

A Study of English Lecture in Engineering Institute Perception Approaching to Technical English with Communication Skills

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Abstract

English Language Communication Skills Laboratory, a program for undergraduate engineering as well as technology students learning at colleges, plays a tremendous role in improving the abilities of engineering students. It comprises of the 4 abilities of studying - Listening, Speaking, Reading and Writing in addition to the principle of theirs. The subject name is actually "Communication Skills", a theory subject as well as "Communication Skills Lab", and useful topic. The lab education is actually provided with the assistance of Networked Computers & uniquely created software. An engineering student's good results in the "on campus recruitment" are primarily depending on the demos of theirs of communication skills. An English language Communication Skills Lab (CS Lab) is actually a facility where a student is able to be taught a language with the assistance as well as direction of a teacher by way of a system, to enhance his / the speaking of her and listening capacity. The Communication Skills Lab is able to get inputs from captured tapes, videos and audios, CDs, and more. The lab develops among the students a practice of listening just talking with correct pronunciation. Students are able to capture the own voice of theirs and then play back for self-evaluation. It provides a platform for learning, growing and practicing language abilities through communicative method and active lessons of teaching. Language laboratories are actually for drills and for listening comprehension. It's additionally used for consolidating the learning. Communication Skills might have the coming goals, purposes, features to work upon. The main aim of this study is to discuss and analyse the concept of English Lecture in Engineering Institute Perception Approaching to Technical English with Communication Skills.

Keywords: *English Lecture, Engineering Institute, Technical English, Communication Skills, English Language Communication Skills, Communication Skills Lab*

1. INTRODUCTION

The English language courses instructed at the engineering level in India have been generally information based. Without a doubt, as of late, universities and colleges have presented skill put together courses with center with respect to communication skills. Yet, endeavors taken toward this path are not sufficient. Thus, the graduates created by the universities/colleges endure generally because of absence of communicative skills to concentrate in the top-notch institutions or work in worldwide atmosphere. So there emerges a requirement for English language courses with accentuation on communicative skills. In this specific circumstance, the Engineering English course educated in engineering colleges partnered to the Anna University in Tamil Nadu, India, is required to assume an imperative function in improving students' communication skills and setting them up to the workplace or making them "industry prepared". Along these lines the Anna University, Chennai has been attempting to address the public issue of the absence of communicative skills by presenting certain new components in the curriculum, important changes in the showing procedure and testing and assessment framework. Having understood the capability of Computer assisted Language Learning (CALL), the Anna University has taught all its partnered engineering colleges to set up language laboratories, however numerous colleges don't appear to have abused the capability of CALL. The Anna University presented a course named "Communication Skills Lab" (HS210, HS610) for second and 6th semester engineering and innovation students. The course has two segments: Language Lab and Career Lab. The students

have computer-assisted exercises 2 hours every week for a time of 15 weeks. In India 75% of the students are from country zones and they are coming through provincial language medium schools. Thus dependent on their experience, the educationists need to plan the syllabus and embrace techniques to test their English Language capability. Hence it is important to go for a definite conversation regarding whether the current curriculum is satisfying the need of great importance and appropriate to the students in accomplishing their goals, the current strategies for testing the capability of the students are reasonable. The industry has pushed ahead quickly and innovation additionally has changed however the educational institutions and the curriculum have not changed that quickly. In this way, the gap must be crossed over by giving extra preparing to the individuals who are emerging from colleges with the goal that they are industry-prepared." Those educational institutions which grant employability skills in their students are fruitful in getting the majority of their students set in top companies. In this way, it is the need of great importance to think cautiously how best ELCS Lab can be coordinated into English language classes so as to misuse its capability to change students' involvement with English language learning. The part of encouraging staff is significant, as the achievement of communication Lab mix with Technical English relies on the inspirational attitude of teachers instead of upon framework. English instructors will at last decide if the course (Technical English-II with English Communication Skills Lab) is utilized to improve the learning cycle. Thus it is important to discover their attitudes towards the specialized English moreover. It's just when teachers feel that they have a solid handle of the new inventive technique for learning, it can turn into a device for change. Henceforth, the current examination is directed to discover the attitude of engineering college teachers towards Technical English with English Communication Skills Lab. A significant enormous number of studies have been led on Engineering English yet to the extent the examinations looked into by the analyst are concerned, no investigation has been attempted to dissect the attitude of English speakers towards Communication Lab. In addition, the territory is not really contacted. So as to fill the gap distinguished and referenced over, the specialist endeavors to examine the attitude of English teachers of engineering colleges towards Technical English II and communication lab in engineering curriculum.

English has been assuming differed functions as mentioned above, however no endeavor has been made by any institution or body to develop a complete strategy for understanding the accomplishment of any of these jobs. To the extent the tertiary courses of advanced education are concerned, a few institutions helped in reinforcing the professional courses in the national arrangement of education; they are: University Grants Commission (UGC), All India Council for Technical Education (AICTE), Indian Council for Agricultural Research (ICAR) and Indian Medical Council (IMC). In 1968, the National Policy on Education (NPE) laid accentuation on the investigation of English and other international languages. The NPE demanded that India must not just stay up with logical and innovative information, however ought to likewise contribute to it essentially. It is for this reason that the investigation of English is needed to be reinforced. As the current research concentrates on English in the Engineering and Technological establishments, it is beneficial to take a gander at the standards of AICTE the body which monitors the technical education in the nation. AICTE guarantees the co-ordination and coordinated advancement of technical and the executives education. It is elating to take note of that at this level considerable push has been given to different controls; it is additionally discouraging that next to no significance is being given to English language which is, at present, the language of communication on the worldwide situation. AICTE is vested with the legal expert for arranging, formulation and support of standards and norms, accreditation, financing need territories, monitoring and evaluation, upkeep of equality of certification and grants, and guaranteeing the co-ordinate and incorporated improvement of technical and the board education. An appropriately constituted Accreditation Board conducts the compulsory occasional evaluation to keep up the ideal guidelines.

2. LITERATURE REVIEW

Lei and Liu (2018) center around the research patterns in Applied Linguistics from the year 2005 to 2016, the most often talked about points, the greatest referred to publications, and the progressions that have happened in the research patterns. The result demonstrates that the consistently talked about points, relating to socio-cultural, functional and character issues, have obtained a substantial increment in interest. On the other hand, themes identifying with phonological, grammatical and generative linguistic matters have undergone a considerable decline in interest. A portion of the enduring points, as communicative ability, showed up much before 2005, while others, for example, self-viability, heritage language and corpus-based study are nearly of late source in the field throughout the most recent twenty years. The all-around acknowledged subjects of study contain: the impact of socioeconomic class, belief system, and globalization on language use and language learning; language personality in different local contexts; the development and utilization of English as a Lingua Franca; the training and impacts of

multilingualism; and corpus-based investigation of field-explicit discourses, artistic practices and their variations. The exploration of such new points drives the path to a more top to bottom consideration of the issues concerning the learning of another language, the utilization of that language and interaction in the language.

Saravanan (2016), "The Role of English in the Placement of Engineering Graduates: A Study," submitted to Anna University, features the idea that students should improve their communication skills to get placement toward the finish of the engineering course. Mulling over, the perspectives on the students, teachers and HR managers, the researcher recommends that the classroom ought to be more learners driven to satisfy their needs. The study concludes that there is an intense need to alter the syllabus of the language course to meet the expectations of the industry and the forthcoming businesses and to guarantee that the graduates are utilized.

Uma's (2015) investigation, "Traditional and Modern Methods of Teaching English in Engineering Colleges in the Southern Districts of Tamil Nadu," submitted to Anna University, examinations the teaching strategies embraced in the southern regions of Tamil Nadu and comes to the end result that the techniques utilized in the classroom are neither traditional nor present day yet varied or grouped. The investigation finds that most of the engineering students need communication skills; and most of the teachers are not research-situated. They have little knowledge about how to teach and therefore they need to refresh themselves to learn the reasonable methods of handling the English classes. The prominent result of the study is that it is a signal to the authorities that the teachers must be trained to teach the learners.

The study did by Rathina (2015), "Imaginative Methodology in Teaching English to the Engineering Students of West Thirunelveli," submitted to Anna University, investigations the impediments that keep students from obtaining the LSRW skills required for confronting the challenges of the world outside. The researcher targets improving the communication skills of students utilizing creative strategies. Gathering the opinion of the final-year students, HR personnel, English teachers and subject teachers of West Thirunelveli, a few recommendations are given to defeat the challenges looked by the students in the acquisition of the second language.

The investigation conducted by Al Muzzamil (2015), "Upgrading Employability: Design of a Needs-Based Syllabus for Third-year Engineering Students in the Affiliated Colleges of Anna University," submitted to Anna University, uncovered the limited English proficiency of the engineering students and their inability to deliver the suitable linguistic and paralinguistic highlights. The study demonstrates that a needs-based ESP syllabus ought to be created to help the third-year engineering students secure the necessary language skills to upgrade their employability and to empower them to be fruitful at the placement interviews. The result of the study is that students need more practice in speaking as well as writing for better proficiency to do their business transactions in future. The researcher proposes a reasonable course in Semester V and VI to upgrade the employability of engineering students and to fulfill the needs of the industry.

The study conducted by Deepa (2015), "Listening to Learn: A Strategy for Promoting Learner Autonomy in Acquiring Communication Skills," submitted to Anna University, centers around formulating another system dependent on the listening skills with the teacher playing the role of a facilitator in the learning cycle. The learners are presented to listening to different situations and accents that would rouse them to identify with conditions both formal and informal. As indicated by the researcher, listening empowers the learners to build up their level of comprehension and confidence. The result of the study is that the methodology utilized empowers the learners to pick up autonomy, redo learning, decrease the pressure of the learners and make teaching learner-focused.

Pradhan's (2015) research, "A Study of the Materials and Methodology used to Teach English in the Colleges of Engineering," submitted to EFL University, attempts to see if there is a gap between the learners' needs and the language contribution to the English projects of the engineering colleges in Odisha. The tools utilized in the study were questionnaires, classroom observation and interviews. The investigation investigates the viability of the book on the learners and presents their challenges, needs, learning styles, teaching materials, methodology and assessment techniques. The examination gives recommendations to policymakers, administrators, and teachers of English.

Celement, A. and Murugavel, T. (2015) in this article the writers look at the adequacy of English courses offered in engineering colleges in Chennai, India. This study attempts to make sense of the truth in English classrooms of engineering colleges and studies the reasons behind the terrible showing of many engineering graduate students. This study was conducted at the Saveetha University, Chennai, India with 200 participants who were from various private and government engineering colleges situated in Chennai and had come to go to a technical workshop in

Saveetha School of Engineering, Saveetha University. The discoveries of the study uncover that many third year engineering students need confidence to confront interview for grounds placement that happens in the final year of their study. There is a gap between English teaching methodology and engineering student's confidence level. Legitimate training ought to be given to engineering students to handle these challenges. It is important to build up a professional development programme for English teachers working in Engineering Colleges. Teachers ought to know about the truth of industry challenges.

Parvathini's (2015) investigation, "Understanding the Relevance of Interaction Approach in the ESL Classroom," submitted to EFL University, centers around the need for teachers to make open doors for the second language learners of English to empower them to interact in the classroom to improve their performance. The primer tools utilized in the study are informal discussions with teachers and students, and the primary tools are classroom observation, questionnaire given to teachers, discussion with teachers and students. The result of the study is that classroom interactions can encourage learning and so it is essential to train students to pose inquiries and assist them with doing interactions in English for viable performance.

3. LANGUAGE

A language is an efficient method for conveying ideas by the utilization of sounds, gestures, signs or marks. It is simply the code used to communicate and convey to other people. It is the intellectual capacity or power of vocal communication. Any methods for imparting ideas, specifically human speech, and the expression of ideas by the voice and sounds and verbalized by the organs of the throat and mouth are a language. This is an arrangement of joining words to make significance utilized by a specific gathering of individuals. Language is something explicit to human, that it to state, it is the fundamental limit that recognizes human from all other living creatures. Language, therefore, remains potentially a communicative medium equipped for communicating ideas and concepts just as moods, feelings and attitudes.

4. ENGLISH LANGUAGE

Despite the fact that the British acquainted English in India with build up their business and administration, it has filled in as a window through which one can see the fortunes of life. English is a West Germanic language that created during the "Anglo-Saxon Era." because of military, economic, scientific, political and cultural impact of the British Empire during the eighteenth, nineteenth and mid twentieth hundreds of years, it has become the Lingua franca in numerous pieces of the world. From when English was presented by Macaulay, there has been controversy of utilizing English as the medium. As per research made in the 1980's, around 33% of Indians concentrated in schools which have English as mode of instruction. As such the effect and significance of English isn't only continuing yet increasing.

English as an International Language:

English is an international language, spoken in numerous nations both as a native and as a second or foreign language. In pretty much every nation on the earth, English is instructed in the schools. English is communicated in as a native language by around 375 million individuals and as a second language by another 375 million speakers on the planet. Speakers of English as a second language will soon dwarf the individuals who talk it as a first language, as per research by the British Council. As a harsh gauge, 1000 million or one billion individuals around the globe have some knowledge of English, either as a native language, as a second language, or as a foreign language. English is the partner official language of India which has more than 1030 million (over a billion) individuals. Pakistan, Bangladesh, and numerous different nations which were managed by Britain continue to utilize English both as an optional mechanism of instruction in their schools and as one of their official languages. The islands of the Philippines continue to utilize English as a significant tool for education, administration, and for mass media purposes. English is the boss foreign language instructed in the schools of Europe, South America, Asia and Africa.

It is more broadly spoken and composed than some other language, considerably more than what Latin has ever been. It can, for sure, be supposed to be the primary genuinely worldwide language. English is these days the prevailing or official language in more than 60 nations. Despite the fact that a few nations which were managed by the French continue to teach French as their most favored second language, English is making progress even in these nations. In Japan as well, English is the most preferred second or foreign language. In the Sixteenth Century, English was spoken generally in England, southern Scotland, and small territories of Wales and Ireland. There were

only around a few million individuals speaking it as their native language. At present one of every seven in this world communicates in English either as a native language or as a second language.

5. ENGLISH COMMUNICATION SKILL AND ENGINEERING STUDENTS

The word “communication” is derived from the Latin word “communico” which means “to share”. It means to share the information or to share what one knows and to interact with others

1. Importance of English Language Communication:

"Communication skills were considered more significant than either technical knowledge or computer skills". English is a methods not just for international trade; it has gotten progressively fundamental for inter-state business and communication. In India, individuals going from North to South for education or business generally impart in English, which has become a link language. Proficiency in English is a mandatory requirement for any professional working in a global business environment. In any industry practically no exception is made in any job class about the requirement for good communication skills. The significance of communication skills has spread through the society not as an alluring, yet as a necessity. Consequently now in professional college one needs to learn how to create communication skills through different listening, speaking, reading and writing (LSRW) skills which incorporate listening English News, participating in Group Discussions, Presentation Skills, Role Plays, reading Comprehension, writing essays, different sorts of letters, reports and so on. All these exercises certainly improve the communication skills

2. Need of effective English language communication for engineering students

The need of viable communication will in general be expanding because of technology explosion. Engineering students may have technical knowledge and innovativeness. Notwithstanding, when they can't share their knowledge and fail to convince their partners or chiefs, their knowledge will go unnoticed, unused and unrewarded. An engineering student's accomplishment in the "nearby recruitment" is for the most part dependent on their demonstrations of communication skills. Toward the finish of third year or toward the start of the fourth year, some all around presumed IT companies visit grounds to select candidates to their companies. Candidates with great communication skills taste achievement and the individuals who need such skills become discouraged and get disappointed. Regularly selection representatives grumble that about half of students don't have employability skills. What actually they signify "employability skills" is including "communication skills".

3. Need for English Course with Emphasis on Communication Skills

The first-year Engineering English course has not been powerful as students are not trained in listening and speaking skills and their last examinations survey only their reading and writing skills. An engineering education is significant for the graduate in the event that it addresses the issues of the industry. Despite the fact that English is the medium of instruction in the field of professional education, the language proficiency is a long way from palatable. They have procured a few guidelines of language and many try to figure out how to convey their ideas often in flawed English. Despite the fact that they are acceptable at English, their stage dread and helpless non-verbal communication make them outside from the companies. A few people might be acceptable at imparting through writing yet they may have issues in speaking in front of a crowd of people. Some might be acceptable at interpersonal communication, however may not feel comfortable in making presentations. In this context, it was concluded that students ought to be trained in the skills which enrollment specialists search for in undergraduate engineering students who plan for nearby recruitment. This causes the partners, to conceive 'English Language Communication Lab'.

4. English Language Communication Lab in Elevating Communication Skills

An English language Communication Skills Lab (ELCS Lab) is where a student can learn a language with the assistance and direction of a teacher through a framework, to improve his/her speaking and listening limit. The Language Lab can get contributions from recorded tapes, audios and videos, CDs, and so forth. A proficient teacher in the English language is the only outer requirement to monitor the students during the learning cycle. Students will automatically get pre-recorded lessons from the master source material or interact with one another in conversational activities. Far off monitoring office, which empowers the teacher to monitor all a master control?



Fig: 1 English Language Communication Skills Laboratory

- **Benefits of English Language Lab**

- i. **Acoustics:** English Lab gives a chance to all learners to hear the instructions. Every learner can tune in to the lesson material at a level set by the Instructor and additionally get direction from the teacher. Students hear the exact and right pronunciation.
- ii. **Developing Listening Skills:** Clearly listening skill is significant viewpoint in language learning. Language lab encourages learners to grow great listening skills. Learners hear the right language patterns all the time through their headsets. The students may be mindful towards the sounds in the lab more cautiously than in the theory classes.
- iii. **Privacy and Effective Learning:** Individual headsets furnish learners with a psychological protection. They advance speaking ability as well as viable learning. It urges the students to talk so the quiet and modest individuals including different students get profited by it. They can rehearse the sounds as indicated by British pronunciation which help them to talk with right pronunciation. The bashful learners can get more advantages from the lab. Students can be managed individually by the monitor with the goal that their questions can be explained without any problem. In theory classes, the students usually quit speaking when teacher speaks with an individual learner however in a lab they will continue working without interruption. The students can improve their language skills viably by listening the material in the lab.
- iv. **Overcoming Shyness:** The use of language learning system encourages learner to talk freely and lose their shyness when talking in front of the people
- v. **Attention and Concentration:** Since the language lab allows the learner to tune in to the program individually, every individual learner's attention might be centered around the program material being examined. The attention and concentration to students by lab cause them to learn more things in the lab.
- vi. **Oral Testing:** The students can test their voice by producing the sounds. The testing will make the students speak without fear and bring the students on one path which focuses on learning English.
- vii. **Record / Comparing:** The learners can record their own voices along with the master stimulus. Every learner can be working interactively on various segments inside a similar program or be working with totally unique program material.
- viii. **Role Playing Exercises:** Utilizing the random pairing/random-grouping highlight that all advanced present day language learning frameworks fuse, educators can produce an assortment of activities organized around role-playing. Learners can be gathered in small numbers and hold conversational practice with one another.
- ix. **Teacher Monitoring:** Since the instructor is not concentrating on producing the next question or drill, he/she can concentrate more on the student responses. The instructor has more time to produce materials and oversee class activities due to the automatic, rather than manually, controlled instructor console features.

- **Role of English Language Teachers in English Communication Lab**

A few years prior, the role of an English teacher is to teach English lessons and clarify the lessons in regional language. Be that as it may, in the advanced age, English language teachers are relied upon to play various roles: As an English teacher, he/she needs to teach the lessons and grammar with loaded with models. As a communication skills consultant, English teacher works out and anticipates improvement of students communication skills by presenting new exercises like gathering discussion, discusses, situational exchanges or different exercises. As a soft skills trainer, he should train the students to empower them.

6. ENGLISH COURSES FOR ENGINEERING STUDENTS

Chennai has designed the English syllabus for engineering students contains the four skills, for example, Listening, Speaking, Reading and Writing. The subject title is "Technical English" a theory subject and "communication skills lab" a practical subject. The former is instructed to the first year students of the four years engineering qualification course and the lab course is conducted in second or third year of similar students. The principle objective of this course is To assist students with obtaining the ability to talk adequately in English, all things considered, situations; To improve their active and aloof vocabulary; To create viable reading skills; To empower students compose letters and reports successfully in formal and business situations;

The lab training is given with the help of arranged computers, and specially designed software. The objectives of the practical training are to prepare students of engineering and technical with compelling speaking and listening skills in English, to build up their soft skills which will make the transition from college to workplace smooth and help them to dominate in their jobs, to improve students' performance at placement interviews, bunch discussions and other recruitment works out. The lab practice is isolated into two classes as "English Language Lab" where the listening comprehension, reading comprehension and vocabulary and speaking tests are conducted, and "Career Lab" where Resume/Report presentation, Group discussion and interview skills are created. 40% of the complete marks (100) in definite examinations are given for the English Language lab practice and the remainder of 60% is given for the career lab practice for which the test and evaluation are chosen by the analysts during conclusive examinations.

7. CONCLUSION

The expert profile of an advanced qualified engineer incorporates very much created communication skills and high English language capability to make progress in the cutting edge exceptionally serious worldwide business field. The expanding joblessness of engineers in India has been ascribed to their restricted communication skills and thusly the teaching of English in engineering training has been under the scanner. In India, as of now said 75% of the understudies are from country zones and they are coming through local language medium schools. Consequently, in light of their experience, we need to plan the prospectus and receive strategies to improve their English language capability. The current examination shed light on the "Disposition of engineering college English lecturers towards Technical English with Communication Skills Laboratory in Engineering Curriculum and the boundaries in executing them". The aftereffects of the examination offer a further little advance forward toward a superior comprehension of English lecturers' disposition and furthermore demonstrate that greater part of the lecturers are agreeable to the course. With no information on these perspectives, foundations will be not able to assist their understudies with building up their language potential and the administration won't effectively accomplish its phonetic focuses for its residents.

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