

## New Trends of ELT in Engineering Colleges of Bharat

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### ABSTRACT

At this level, the main goal of English instruction should be to emphasize the four main components of language proficiency: speaking, listening, reading, and writing. Above all, the instructor needs to understand the needs and preferences of the technical college pupils. It is imperative that more focus be placed on the functional side of language—that is, language that speaks to learners' everyday needs rather than language from bygone eras. These days, the most important thing for English language learners is to acquire a language that will help them deal with everyday situations and speak confidently and easily. It is crucial that the teacher understands his role and the goals he hopes to accomplish in the classroom. They do not know how to put the syllabus into practice in their classes, even if it is in front of them. The instructor is in charge of determining when and how to give a detailed lesson plan. Without even the tiniest understanding of the course's goals and objectives, their only concern is finishing the entire thing in the allotted short amount of time. The goal of teaching English in engineering colleges should be to enable students to communicate well in the language so they may use it to their advantage in both social and professional contexts.

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A successful person's ability to communicate is their key to both personal and professional success. The greatest standards for general engineering courses were established in India in the 18th century. Although it is regarded as an associate language, English is actually the most significant language in India. It is probably the most read and written language in India, coming in second only to Hindi as the most widely spoken language. In India, English is utilized not just for interstate communication but also for communication between states and their citizens. An enormous number of students graduate with B. Tech degrees each year. The majority of them meet the requirements with a high percentage, but because they struggle with communication, they are unable to get employment in the IT sector or with multinational corporations. Without employability skills, technical knowledge alone in a particular engineering discipline will not be enough to land the proper employment. Students who struggle with communication find it difficult to succeed in the workplace. English language proficiency is regarded as one of the most important job-related skills.

In order to achieve this goal, the teaching process is essential. It is expected of the teacher in such a situation to act as a trainer, using the designated teaching methods to help the students reach the predetermined goals. Prior to India's independence, Lord Macaulay recommended using English as a medium of instruction for its citizens in his well-known piece "Minutes." He believed that the English language was the only appropriate means of imparting technical information and a scientific mindset to the Indian populace. His goal was to train a select group of Indians who would eventually be able to bridge the communication gap between India and the West by speaking English. Despite his best efforts, he was unable to establish a developed English-based educational system for the people of India due to a number of factors. Since having a strong command of the English language was a requirement for entrance to any university, Sir Charles Wood stated in 1854 that English may be a suitable medium at higher education levels. English became increasingly important in the realm of higher education after independence. The study of English in India, a report of the Study Group appointed by the Ministry of Education, Government of India, in 1964, was cited by the Kothari Commission in support of this viewpoint.

The study group had been in favor of the structural approach to English teaching and learning, which is still widely used throughout India. A comprehensive syllabus for the study of the English language at the junior and secondary levels was also developed by the research group. People's opinions about the English language began to shift in 1991, when economic liberalization officially began. The Indian government made the decision to start teaching English language at the elementary school level in all government primary schools starting in 2001, seeing the language's increasing importance and

acceptance as a "world" language. A few passages from the 2001 Kothari Education Commission Report are noteworthy: "English would play a very important role in higher education being a language of international importance." <sup>1</sup> A student should not be granted a degree unless they have demonstrated a reasonable level of skill in the English language.

Consequently, the prevalent belief about the significance of English that permeates Indian society supports the country's language strategy. But in this particular setting, the distinction between policy and practice makes the current study necessary. It's also important to remember that while general learners may benefit from efficient written and oral communication in English, those who wish to use the language for specific goals require specialist instruction. This observation made by Mahajiteswar Das gains special importance in the context of occupational and professional courses. In order to serve the direct demands of students pursuing targeted courses of study, it is necessary to do an analysis of the needs of the learners in order to modify the way that English is used (2003: 4).<sup>2</sup> However, English is taught in engineering classes to help students develop technical or specialized oral and writing presenting abilities. It also helps students use effective explanatory strategies. In the event that appropriate assistance is not given, the student with superior subject knowledge is unable to express it.

Students are expected to work in a professional business after obtaining their academic credentials, and they must behave properly to fit in with the corporate hierarchy. In this sense, language shapes people to conform to a professional zeal. A student in the undergrad stage has already mastered the language's foundational concepts. Therefore, it is important to teach them how to use appropriate vocabulary and structures in their presentations. The usage of appropriate voice and tenses during oral presentations is unknown to the pupils. Students don't understand the fundamental distinction between spoken and written form, so they write as they speak without realizing how difficult it is to write instead of speaking. It is important to teach them the distinction between spoken and written communication, which are both considered forms of interactive communication.

At this point, a pupil should be able to listen well enough to understand the particular language and structures. Another important skill needed to thrive in the working world is reading. Reading comprehension is a study skill that includes note-taking, scanning, skimming, and creating notes. By including them in the teaching/learning process, students can develop all these essentials for their professional development. The goal of all these goals is to help students become competent communicators in a professional setting so they can compete for technical or engineering jobs and succeed in their chosen fields. At this level, the main goal of English instruction should be to emphasize the four main components of language proficiency: speaking, listening, reading, and writing. Above all,

the instructor needs to understand the needs and preferences of the technical college pupils. It is imperative that more focus be placed on the functional side of language—that is, language that speaks to learners' everyday needs rather than language from bygone eras.

These days, the most important thing for English language learners is to acquire a language that will help them deal with everyday situations and speak confidently and easily. It is crucial that the teacher understands his role and the goals he hopes to accomplish in the classroom. They do not know how to put the syllabus into practice in their classes, even if it is in front of them. The instructor is in charge of determining when and how to give a detailed lesson plan. Without even the tiniest understanding of the course's goals and objectives, their only concern is finishing the entire thing in the allotted short amount of time. The goal of teaching English in engineering colleges should be to enable students to communicate well in the language so they may use it to their advantage in both social and professional contexts. The students should also be able to read and comprehend English-printed books, periodicals, and reference materials at the same time. Teaching English to engineering students is a significant challenge since they need to be prepared to communicate the knowledge they have learned in their major studies. Even though it's widely acknowledged that effective communication skills are essential for engineers to have, English instruction in engineering schools in India has never been entirely assured. These curricula have not received much attention. Since learning a language is a skill-oriented endeavor, pedagogy for language instruction must differ greatly from that of other conservative courses.

At the undergraduate level, they offer English under the subject title Professional Communication in English or Business Communication and Professional Development. Most of the time, the curriculum is designed over one or two semesters and includes both theory and practical lessons. There are two sections to the Professional Communicative English course: Theory and Laboratory technical sessions. The technical laboratory sessions heavily rely on the active engagement of the students. Typically, the lab is split into two sections: the Communication Skills Laboratory and the Call Section. In order to deliver confidently on a specific topic via JAM, role plays, presentations, group discussions, debates, and mock interviews, students are introduced to authentic software through CALL. Along with soft skills, the laboratory exercises help to improve effective English speaking and listening abilities. They are trained in a way that makes it easy and effective for them to transfer from college to the workplace. The course, the goals behind creating the syllabus, and how it should be administered in the classroom to prepare students for the workforce should be the faculty's first priorities. Given the difficulty of the level they would be teaching, the teacher should receive dynamic

training. Highly skilled, imaginative, and energetic faculty members are anticipated. They start to believe that English is unimportant.

English is necessary for students to strengthen their technical presentation abilities and employability skills, particularly from the third year onward when they will be eager to learn and become conscious of their demands. Thus, it is imperative to come up with a practical solution so that students at competent colleges can have the chance to learn the skills necessary for success in the workplace. Engineering courses are professional programs designed to help students strengthen their professional abilities. Their purpose is to prepare them for the industry. In order to support their professional and general development, students should be prepared with an emphasis on skill development. All of these pay off if the material that has been created for instruction is used appropriately while keeping the goals in mind. Age, attitude, motivation, personality, learning style, and prior education, knowledge, skills, and talents all affect how well students learn. When they enroll in English-medium schools in India, the majority of kids have only had a limited exposure to the language and typically lack the necessary conversational and social skills.

They therefore need plenty of time to acquire the necessary abilities for learning in a traditional classroom setting. Before starting school, students who have had a lot of exposure to the English language need less assistance and time to get completely integrated into the normal classroom. The dearth of qualified English language instructors at all levels exacerbates the learning difficulties faced by students. Students may not learn much from their teachers if the teachers are not actually fluent in the language, so focusing on enhancing the teachers' English language competency could help to improve the situation. It is far from acceptable that teachers in rural areas and even in various English-medium schools lack competency in the language.

A standard university degree in education or English does not guarantee a teacher's competence in teaching the language. In addition to holding a university degree, teachers must pass benchmarked aptitude examinations to be certified as English teachers. This is because teaching English as a global language for certified communication purposes alone is becoming increasingly necessary.

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