

An Analysis of Recent Trends in English Language Learning in Engineering Colleges in India¹Dev Brat Gupta, ²Madhup Mishra, ³Dr. Puja Agarwal¹Associate Professor, Arya Institute of Engineering Technology and Management, Jaipur²Assistant Teacher, Department of Primary Education, Basic Shiksha Parishad, Agra (UP)³Professor, Arya Institute of Engineering Technology and Management, Ajmer Road, JaipurE-mail: ¹dev_hard@rediffmail.com, ²madhupmishra.in@gmail.com, ³pujaarya26@gmail.com**Abstract**

This research paper highlights the importance of English communication for engineering students, along with the issues related to the formats of learning and sustains the knowledge of the language. To succeed in the studies and interviews of the campus, GD, it is important to achieve efficient communication in English. Any of the students going for the technical education cannot ignore the importance of English language. In other word we can say that learning of spoken and written English is not sufficient, because the other components of personality development are available only in English language like soft skills, mock interviews, group discussion, etc. more over if a student got selected in any company, then also the work profile is in English.. Engineering colleges are making all the efforts in this regard and this present paper tries to analyze the impact of those efforts on the students.

Keywords- Engineering, English Communication, Skill learning.

Introduction

Language is of utmost importance in our lives. According to Jespersen, “language is nothing but a set of human habits, the purpose of which is a concrete expression for thoughts and emotions and, in particular, bringing them to others. A language can be described as a method by which a person expresses their thoughts and feelings so that they can be understood by others. When we reflect on the meaning of the language in the expression, we can remember the first story in the Bible (Genesis 11: 1-9), ie the Tower of Babel. After this story, people were very proud of the point of belief that they were as powerful as God. Men could not understand each other's instructions or instructions. Due to the lack of communications equipment, the Tower could not be completed. History tells us that language is important for expression and understanding.

State of English Language Learning in Engineering Colleges in India

English is the lingua franca of engineering education in India and therefore it becomes an essential tool for gaining and enriching advanced knowledge. The revised plan of India focuses on quality education across the country viz-a-viz to provide admittance to study in world class institutions. According to the Secretary of State for Human Resources and Human Resources Development, the Government of India, “the education system will change to bring competitive skills and capabilities into global standards.” Practices for employability in India focus on acquiring English and Communication Skills sets to each student. On one hand globalization has inclined educational institutions to create skill sets as required by the outer market are of the belief that employability orientation in the curriculum has compromised the basic purpose of education. English is now almost learned by every student because people have discovered English

language skills are a passport to a better career, better pay, knowledge and communication with everyone. English also learns the versatility and variety of opportunities it offers the student. In globalized milieu students of Engineering and Technology require a specialized set of language skills for their success in education and career. The aim of ELT in engineering colleges in India at present is to teach language skills with a specific style of Listening, Speaking, Read and write (LSRW) with precision, clarity and clarity, reaching the official language. The aim to learn English for Science and Technology has a special challenge to engineering students. Industries are raising their voice to cope up the students with a better Communication Skills. Hence there is an utmost requirement to refurbish the pedagogy of ELT programs in engineering colleges across the nation so as to outfit the employability of engineering students. Today the technocrats raise their wish about the upliftment of middle class students taking admission in engineering course in India. In recent time the engineering students need to understand as how to survive and succeed in the outer world. They have to have competitive “Communication Skills” in the English language.

The role of English for Specific Purposes (ESP) in engineering colleges is not only to cater linguistics skills in students but also many soft skills using CALL, WALL and MALL technology. As there is a wide range of employment for technocrats and technology is expanding in the 21st century, there is a need to enrich with above said soft skills to each aspirant. But the biggest point is ‘does our pedagogy fulfills the requirement?’ Are the available study materials fulfilling the requirement? Is the methodology appropriate?

In the current scenario engineering colleges are viewed as a place where a student is turned into a professional of a kind and is ready to serve the respective company he is hired into. An engineering graduate is considered to be all technical and gentleman of a kind, this is a belief which is being portrayed by every second engineering college. As a matter of fact, the engineering profession is mix of technical knowhow, skills and language proficiency. Students are always in the practice of learning technical aspects but as far as skills and command over language is concerned it required special attention and training. In this present chapter the researcher had tried to exhibit the status of current scenario of ELT in Engineering Colleges in India.

The number of engineering schools in India has increased significantly over the past decade. According to the Indian newspaper, there are 3,393 universities in India (India Today, 2013), and hundreds of thousands of technical university graduates annually. This increase in the number of engineering engineers has led to severe turbulence in the labor market, and the employability of graduates has become a central issue in education and industry. Today's labor market in India is very demanding and challenging, as graduates of engineers are expected to have job opportunities in job interviews. Candidates are expected to express their ideas in English without ambiguity and fear. The ability to communicate in English is one of the most important performance requirements in modern India. Unfortunately, more engineering graduates in India are a deceptive task to speak and write English fluently and accurately. English is taught in most public and private universities in India in the first two semesters of engineering studies. The main objective of this course is to improve students' communication skills in the four skills (LSRW). These courses are conducted by professors with M.Phil or Ph.D. Most of these teachers completed their master's degree in English literature. ESP or CLT is not common among many English teachers in India, because most of them are trained in the ELT technique.

Literature Review

Dash Anita, (2009) The whole emphasis used to be on word formation and sentences construction. However, in the beginning of the 20th century, educators and linguistic began to realize that language is primary spoken and only secondarily written. In the early years of the last century that is 20th prominent linguistic in France, Germany, England and America realized the importance of the spoken language to such a degree that they put phonology-the study of sound system of a language over and above morphology.

Debata, P.K. (2013) Listening and reading are passive skills, and lectures and writing are active skills. The knowledge of the language allows us to know the meaning of individual words or sentences or the rules of grammar. Talking about the language does not mean knowing and using it.

Dhawan, A.(2010) The traditional grammar from the time of Greece and Latin until 19th and even early 20th century, the researcher put forward the following points for his review as a review, the whole emphasis on shaping words and making sentences. Grammar will talk about rules and their application in terms of translating and compiling stories, letters, articles and paragraphs, and understanding exercises.

Lahorkar, B. (2012) Technology is well concept for all of us in the entire field. What we have not done is spend as much time thinking about how to teach students. Efforts around the world are increasing to incorporate thinking skills into the curriculum, incorporate them into lesson strategies and assess the success of schools. The teacher's goal is to help students use what they have learned to create new information.

Research Objectives

1. To analyze the pre and post status of English learning in case of engineering students in India.

Research Methodology

Sampling

Stratified sampling method is being used in this study; the total sample size of the study was 100 respondents belonging to different engineering institutes across the country. In this study, the respondents from the different engineering colleges of the nation were included.

Tool for Data Collection

The tool for collecting relevant data was the following question paper.

Test Paper

Note: Candidates who have devoted at least one month at the chosen center are required to take the below given test so as to identify the level of learning at the centers.

The grading of the test will be done as follows:

1. 15 to 20 correct answers: High
2. 10 to 15 Correct answers: Medium
3. Less than 10 correct answers: Low

Underline the correct answer. (One mark for each correct answer will be given)

- 1) Water **is to boil** / **is boiling** / **boils** at a temperature of 100°C.

- 2) In some countries, there is always / very / very hot.
- 3) In cool countries, people wear thick clothes to keep / keep / warm.
- 4) In England, people always talk about weather / weather.
- 5) Rains in some areas / rains / rains almost every day.
- 6) In deserts there isn't **the** / **some** / **any** grass.
- 7) But near the steamer hot water / hot / warm water even exists in the cold season.
- 8) In England **coldest** / **the coldest** / **colder** time of year is usually from December to February.
- 9) **More and more people do not know how they are in other countries.**
- 10) Very **less** / **little** / **few** people can travel abroad.
- 11) Mohammed Ali **has won** / **won** / **is winning** his first world title fight in 1960.
- 12) After winning / winning / winning in Olympic gold, the boxer turned pro.
- 13) His religious beliefs made him / he created / became them when he became a hero.
- 14) If he / he can have his first war with Sony Leyton, no one should be surprised.
- 15) He has travelled a lot **both** / **and** / **or** as a boxer and as a world-famous personality.
- 16) He is very well known **all in** / **all over** / **in all** the world.
- 17) Many people **is believing** / **are believing** / **believe** he was the greatest boxer of all time.
- 18) To be the best **from** / **in** / **of** the world is not easy.
- 19) Like any top sportsman Ali **had to** / **must** / **should** train very hard.
- 20) Even if he has already lost the title, people always remember him as a hero.

Data collection

In order to test the status of English learning a test comprising of certain question was given to the 6th semester students and the same test was given to the 8th semester students. The test paper consists of 20 questions related to Basic English (vocabulary, sentence formation, etc.) and the results were analyzed thereof.

Measures

All the data collected is presented in the form of bar charts and pie charts and through interpretation.

Data Analysis and Interpretation

Table 1: Pre and Post Test Marks of the Respondents

S. No	Pre Test Marks	Post Test Marks	S. No	Pre Test Marks	Post Test Marks
1	11	16	80	16	18
2	10	15	81	8	11
3	9	14	82	15	18
4	17	15	83	16	17
5	16	18	84	14	17

6	15	18	85	15	18
7	11	16	86	8	11
8	14	19	87	13	16
9	13	15	88	11	14
10	14	16	89	14	17
11	15	18	90	12	15
12	8	14	91	16	17
13	7	13	92	14	17
14	13	15	93	15	18
15	12	18	94	15	18
16	14	16	95	17	17
17	9	13	96	11	14
18	12	16	97	15	18
19	16	16	98	10	13
20	18	17	99	11	14
21	13	15	100	10	13
22	11	14	101	12	15
23	15	19	102	13	16
24	11	15	103	16	19
25	16	17	104	10	13
26	15	19	105	14	17
27	11	15	106	14	17
28	13	17	107	13	16
29	17	18	108	13	16
30	13	17	109	13	16
31	15	19	110	15	18
32	12	16	111	15	18
33	12	16	112	12	15
34	15	19	113	11	14
35	16	17	114	12	15
36	17	15	115	13	16
37	11	15	116	14	17
38	15	19	117	14	17
39	11	15	118	14	17

40	16	18	119	8	11
41	13	17	120	9	12
42	16	18	121	11	14
43	13	17	122	10	13
44	12	16	123	11	14
45	9	13	124	10	13
46	14	18	125	9	12
47	13	17	126	17	16
48	17	17	127	16	19
49	15	18	128	15	18
50	11	15	129	11	14
51	11	15	130	14	17
52	13	17	131	13	16
53	8	12	132	14	17
54	16	18	133	15	18
55	17	17	134	8	11
56	18	17	135	7	10
57	6	11	136	13	16
58	10	14	137	12	15
59	9	13	138	14	17
60	6	10	139	9	12
61	12	16	140	12	15
62	11	15	141	16	19
63	17	16	142	18	21
64	14	17	143	13	16
65	12	15	144	11	14
66	15	18	145	15	18
67	16	19	146	11	14
68	12	15	147	16	17
69	11	14	148	15	18
70	14	17	149	11	14
71	12	15	150	13	16
72	11	14			
73	14	17			

74	12	15
75	11	14
76	11	14
77	11	14
78	14	17
79	15	18

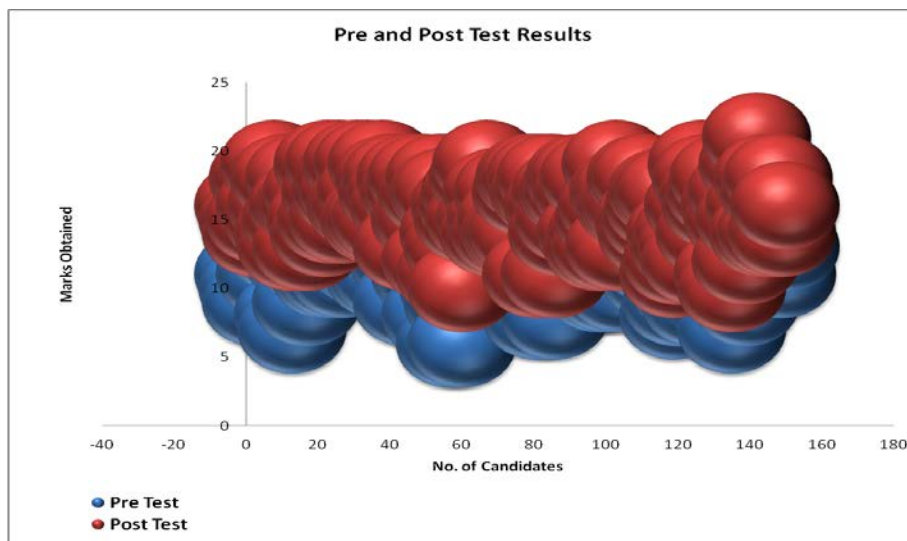


Figure 1: Pre and Post Test Results

Interpretation

As it is clearly visible from the above figure 1, in most of the cases students have scored more marks in the post test as compared to the pre test. In a very few cases there is percentage decrease but that can be neglected there off. The average percentage increase in the pre and post test marks is about 40% and the minimum percentage decrease is 12.2%. This shows that most of the students have improved their proficiency in English and competitive soft skills.

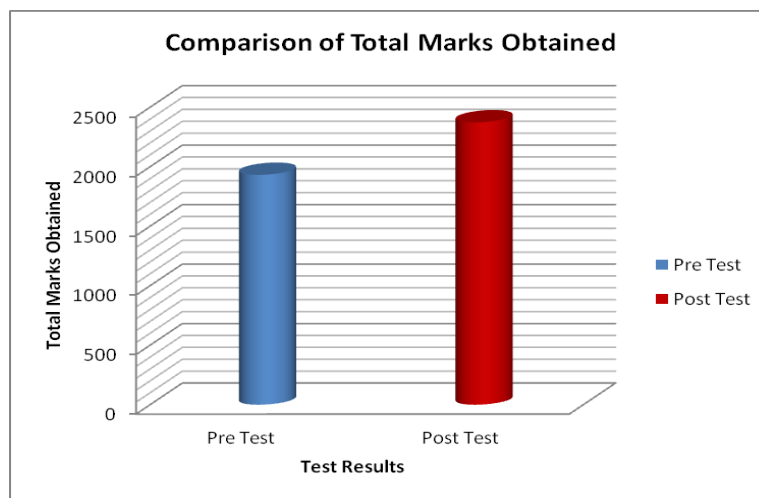


Fig. 2: Comparison of Total Marks Obtained

Interpretation

As given in the figure 2, the total of marks obtained by the students in the pre test is 1972 and 2373 marks for the post test. There is an increment of 23% in the total marks obtained by the students.

Conclusion

The findings of the above given analysis shows that English is a tough language to learn and practice for the students of engineering. Though some of the student are well versed in the language and are in the practice of using it but then again all the students are not at the same level. So this becomes a herculean task to make them well versed in the language. There are a number of training programs being arranged by the respective institutions; rather it is the regular part of the curriculum for almost first four semester and in the third year of the course professional trainers use to handle this part. This effort of the institutions is now visible and the same can be seen from the analysis presented in this study.

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