



CHALLENGES OF TEACHING ENGLISH IN ENGINEERING INSTITUTIONS IN TAMIL NADU

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Abstract

The purpose of the paper is to explore the challenges of Teaching English at Engineering Institutions in Tamil Nadu. It also presents the difficulties faced by the teachers of English while developing their own specific competency to deal with the troubles of instructing the subject. The role of the language teacher is a crucial one as well as challenging towards the students of present scenario. The paper investigates by showing the troubles faced by English educators in designing curriculum. This is trailed by the examination of the challenges that the instructors themselves look to develop their abilities. Instructors must realize that point of training English in Engineering environment is a competency change. English educators of Engineering and Technology need to work hard to show their esteem and would be required to put their best to set up the students to go up against the troubles at the overall level.

Keywords: English Communication, Teaching Challenges, Engineering English, Technical English, Self-Development.

1. Introduction

English has come to be acknowledged as the medium of guideline for every expert course, inferable from its overall hugeness and acknowledgement (Gömleksi'z, 2007; Janzen, 2008; Tardy, 2004). Moreover, amid the most recent couple of decades, regularly expanding utilization of science and innovation has constrained even those gatherings and networks to acknowledge it, who were immaculate up to this point by the impact of English (Artemeva, Logie, & St.Martin, 1999; Mudraya, 2006; Reave, 2004).

In India, every one of the colleges has recommended the English subject as a mandatory subject in the faculty of Engineering and technology (Hornberger & Vaish, 2009; Kumaravadivelu, 2003; Ramanathan, 1999). In some cases, this subject is otherwise called effective communication skills or Technical communication in a few colleges (Carter, Ro, Alcott, & Lattuca, 2016; St. Amant, 2015; Thayer, Evans, McBride, Queen, & Spyridakis, 2007). *Typically it is a part of the principal year educational programs.* Be that as it may, now and again it is watched that this subject is additionally instructed at a more higher level for particular branches under the title of technical communication, for example, it is done as such in the engineering institutions at Tamil Nadu (Kumaravadivelu, English, English, & Achebe, 2003). This is to encourage the particular learning of English which is required by the technocrat in their vocation.

The point of this paper is to exhibit a basic knowledge on the difficulties of training English at engineering institutions in Tamil Nadu (Wiltshire & Harnsberger, 2006). It additionally introduces the challenges faced by the instructors of English while building up their own particular competency to handle the difficulties of educating the

subject (Holm & Dodd, 1996; Kieffer, 2010). This paper explores the difficulties as faced by English instructors in engineering institutions. This is followed by the investigation of the difficulties that the educators themselves look so as to build up their capacities.

2. Challenges of Teaching English

To begin with, imparting English to engineering students is to be seen uniquely in contrast to that of alternate streams like arts, business or social work. It is on account of the destinations of instructing English to Engineering undergraduates are unique in relation to that of alternate streams (Copland, Garton, & Burns, 2014). For example, in an engineering institution, the accentuation is on comprehension of the genuine and logical data as opposed to building up the comprehension of tasteful valuation for any work. The vast majority of the engineering specialists work with different enterprises in various domains. In their vocation, the right and exact information of English turns out to be extremely valuable as these engineers are required to arrange distinctive tasks, and are required to draft different problems. This makes it evident that engineers must be made skilled to talk and compose well. At the end of the day, the accentuation of instructing English ought to be on the capability of assembling instead of on just theoretical understanding. Along these lines, it takes after consistently that the challenges faced by teachers of the engineering colleges are different in nature from that of challenges looked by educators of different streams. However, it is to be borne in mind that the essential goals of teaching English such as the correct knowledge of grammar, vocabulary etc. remains the same (Farrel, 2003).

2.1. Heterogeneous Group of Pupils

The challenges faced by teachers of Engineering are that they need to manage a heterogeneous group of students who look for admission to Engineering courses originate from various instructive foundations. Understudies' being instructed in CBSE board and State board or even through English or vernacular medium has the effect so far as their getting a handle on of English is concerned. As the educational programs recommended for English subject does not take into thought this shifting level of comprehension of English dialect with respect to understudies, it postures a standout amongst the most critical difficulties previously educators to make such a system of instructing, to the point that would make the learning of this subject intriguing as well as make it gainful for various group of students. In other words, ten to fifteen percentages of those understudies who are capable in English dialect consider this subject as simple or come to trust that educating of this subject isn't to their greatest advantage. As an outcome, they either don't focus on the class or begin skipping classes which send a wrong signal to the rest. It also has an adverse effect on the discipline of the institute. Another ten to fifteen percentages of those understudies who are extremely poor in English are additionally not ready to profit by the classroom education as they do not have the fundamental with a specific end goal to comprehend it. As a result, they too disregard the classes and deny themselves of the advantages of classroom educating. In such a situation, it remains a great challenge for the teachers to make the teaching interesting and useful (Nunan, 2003).

Different methodologies can be received to handle this test. In the first place, course material ought to be prepared such that the interests and the requirements of a heterogeneous group of students. In the second place, as there is an arrangement of higher and lower English in huge numbers of the State board, two distinct courses can be planned to remember the profession alternatives, abilities, needs and yearnings of the students. At the section point, the screening must be done to decide as to which of the course would be appropriate for a particular student. This approach would not just demonstrate more helpful and useful for the students however it would create more noteworthy premium and eagerness with respect to students for the learning procedure (Beal, Adams, & Cohen, 2010). Most likely, this change requires open reasoning with respect to organizers and ability to put more endeavours with respect to the teachers.

2.2. Competency Building

As has just been called attention to before, the targets of encouraging English in Engineering Universities are not the same as that of showing this subject in some other stream. Here the undertaking of the educators isn't to create an aesthetic or literary understanding of any literary work. Here the aim is also not to produce teachers of English language or literature (English, Luckett, & Mladenovic *, 2004). It is to be plainly borne as a top priority that the point of educating of English in Engineering Colleges is to create diverse capabilities of English that would empower the students to confront the difficulties of their expert life all the more adequately and effectively. Along these lines, in any case, teachers instructing in engineering colleges must know about this distinction that administers every one of their undertakings to instruct. There are two imperative abilities for the Engineers, that is, effective communication skill and drafting skill (Artemeva et al., 1999).

2.2.1. Effective Communication Skills

It is to be comprehended that effective communication is certainly not a single ability (Carter et al., 2016). Truth be told, it is the amalgamation of different capacities, for example, the right learning of language structure, great wordpower capacity to compose the focuses lucidly and intelligently in discourse and the important certainty to talk before a gathering (Marschan-Piekkari, Welch, & Welch, 1999). With a specific end goal to build up this noteworthy competency among the students, the course should give more significance to the commonsense parts of language learning by making the language lab classes as mandatory part of the curriculum. Introduction to the language lab, which is very much outfitted with all the sound and video devices of language learning, would massively assist the students with understanding and practice the right elocutions, to improve the wordpower, to learn and master the conversation patterns in a scientific way. To make the students more competent to face the challenges of their professional life they must be given orientation in group discussions and interview techniques.

Also, negligible successful communication isn't adequate. Drafting abilities are similarly vital for the Engineers. Teaching in engineering colleges cannot remain only examination oriented. It must be forward-looking. Composing business letters, drafting specialized reports and setting up the minutes of different gatherings ought to be made as a mandatory part of English instructing (Johnson, 1994).

It's a given that growing such a significant number of abilities in a constrained time truly turns into an extraordinary test before the teachers. It isn't the subject of finishing a certain number of sections in classroom however it is the matter of taking care of this troublesome test of arranging the students in these different down to earth parts of English language so the required competency is produced. It has been watched that in lion's share of colleges English subject has been distributed with step motherly treatment so far as the acknowledgement of its significance and the time apportioned to it is concerned. As it has just been clarified that Educating English in engineering institutions, is more worried about the improvement of competency than theoretical aspects of English. Consequently, in the assessment of the author, the time allocated to instructing of English ought to be more than existing hours for each week. Almost certainly, this would require a number of tutors for this subject which expands the financial burden for the management of these institutions. Nonetheless, the noteworthiness of any subject is to be comprehended in terms of long-haul benefits that it plans to give to the student community and not in terms of the financial burden at all it might put on the management (Hayes, 2009; Kobayashi, 2009).

3. Challenges Before Teachers for Self-Development

There are certain challenges that teacher confronts when they consider their own particular competency to train students in English in engineering institutions. This is on account of educating in Engineering environment is to be seen uniquely in contrast to that of instructing in different streams. Majority of teachers when they join to any Engineering institution as an employee, they understand that creating different capabilities, for example, successful communication and drafting skills have been extremely an extraordinary test. This is on account of independent of the reality whether the teacher educates in an Engineering institution or in some other stream has a similar capability, particularly, Masters Degree in English literature. As it is clear that Masters in English does not orient the individual in the skills of communication or drafting that are basic for the instructors of engineering faculty. Therefore, it is alluring that a few institutes or some universities should concoct determined confirmation

or testament course with the reasonable goal of situating those wannabes who wish to take up a training profession in Engineering or polytechnic institutions (Roysircar, Gard, Hubbell, & Ortega, 2005). If put in practice, this would bring a bridge the gap that exists between the theoretical knowledge and the practical challenges that teachers of Engineer faculty face in their career (Karabenick & Noda, 2004).

Notwithstanding, the issue isn't settled just by embracing a diploma or certificate course that orients the instructors in competency improvement. A more prominent test originates from the mentality of educators themselves. Educating in engineering staff requires consistent improvement and up-gradation of the aptitudes and competency with respect to instructors. This requires genuine intrigue, eagerness and diligent work also. In addition, even the instructors of English need to keep them all around educated about the different improvements that happen in the field of science and innovation as it is basic for these educators since they need to set up the students to confront the campus interviews viable.

It's not possible for anyone to deny the immense centrality and esteem that the English subject has for the students of Engineering and technology faculty. In spite of this, there is a few mutual understanding so far as the arranging and execution of the strategy with respect to this subject is concerned. It is extremely an incongruity that from one perspective because of rapid globalization the significance of English has expanded complex amid the most recent couple of decades and alternatively, this subject continues to be ignored by the students and the curriculum framers of technical education. As a result, it beats the goal of setting up educational institutions with the point of giving all-round competency to the students. It additionally leaves a scope for private instructing classes to embrace different courses to take care of the developing demand among the students' community to learn compelling communication abilities to contend at a worldwide level (Hawkins, 2004).

4. Conclusions

The above discussion clearly shows that challenges before the teachers of English in engineering colleges are manifold. Educators must know that the aim of instructing English in Engineering colleges is a competency improvement. The accentuation ought to be on successful communication and drafting skills. They need to take care of such eminent parts of dialect as right language structure, vocabulary, pronunciation and so on. These educators need to handle every one of these difficulties in the limited time that is normally assigned to this subject. In the meantime they need to Non-availability of any predefined course or program that empowers these educators to deal with these difficulties viably renders their activity all the more difficult and challenging. Now and again, inadequate audio-visual resources in the college not only render the job of the teachers challenging but has a detrimental effect on the development of the students' abilities to compete at various levels.

In times to come, these difficulties are probably going to increase as the pace of globalization and industrialization in India will accelerate. Moreover, the higher specialized instruction would be tossed open to foreign universities. In such a scenario, English instructors of Engineering and Technology staff need to drudge to demonstrate their value and would be required to put their best to prepare the pupils to confront the difficulties at the worldwide level. It is hoped that things will take a better turn in the days to come.

Compliance with Ethical Standards

The authors declare that they have no conflict of interest.

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional research committee.

This study does not contain any studies with animals performed by any of the authors.

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