

# Students' Views on the Current English Material of Engineering Colleges in the Area of Purvanchal, Uttar Pradesh

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**ABSTRACT----** *Apart from the technical skills, engineering graduates also need effective English communication skills for a successful academic and professional career. Teaching and learning English language includes many important components that are responsible for effective language skills among the students. Material is one of the most important elements which set the learning items, teaching guidelines and learning objectives of a group of learners according to their needs. An inappropriate material may spoil the students' time and effort without achieving the required communicative needs. Hence, there should be a continuous review of material to make sure whether the material is appropriate enough to fulfill the English language needs of engineering graduates. The researcher of the current study tried to conduct a survey to know the students' views regarding the appropriateness of the current English communication material of engineering colleges in Purvanchal, Uttar Pradesh.*

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## 1. INTRODUCTION

English proficiency is crucially important for engineering graduates as well as for other professionals in order to achieve a successful career goal. English communication is not only important for job market, it is also essential for pursuing higher education whether in India or abroad. For decades, English has become an international language and has predominantly occupied a central position in the area of international commerce, trade, international relations, tourism, science, technological research, and education. Thus, learning English provides the person with an advantage as an active participant in today's world, opening new opportunities to a better future.

Krishnaswamy and Shirraman T (1994) claimed that those who are learning English language have understood that English is required for social and economic development. It is the language which provides huge opportunities for professional and economic reasons.

The use of English is significant on global scenario as well as on national level as multinational companies are establishing their business in India and attracting the native man power. What Renukadevi, 2013, expressed that English has occupied a predominant position in the world of engineers. The engineers many times work with "technical drawings, discuss dimensions and tolerances, talk about different materials and their properties, describe the shapes of components and how they fit together, describe cause and effects, and explain technical problems etc." In their career engineers, have to use English in a broad range to coordinate with their colleagues and to cope up with the new emerging trends (52). Hence, as far as teaching English communication skills are concerned, what to teach to engineers what not to teach really matters.

## 2. LITERATURE REVIEW

A. Clement and T. Murugavel (2015) attempted to find out whether English professors in engineering colleges in Chennai are well equipped to train engineering students to communicate efficiently by using modern methods of teaching. The study reveals that many English professors are not aware of the modern teaching methodologies like CLT and about (ESP) English for Specific Purposes which is an important aspect for engineers. Moreover, many of the teachers have not attended any pre-service or in-service training programs and there is a huge gap between classroom teaching practices and industry expectations. The survey results have revealed that there is a lack of latest teaching skills among the teachers and they need to attend professional development programs to improve the efficiency of English teaching.

Arun S. Patil and Marc J. Riemer (2004) studied English and communication skills curricula in engineering and technology courses in the Indian state of Maharashtra. The study discussed that the majority of the students enrolled in engineering and technology courses come from non-English speaking background. The authors presented a brief outline of the present curricula and teaching-examinations schemes for communication skills subjects for engineering diploma and undergraduate courses in the state of Maharashtra. And they discussed the important features of the subject of

communication skills and suggested to modify and design proper curricula of communication skills and its integration with examination to enforce requisite skill.

Priya Sasidharan (2012) attempted to assess the English language needs of learners of engineering colleges of Orissa. The study attempted to find out, first, the compatibility of the present English language syllabi in engineering colleges and students’ academic and professional needs. Second, the need to revise and update the present English language course, so that it fulfills the engineering graduates’ needs for professional and real-life situations. The study found that the objective of the present syllabus is fulfilled partially. Secondly, the students are not proficient enough to cope with the work environment and real life situation.

Some other studies by several researchers were done on syllabus and material. In their studies Charudutt (2006), Desai (2002), Deshmukh (1997), Anjilvelil (1996), Frances (1985), Patil (1985), and Sundara (1984) found that the English language syllabus at different levels was not compatible with the teaching objectives and the students’ learning needs. Patil (1985) studied the aspects of syllabus and text books in compulsory English for the Arts students and found that only the first year English course was language oriented. Sundara (1984) found that the text books did not fulfill the needs of the learners.

Another group of researchers such as Govind (2006), Utpal (2002), Deshmukh (1997), Herbert (1995), Jacob (1985), and Kudchedkar (1981) observed that the current syllabus was not suitable to develop the language skills among the graduate students.

Some investigators like Chen, Meng and Sun (2010), Raja (2005), Arthur and Judith (2003) attempted to focus on teaching methods and techniques and found that the traditional method of teaching did not fulfill the needs of communication skills that are required for the current language learners. The investigators like Chen, Meng and Sun (2010), Raja (2005), Arthur Judith (2003), Illangovan (1998), Sheorey and Bryant (1998) and Elliot (1997) recommended for the adaption in the regular teaching practices.

The investigations of Neelaveni (2005), Patil (1985), Aziz (1984), Joshi (1984), Patrikar (1981), Gadgil (1978), Keller (1978), Sogani (1977), and Mishra (1968) observed that the students were not interested to develop language skills instead they were interested to pass the exam, and suggested to change the existing examinations pattern.

From the above literature it is evident that an appropriate syllabus which focuses the students’ needs properly is immensely important to achieve the required communicative goal of engineers.

### 3. METHODOLOGY

The current study was a survey based research which sought students’ views on current syllabus which is implemented in the engineering colleges in Purvanchal, Uttar Pradesh. The researcher selected four engineering colleges from Purvanchal area of Uttar Pradesh as a population of the study. Forty students were randomly selected as a sample of the study. The data were collected from second year B.Tech students using questionnaire as a tool. The data were analyzed using spss.

### 4. DATA ANALYSIS

This section includes the results, analysis, and interpretation of the data, which were obtained through the administration of all the tools during the study.

#### Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$Why_want_learn_English(a)	40	100.0%	0	.0%	40	100.0%

a Dichotomy group tabulated at value 1.

Why\_want\_learn\_English Frequencies

		Responses		Percent of Cases
		N	Percent	N
Why_want_learn_English(a)	Improve general and ESP vocab.	14	18.4%	35.0%
	Improve technical & professional writing	11	14.5%	27.5%
	Develop English communication skills for academic and professional career	35	46.1%	87.5%
	Improve my English test scores	1	1.3%	2.5%
	Improve pronunciation & accent	15	19.7%	37.5%
Total		76	100.0%	190.0%

a Dichotomy group tabulated at value 1.

As shown in the above tables, 40 out of 40 respondents chose at least one of the options, and no option was missed. The total of the checked options in all 5 categories was 76. That is an average of more than 1 per respondent. It appears that students have some specific objectives of leaning English as presented, and it is not surprising that OPTION 3 has the highest score; 87.5% of the respondents chose it. This option has a frequency of 46.1% as far as the response percentage is concerned.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
\$English_Course_Covered_Skills(a)	40	100.0%	0	.0%	40	100.0%

a Dichotomy group tabulated at value 1.

English\_Course\_Covered\_Skills Frequencies

		Responses		Percent of Cases
		N	Percent	N
English_Course_Covered_Skills(a)	Oral Presentation Skills	28	26.2%	70.0%
	Seminar and Workshop Participation Skills	30	28.0%	75.0%
	Pronunciation and Accent	21	19.6%	52.5%
	Technical and Professional Writing	21	19.6%	52.5%
	Examination skills to Score High Grades	7	6.5%	17.5%
Total		107	100.0%	267.5%

a Dichotomy group tabulated at value 1.

As shown in the above tables, 40 out of 40 respondents chose at least one of the options, and no option was missed. The total of the checked options in all 5 categories was 107. That is an average of more than 2 per respondent. 75% of the

respondents considered seminar and workshop Participation skills were covered in the English course. That is 28% of the all answers.

Statistics

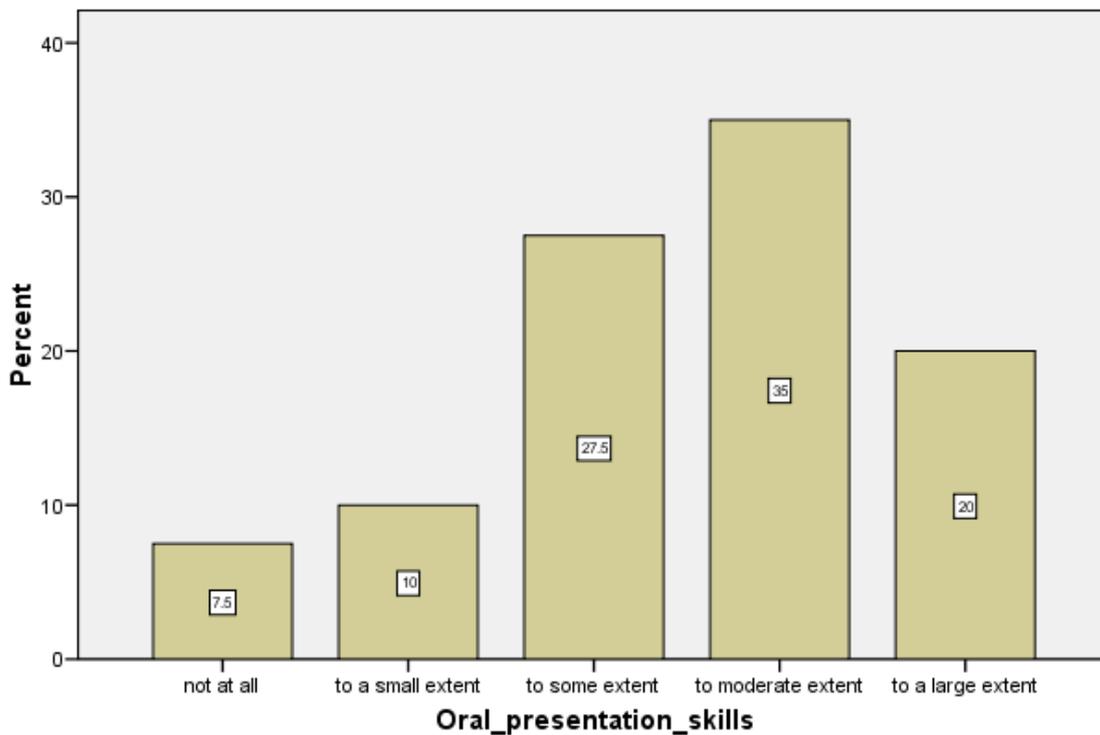
Oral\_presentation\_skills

N	Valid	40
	Missing	0

Oral\_presentation\_skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not at all	3	7.5	7.5	7.5
to a small extent	4	10.0	10.0	17.5
to some extent	11	27.5	27.5	45.0
to moderate extent	14	35.0	35.0	80.0
to a large extent	8	20.0	20.0	100.0
Total	40	100.0	100.0	

Oral\_presentation\_skills



When the participants were asked to what extent the materials helped develop the oral presentation skills among the students, 35% of the respondents answered ‘to moderate extent’, 27% responded to some extent and only 20% agreed the material helped them develop oral presentation skills to a large extent. The above data presents evidence that the material was not appropriate enough to develop oral presentation skills among the students.

Statistics

Technical\_professional\_writings

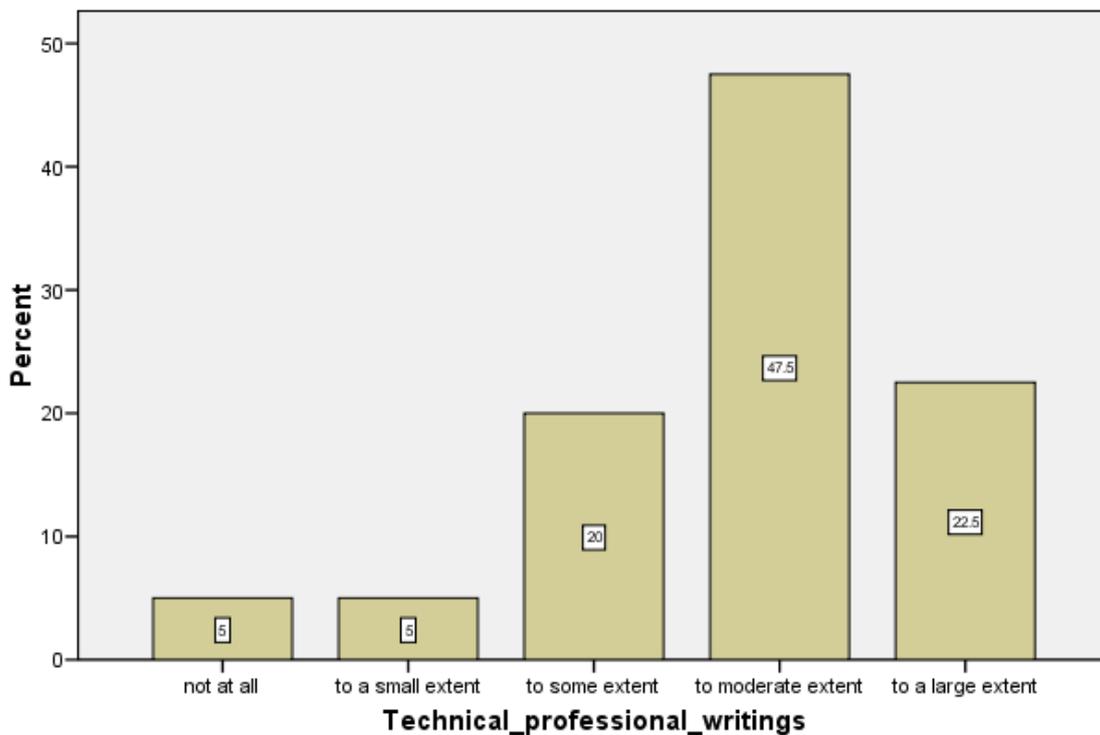
N	Valid	40
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Missing	0
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Technical\_professional\_writings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not at all	2	5.0	5.0	5.0
to a small extent	2	5.0	5.0	10.0
to some extent	8	20.0	20.0	30.0
to moderate extent	19	47.5	47.5	77.5
to a large extent	9	22.5	22.5	100.0
Total	40	100.0	100.0	

Technical\_professional\_writings



When the participants were asked to what extent the materials helped develop the technical professional writing among the students, 47% of the respondents answered ‘to moderate extent’, 20% participants responded ‘to some extent’ and only 22% agreed the material helped them develop technical and professional writings ‘to a large extent’.

Statistics

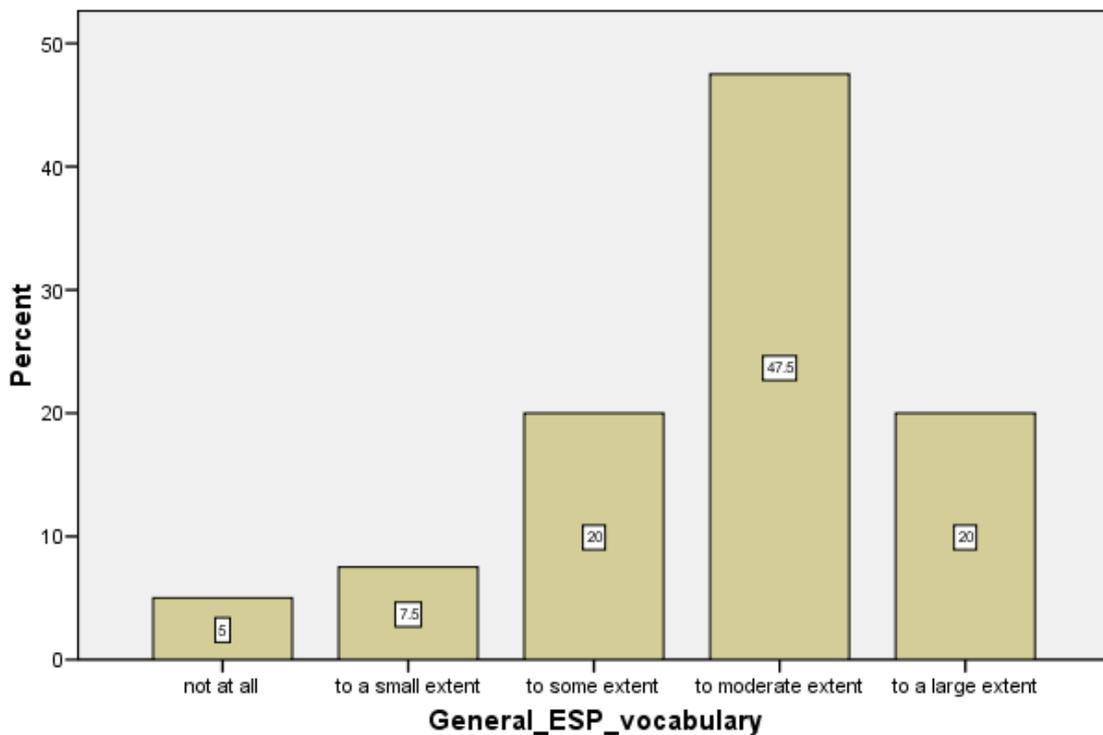
General\_ESP\_vocabulary

N	Valid	40
	Missing	0

General\_ESP\_vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	2	5.0	5.0	5.0
	to a small extent	3	7.5	7.5	12.5
	to some extent	8	20.0	20.0	32.5
	to moderate extent	19	47.5	47.5	80.0
	to a large extent	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

General\_ESP\_vocabulary



When the participants were asked to what extent the materials helped develop general and ESP vocabulary among the students, 47% of the respondents answered ‘to moderate extent’, 20% responded to some extent and only 20% agreed the material helped them develop general and ESP vocabulary ‘to a large extent’. The above data presents evidence that there should be more focus on ESP and general vocabulary.

Statistics

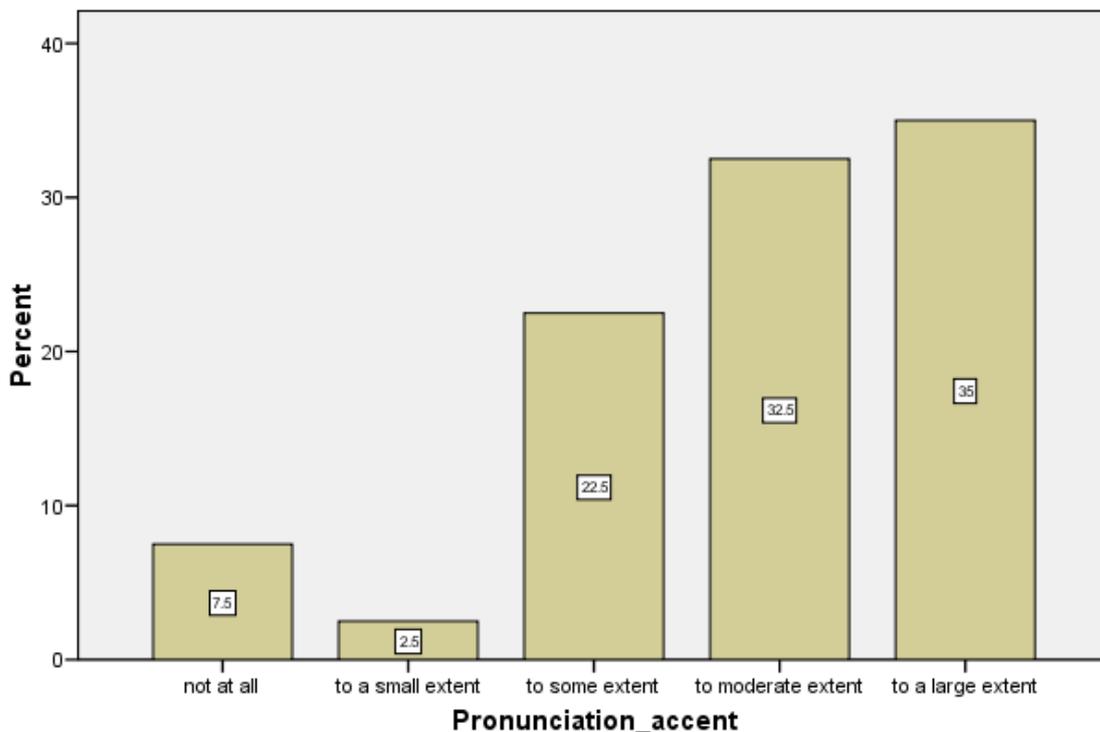
Pronunciation\_accent

N	Valid	40
	Missing	0

Pronunciation\_accent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not at all	3	7.5	7.5	7.5
to a small extent	1	2.5	2.5	10.0
to some extent	9	22.5	22.5	32.5
to moderate extent	13	32.5	32.5	65.0
to a large extent	14	35.0	35.0	100.0
Total	40	100.0	100.0	

Pronunciation\_accent



When the participants were asked to what extent the materials helped develop pronunciation and accent among the students, 35% of the respondents answered ‘to a large extent’, 32% of the participants responded ‘to moderate extent’ and 22% agreed the material helped them develop pronunciation and accent ‘to some extent’.

## 5. CONCLUSION

The findings of the current study show that the material is not appropriate enough to develop language communication skills among the engineering graduates. Syllabus is one of the important components of language teaching and learning situation. Syllabus defines leaning needs, teaching and learning objectives, and materials to be used in the classroom to achieve those objectives. Hence, syllabus should be evaluated properly and designed according to the needs of the learners and target situation. Material is an indispensable tool to implement the syllabus in the classroom to achieve the learning objectives. Therefore, material should be selected and graded appropriately according to the needs of the students and target situation needs.

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