allowed to pursue a degree in higher education unless they have developed the skills necessary to read and comprehend works written in English with fluency and comprehension, according to the University School Commission.

According to the Indian University Board, once enrolled, students have a hard time following up with lectures given in English. In a second resolution (1904), the Indian government suggested waiting to teach English until students had a solid grasp of the local language. However, according to the Indian Universities Act of 1904, English was allowed to remain as a language of instruction at the university level. The Indian government offered a more flexible curriculum and examination system in 1913, but insisted that English-language instruction continue through the college level.

The Calcutta University Commission during 1917–19 recognised the need of learning English through one's native language. The Hartog Committee recommended making the study of a second language mandatory in 1928–1929. According to the Abbot-Wood Committee's recommendations from 1936-1937, students should be taught in their native tongue throughout high school, with English serving as the required language for all. Teaching English in a more natural way is possible.

Primary education was deemed crucial for India by the Central Consultative Council for Education (1944), which also advocated for the teaching of native languages in schools. Eight years of instruction in the native language was mandated by the Education Central Consultative Board (1944), which also suggested that English not be offered as an elective.

## **THE ENGLISH LANGUAGE AFTER INDEPENDENCE**

After India gained independence in 1947, many of its residents either stopped speaking English or actively boycotted it, leading to a precipitous decline in the quality of the country's higher education. After independence, there was a dramatic change in how English was used in India, and it was now open to either acceptance or rejection. Concerning the issue of English language adoption and rejection, Mahatma Gandhi argued that learning the language weakened the English-trained and stressed Indian pupils and turned them into mimics. Gandhi continued, "none of India's superstitions is as high as that English awareness is needed to imbue free ideas and establish thinking precisely."

The English Language, according to the University Education Commission (1948) A group has been formed to look into what's going on with the Indian school system and how to fix it. The Commission released its report advocating for the promotion of the national language (Hindi) in 1949. The survey did, however, show how vital English is to India's academic and intellectual communities. Therefore, the committee concluded, "English requires additional study. It has been used in literature, philosophy, science, and technology. Giving up English out of a sense of longing for the past would mean losing access to a wealth of current information. The Commission in Indian universities and colleges proposed using all three

languages in the final product. The "mother tongue plus Hindi plus English" formula indicates fluency in all three languages.

The Indian Constitution (1950) acknowledged that English served as the Union's official language for a period of 15 years after Hindi had replaced it. Therefore, it is the Union's duty to develop and propagate the Hindi language, and it has been stated that as a result, Hindi will serve as a language of medium for speech and culture in India.

The Commission reiterated its 1951–1952 proposal after another assessment of English's status. In their assessment, the Committee looked at: It is asserted that neither student should suffer from a lack of proficiency in a language that is crucial to his or her future success. For many of our varied instructional sessions, as well as for proper comprehension of the subject and learning more on the same topic, a solid grasp of the English language is quite helpful. These problems highlight the need of giving English its due in engineering programmes.

Opinions of the Commission on Secondary Education (1952–1953): According to the report from the Committee on Secondary Education, a significant amount of work for national reconciliation has been incorporated into the study of English and literature for use in political and other contexts.

The Lok Sabha has given its blessing to the Official Languages Amendment Bill (1956), as stated in its Opinion on the Bill. At the time of recruitment for central services, proficiency in either Hindi or English is required. The resolution passed by the House of Representatives stipulates that all the languages listed in the Eighth Schedule of the Constitution, plus English, must be accepted in any alternative medium utilised throughout India or for higher Central Services tests.

University Grants Commission (1957): An academic group led by Dr. H. N. Kunzru was formed to study educational difficulties and acquire the necessary English proficiency. There were also suggestions made for how to teach, such as delaying the switch from English to an Indian language so that students could gain the background they needed to succeed in higher education, and maintaining some form of English study at the university level despite the switch. Poor curriculum, unprepared teachers, and other problems were laid bare. The recommendations made by the Kunzru Committee (1961) were mirrored by the Tarachand Committee. As a result, English has become widely used in India as a means of communication.

In 1960, UGC reassembled. In 1960, it formed the English Review Committee to analyse issues with English language education and provide feedback on whether English should be employed as a medium of instruction or studied as a foreign language. Even if the use of English is supplanted by more widely spoken Indian languages, it could serve a useful purpose by keeping communication channels open between India and the rest of the world. The need of reading in English to expand one's knowledge base is also strongly suggested.

According to the Indian Education Commission (1964), the issue of educational inequality falls under the purview of the Committee on Indian Education. It has been noted that no student should be considered for a degree, especially a Master's, unless they develop English skills. Under the direction of Prof. V. K. Gokak, a group of academics was assembled in 1964 to study the role of English in K-12 education. The community places a premium on teacher training in order to produce competent English speakers. In addition, in 1966, the State of India organised an education commission led by Dr. S. Kothari, and the Commission issued its report, which states that English will be required for a long time as a language library for higher education. As a result, the Commission suggested setting minimum standards for English proficiency in schools and preparing students to utilise English to deepen their knowledge in certain subject areas. There has been research into the efficacy of teaching in an Indian language, however using a regional tongue in higher education does not ensure that English would be neglected. It was also suggested that one finish the First-Degree course with the ability to express themselves in English, understand lectures, and read in English. Therefore, it is important to place an emphasis on English analysis at the secondary school level.

In 1968, when the government adopted its first National Education Policy, which included recommendations for the study of English and other languages, it became clear that a greater emphasis needed to be placed on language learning. Maintaining growth is important, but India also needs to make strides forward in other areas, especially in science and technology. The environment is improving at a rapid rate. To achieve this goal, the English analysis must be disregarded.

Reflections on the 1986 Educational Reform Act: In order to maximise and encourage excellence, the Action Programme (POA) advocated for the establishment of colleges, and Universities in rural areas.

Curriculum Development Centre Recommendations from 1989: Established in 1987, the CDC gave its recommendations to the University Grants Commission in 1989. According to CDC's "A Note on the New Curriculum" post, the new curriculum will have both a foundational English course and an advanced English course.

The General English Course is envisioned as having distinct units and modules tailored to the various levels of students in order to meet the needs of the varied tertiary student population. The course is structured such that students with varying levels of English proficiency enter the General English Programme at different points in time and progress to different points in time as well (Introduction to the CDC Report).

Commission Report of the Acharya Ramamurti Academy (1990): It was highlighted that there were complications with implementing the three-language formula. Students were offered the opportunity in regional language medium to take exams at all stages. Additionally, it advocated for the development of world languages such as Hindi, Sanskrit, English, and others. There were some residents who argued against continuing to use English.

Several states now use regional languages in the classroom. And the federal government has actively worked to promote Hindi as a common language for all of India. However, the efforts failed because of the South's negative reception. English and other regional languages continue to be used for communication, and the language also serves as a bridge between India's numerous states.

## **THE INTERNATIONAL ROLE OF ENGLISH**

"Time is going to run out," they said. Like oil and petrol, the English language has become a worldwide currency, as have microchips, computers, Krishnaswamy, and Lalitha Krishnaswamy. The end of English is nigh. It's become a technology language, a contact language, rather than a global, cultural, or social language.

English serves as a bridge language, keeping communication open between nations. The ability to communicate in English and the ability to use computers have historically been intertwined. There are few places in the globe where English is not spoken; this includes technological powerhouses like China, Japan, France, and Spain. Research, employment opportunities, and professional development all place high demands on English language skills.

"The character of English is evolving as a consequence of the universal usage of English, it is gradually being robbed of its history, class and ethnicity," argue Krishnaswamy and Lalitha Krishnaswamy. English is a foreign language of communication, yet it provides doors to success and employment for students who learn it.

It is not just the research itself that gives English its significance; it is also the technical correspondence and social contact it facilitates. Multinational corporations are always looking for somebody with excellent communication skills who can represent the company both inside and outside. Currently, Spanish is home to over two-thirds of all scientific periodicals. Governments and universities appoint English language instructors to help students with their accents and acquire standard English. Since English is used in many fields, including commerce, trade, technology, the media, the internet, and computers, it stands to reason that its speakers will be fluent in the language. Since it is a correspondence language between a mother tongue and one non-mother tongue, or between two non-native English speakers, English is not confined to only two native speakers.

## **THE IMPORTANCE OF LOWER STAGE**

Many people go from high school to college or university with the Bachelor of Studies. Getting ready for college starts in school, so this is an important step. A three-stage system is used in many states: 10+2+3. Level 10 is secondary, Level 2 is secondary, and Level 3 is both secondary and college. To train students from different higher education plans and states, this pattern of education could be kept up. Right now, one of the most important goals is to improve your English. The diversity of the group, including the range of backgrounds in college, the contrast between country and urban areas, and the range of exposures, is what it's actually for.

It is possible for students to reach the same level of English proficiency with the help of the well-designed "Bridge Courses." In order to help students get ready for college, the Bridge Courses are always short and are meant to connect English and the English College. Most of the time, crash classes are used to describe bridge courses, which are also very intensive.

Public support for education and the growth of private colleges have inspired parents and students to go to school. Many of the kids, though, come from families where no one speaks English, so they don't have many chances to use it outside of school and don't hear it at home. Children in schools don't get the training they need from the programmes that prepare teachers. After that, the students learn little or no language, which causes new problems when they finally start college.

Before learning something new or starting to get better at English, college students need to unlearn the bad words they learn there. Getting rid of something learned is harder than getting a new understanding of it. Your reading, writing, and speaking skills will improve after going to school, but you shouldn't learn this before you learn something else. Along with teaching students English, the Bridge Course is also meant to help them improve their English skills in a way that works for both regular school terms and Bridge's rehabilitation programmes.

## JUSTIFICATION FOR TEACHING ENGLISH WRITING

Three main categories can be used to classify the benefits of teaching writing: academic, professional, and personal. In the section that follows, these three definitions are briefly addressed.

**Academic Goals:** Sujatha S states that there were just 19 universities in India in 1947 when the country gained its independence, 183 by 1989 when it was at its peak of 184, and 800 universities today, including central universities, state universities, universities, and universities. In 1950, India had 6,500 colleges overall; by 1989's conclusion, that number had increased to 41,435 colleges. The total number of enrolled students was 1.36.41.808 in 2008 and 2.84.84.746 in 2016. The number of students increased tenfold in ten years. In 1950, there were over 18,700 teachers overall; in 1989, there were 2.42,000 teachers overall; and in 2016, there were 15,18,813 teachers overall.

"The capacity to use language is of enormous importance to those who have it, in each profession, in every human connection." stated Long (1967, p. 221-222). Everyone knows. Writing in English offers individuals who choose to pursue higher education a great opportunity. In order to prepare for advanced studies, students can take notes, summarise, clarify, and so on. Additionally, there is an additional required paper for individuals getting ready for competitive tests that assesses written competencies in English.

**Professional or Occupational:** According to the English National Syllabus Reform Workshop of the UGC (1977, p. 4), "English functions as a language of production and will continue to function in that capacity. In addition to having access to technical literature, our scientists,



technologists, technicians, physicians, and other specialists must be eager to communicate with their global counterparts and exchange ideas, insights, and findings."

Additionally, English has served as a hub for information and writing skill education. According to Krishnaswami and Lalitha Krishnaswamy (2006, p. 139), the full-bloc Indian bureaucratic network, which is thought to be the largest in the world, covers the entire socio-economic fields in governance and planning through consultative boards, commissions and commissions, ministries and various departments, the legislative and judicial authorities, government controls, and the NGO.

Writing papers, laws, notes, and documents—whether under state or union administration, with comments, etc.—is a need for the majority of administrative posts. Writing expertise is now valued in both the public and private sectors.

**For Personal Uses:** Knowing English might be beneficial when communicating with overseas business contacts, executives, national governments, etc. It might also be beneficial to file a written complaint with the retail centre or the online buying site. Despite being a crucial skill in the past and present, it has been overlooked.

## EXECUTIVE ABILITY

One way to think of writing is as a kind of communication in which the writer uses traditional graphic elements to convey ideas to the reader. This printed capacity is active. A thorough understanding of appropriate vocabulary and rhetorical devices must be acquired by the learner of a second language. It is thought to be the hardest skill. In order to develop good writing skills, it is imperative that students receive enough practise in all aspects of writing. In this regard, it is imperative to discuss different writing styles. According to each technique, writing is a means for English teachers to better prepare their classes for the language proficiency of their students.

## MANY APPROACHES TO WRITING SKILLS

Three primary methodologies are used in writing instruction: 1) Gender; 2) Process Attitude; and 3) Product Approach. Every strategy has advantages and cons of its own. Because blended methods combine the best features of both approaches, they are becoming prevalent in varied learning environments.

### Product Approach

Language skills are prioritised in this approach, with a special emphasis on vocabulary, grammar, and unified instruments (Pincas1982). It is largely concerned with the grammar of the language. To explain this method, the phrases "text-based technique" and "ordered composition" are employed. Pincas states that the four stages of writing in this method are (a) familiarisation, (b) controlled writing, (c) driven writing, and (d) free writing. In the first grade,

the format of the text being taught is imposed on the students. The pupils exercise the intricacies of writing skills in the regulated and directed writing stage progressively. After much preparation, the kids are now ready to write without any restrictions.

### **Process Approach**

In contrast to the commodity approach, this one emphasises on processes like planning, composing, and drafting. Having a command of a foreign language is no longer a prerequisite for success. In describing the process-based approach to writing, Tribble (1996) identifies the four stages of the writing process as a) prewriting, b) composition/design, c) editing, and d) revision. It is a circular process in which the writer returns to the beginning at some time after completing the first draught and any necessary revisions. Facilitators in this method are teachers. They don't have the necessary facts, but they utilise brainstorming as an effective approach to link ideas to the topic they've chosen for the writing assignment. In the classroom, teachers use the time spent brainstorming to get the writing process started.

### **Genre Approach**

There are numerous similarities between the product method and the genre approach, which is why the latter is sometimes referred to as an extension of the former. However, the genre approach stands apart because to its emphasis on the social sense. Curriculum designers can use this "social sense" factor to figure out which textual form's pupils should be taught. The IT (Information Technology) programme, for instance, tailors its reading assignments to the realities of the field. Commodity approaches undervalue social meaning analysis, an additional method used in genre approaches.

According to Dudley Evans, there are three phases to the genre approach. In the first stage, you will be asked to interpret a model text within a specific genre. The lessons in the letter are then carried out by the students. Students finish the course by writing a brief text.

This mode will show how the method of studying genres is not drastically different from the method of studying products. However, the genre method differs from the product approach by placing greater emphasis on factors like communication goals, social contexts, and the relationship between the writer and the reader.

### **Integrated Methods**

Since being a professor is a demanding profession, having a flexible approach to writing at the university level is beneficial. Both the advantages and cons of each tactic stand on their own. In addition, both forms of textual communication are useful. With the difficulties of written abilities, the instructor will fulfil the purpose of teaching writing by a comprehensive technique that integrates the most useful elements. An approach that incorporates both product and process subtleties is the one Badger & White take on process genres.

## **SPEAKING AND WRITING SKILLS**

When thinking about what engineering students need, writing skills and how important they are in the engineering programme can't be ignored. They think that writing skills are very important, especially skills in academic writing and writing in general.

### **Skills for Academic Writing**

Both the students and the teachers must know how to write well for school. Letters that are organised are often found in academic writing, reviews, articles, and scientific papers. In addition, all science and engineering classes have written tests that test your technical writing skills. If you want to be good at academic writing, you need to be able to use a formal tone, write in the third person instead of the first person, put more emphasis on the subject rather than the tone, use the right vocabulary, and write in a structured way that doesn't allow slang, jargon, or abbreviations.

People who are bad at speaking often get bad grades, even if they have a lot of experience in the field. Students can improve their academic writing by working on: a) the writing method (planning and organising subject-related ideas); b) basic grammar; and c) well-organized styles. For students to write scholarly essays, they need to be able to order their thoughts better. People also need to be more careful with spelling and making their thoughts clear when they share them. Language and tone used in science writing should also follow the formal style. This style is also defined by three more things. Problems; being neutral; and being clear. It's clear that engineers need to be good at academic writing and can do well if they are now that these things have been said.

When writing an academic paper, you can't just ignore critical thinking skills. When students write academic papers and study guides, they need to be able to think critically. This might mean that any course on how to write well for school should include "serious thought," which should be encouraged in students through books and other materials. You can do tasks in college to improve your ability to think logically. Students would learn how to question what they believe, think critically, and use logic to get a clear picture of a problem.

### **Skills for Writing at Work**

Writing skills and academic writing often have some of the same traits. Writing at work is organised and known for being short, objective, and easy to understand. But writing at work is different from writing at home in terms of "intent" and "audience." Usually, the point of writing on the workplace is to teach readers or viewers something. 'Audience' is the second important factor. The audience can be regular people or smart people. The writers have to write to convince a wide range of readers. But the people who watch will be professors, scholars, and people who know a lot about this subject of scholarly writing.

Writing skills are very important in engineering schools today, and most companies spend a lot of time and money making sure that new employees know how to write at work. They say that the current English classes in engineering schools don't teach the right kind of writing skills for the job. Because of how things are now, engineering schools need to look at what companies want and change their courses to meet those needs.

Typical writing tasks at work are (a) filling out forms, (b) sending emails, (c) writing reports, (d) coming up with ideas for projects, and (e) writing a product manual. Employees are often asked to do things like write literature, make policy statements or vision papers, take notes in meetings, and put together a report. Employees also do things like promote their careers, write technical manuals, write summaries of products, and send letters to customers with information about the products.

### **Instructions for Writing**

Two types of writing can be used for research: formal and informal. Notably, engineering grads need to learn a lot about how to write in this style. How amazing the words are.

A lot of the show writing doesn't include the authors' opinions; instead, it sticks to a topic-oriented style where the writer uses charts and other tools to make the topic clear. In addition, this type of writing is known for being objective in every way. Textbooks typically use the expository writing form. It requires many skills, such as the ability to show something in a way that makes sense, the ability to understand something, and the willingness to use numbers and maps to support your showing.

Most of the time, descriptive writing includes the author's opinion on a place, a case, a character, or an item. It affects the author's thoughts and feelings too. These writings give an overview of anything that needs a lot of vocabulary and the ability to use words that are appropriate for expression. This piece tries to show the author's best experiences or experiences from different times. Writers find descriptive writing hard because it requires a lot of different skills.

If you want to write persuasive writing, you can use claims, explanations, and good reasons. People know this kind of writing for the opinions of the writers, which can have an effect on the reader. Changing people's thoughts about a certain subject is the main goal. For instance, a strong essay on social issues urges the government to act right away, stressing how important the consequences are. Therefore, convincing writings persuade the people involved to focus on those issues. It changes how people think about social issues too.

When you write a narrative, you need to be able to tell a story. There is a lot of written knowledge here about different types of writing, like biographies, short stories, novels, and poems. It's possible to use narrative writing to describe an event like an accident. It's set up with a start, middle, and end.

Because they are important in different situations, these four main types of writing may be very helpful for engineering pupils. Since each type of writing is different, it would be beneficial for students to try them all.

## **ENGLISH AND ENGINEERING CLASSES IN INDIA**

English is a foreign language, so many workers around the world write their letters in English. English is important and is used to talk to people from other countries everywhere in the world. According to Essen (2000), ESP is also a big part of how English has grown around the world. According to Widdowson (1994, p. 144) English as an international language and English as an international language for specific reasons are pretty much the same thing. He says, "Otherwise there would have been no spread and no reliable means of global communication would have been developed first." Because of this, it is part of the training that colleges and universities offer when they think about the needs and role of the English language.

Seidlofer (2007, p.339) calls English a Lingua Franca and adds that it is "a means for the contact between first language speakers in English." This has a clear connection to the field of engineering. English will be very important in this area because it's not limited to one country or state and problems and details need to be shared. This is because the technology that was created needs to be broken up so that more people can learn about it and use it.

## **INDIA'S GROWTH IN TECHNICAL EDUCATION**

India comes in second place in the world in 2002, both in terms of people and university degrees. India has added a lot to higher education since 2002, when it graduated from 6,87,000 colleges. A lot has changed in higher education in terms of services, information, curricula, and other things. Indian got its independence in 1947, and at that time there were 27 universities and 370 schools. There were a lot more universities and schools at the end of 1997.

The number of students at universities has grown from 0.2 million in 1951 to more than 6 million in the last ten years. The same is true for professional education. The study shows that over the last forty years, the number of engineering colleges and other technology schools has grown a lot. About 75% of the country's people live in just four southern states, which is more than in the US.

## **CONCLUSION**

The current study's goal is to create an ESP writing course that will help engineering students improve their writing skills for both school and work. There are a lot of kids who can't study English in engineering school after finishing college through mothers' tongue training. They have trouble writing about what they think and understand, and they may feel bad about themselves because they don't get enough practise with learning and working skills in engineering schools. Also, some people don't know how to use easy grammar correctly. In order to get good grades in English, they record and copy the materials that the teachers give them

during the test. Memory-based techniques are not allowed for teachers to use to improve their writing skills at school. Lastly, we could say that the skills students learn in this class and afterward will help them a lot in their future jobs. Teaching engineering students how to write isn't easy. Teachers' job is to teach all of their students how to do their homework without letting them figure out some things on their own. Also, the limited time would make this task harder.

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