



IMPARTING ENGLISH FOR REGIONAL ENGINEERING STUDENTS



M. Surekha

Assistant professor

JBIT Engineering college

English Department

M.A.,M.Com., PGCTE in EFL University

ABSTRACT

English in higher education occupies a significant role. However, there are many problems in imparting English to the students having their school education in religion medium. The greatest challenge faced by the English faculty is the key concept of this paper. This paper ventures to explore the conflict and suggest a few ideas to face this problem in equipping the

students with English knowledge. The paper also provides samples and case studies to substantiate the discussed notions and suggestions.

KEY WORDS

Imparting English, students educated from regional medium and suggestions to equip students with English.

RESEARCH PAPER

The university insists on at least a mere pass mark in English to graduate. Unless and until a student is able to get through English she /he will not be qualified for a degree even if they have scored centum in their major subjects. If one wonders that why such importance has been given to English language, the answer could be that still English is dominant in the professional world.

Researches in this area have shown that 70% of the total working time of a professional is spent on communication. In India where other languages are also used for this purpose, out of the total time spent on communication, 64.14% is on communication in English as against 27.22% in Hindi and 8.64% in regional languages. Thus the rate of English in professional world is still dominant. (Developing communication skill, 7)

So, from above statement it is evident that real purpose of insisting on English is to expertise in communication skill but skill from the practical observation one could make that English in education arena is approached as a mere subject.

Until the school education, the students from regional language medium repeatedly make use of the blue print or track the repeated questions to get through English paper. When they enter into the college education, the core problem is that they lack even the basic knowledge about English. The students who hail from the regional language background approaches English with a sense of alien attitude and they consider reading and writing English as one of the toughest job.

In case of engineering colleges too, this scenario is not an exception. In engineering colleges, English is prescribed during first year. One of the article in Times of India report that engineering college students are not simply able to answer for the question like “what is the meaning of update?” 40% of students have answered it as ‘increase’ while only a few has given the right answer as ‘renew’. Engineering colleges tend to conduct soft skill courses throughout sourcing. Students struggle to answer even for the basic question with regard to vocabulary, parts of speech, tense, and punctuation. Most of the students do not know tenses.

According to a survey in 2016, only 7% of the engineering graduates are employable. The language lab and the classroom setup may help the students to be trained in reading and writing but what about the presentation or public communication skill. It needs immense exposure. Most of the students do not have the habit of watching English channels or reading newspapers. They never come across English other than their English textbooks.

Now the question is whether an English teacher has to impart English for the mere pass percentage or it is their duty to impart.

English as a language would enable them in listening, speaking, reading, and writing skills. Amidst this crisis, due to the need of results for the institution and various other departments request to graduate their students by helping them pass in English, an English faculty is forced to choose the option of approaching English as a subject from the exam point of view.

The fact is that English (LSRW) skill is not given due to importance and English is treated as one another subject. While teaching a student from regional language background, time could not be spent for the exercise given at the back of every lesson. However, the consoling part is that from the exam point of view there is some gradual improvement in writing an essay by breaking into paragraphs. A case study from 1st year B.tech (telugu) student named Jagan has been given in the appendix. All the mistakes in the paragraphs have not been rounded and pointed, as it would discourage the student from making further attempts. The student was called in person and the mistake was notified. The test paper stands as a testimony for all vernacular medium-trained students. When they were not able to write even a paragraph in English it becomes an immense task to make them write a page even with a few mistakes.

Many colleges boast about their results but the genuine challenge lies in bringing changes in the life.

A student life should not go futile due to the lack of English language despite possessing good knowledge.