



ENGLISH EDUCATION IN TECHNICAL INSTITUTIONS IN TELANGANA: A SURVEY

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ABSTRACT

The phenomenal growth of English medium schools in India can be directly attributed to the role English language proficiency playing in terms of gainful employment opportunities in service sector jobs. As part of review of literature, this paper evaluates the research studies conducted in last few decades in the area of English education in technical domains in Telangana region, and India in general.

KEYWORDS: *ELT, Technical Education, Telangana.*



INTRODUCTION

The phenomenal growth of English medium schools in India can be directly attributed to the role English language proficiency playing in terms of gainful employment opportunities in service sector jobs such as IT Sector, Medical transcription, Advertising, Sales Promotion, Travel and Tourism, Entertainment Industry, Business Communication, Human Resources etc. Indian society, as such, recognized this well settled fact. Government Sector have also taken the initiative of opening nearly 65000 "Success" Schools, which promote English language communication skills with particular focus, in Social Welfare and Residential Ashram Schools. The curriculum at secondary level, post-secondary level and even at the Polytechnic schools, has been reoriented to meet with the emerging demands of the industry by suitably introducing spoken and communication skills. Telangana State Council of Higher Education (T. S. C. H. E.) has recommended a skill-based communication curriculum for implementation in all state universities and their affiliated colleges.

The then Government of united Andhra Pradesh, through the establishment of Jawahar Knowledge Centers, in Degree colleges and Engineering institutions, have been experimenting successfully to bridge the gap in terms of skill set, genuinely required by the industry and the existing skills of Polytechnic Graduates. The attempt is developing rapidly effective spoken communication skills which would help the Polytechnic Graduates in getting immediate placements. In this heavily animated scenario, it is tempting to assume that finally English has arrived and good English education for all is now only a matter of adequate funding and good management on the whole; today we can perceive two related at different rhetoric, somewhat commonly valorizing English. As part of review of literature, this paper evaluates the research studies conducted in last few decades in the area of English education in technical domains in Telangana region, and India in general.

SURVEY OF RESEARCH ON ENGLISH IN TECHNICAL EDUCATION IN TELANGANA

Singh V.D. (1984) makes an effort to ascertain the teacher's linguistic alongside interactive abilities, to ascertain if the students have the grammar-related along with conceptual knowledge necessary for recognizing and fixing mistakes in their writing, to ascertain if such gaps exist between the students' speaking and writing abilities, and to ascertain whether the students' abilities to speak are adequate for tutoring English as a Second Language (ESL) at the secondary and high school levels. Sixty qualified graduate and postgraduate teachers who instructed English to high school pupils in fifteen central schools dispersed around the states of Rajasthan, Uttar Pradesh, and Delhi made up the sample. For this objective, test metrics and questionnaires were used to collect data. The findings of the study revealed a considerable gap in both writing and speaking competence, with three-fourths of the individuals having enough speaking ability with inadequate precision and a large number of participants having poor writing capability. Their ability to speak outperformed their written abilities. Postgraduate English teachers regularly surpassed non-postgraduate teachers in terms of performance. The respondents had sufficient syntactic awareness as well as fluency in particular, although their outcomes changed from assessment to assessment. The participants possessed the grammatical ability to correct child errors, but not the stylistic competence. When correcting errors, they applied sentence-level accuracy rules while being uninformed of conversation and ongoing limitations. The questionnaire replies revealed, above other findings, that nearly all of the respondents favoured conventional instruction in grammar and emphasized that pupils frequently spoke and wrote English correctly. The majority of them stated that teaching practice and experience had improved their English. The purpose of this study was to look into the linguistic and communicative skills of high school English instructors in relation to their tasks in the classroom.

Narayan, Rajasekaran Nair and Iyyappan, S. (2008) in their study look into how gender-specific motivational, attitude, and language anxiety factors may affect engineering and technology students' ability to learn English. For the study, the researchers selected 138 female and 270 male (Total: 408) first-year engineering and technology students from five engineering colleges in and around Chennai. The students' mother tongues included Telugu, Tamil, Hindi, Bengali, and Malayalam. Data was gathered using the random sampling method after the questionnaires had been distributed. Male students are less motivated to learn the English language than female students, according to the study's findings. Male students have higher levels of language anxiety than female students, and female students have a more positive attitude towards learning English.

According to Mahamood et al. (2009), students at private higher education institutions (PIHL) in Sarawak claimed that their lecturers used both traditional teacher-centered and student-centered techniques. This finding agreed with the findings of Sidin (1999) and Long et al. (1999), who observed that lecturers at higher education institutions used a variety of teaching tactics, including teacher-centered and student-centered methods such as direct lectures, discussions, and tutorials. All of the findings from the preceding research indicate that participants saw the teacher-centered and student-centered approaches as a continuum rather than a contradiction. However, some studies produce contradictory outcomes. A quantitative study was conducted with 225 teacher candidates to investigate the impact of two teaching strategies, namely the instructor-centered instructional lecture and the student-centered customised learning techniques. The research focused on numerous areas of education, from lectures to individualized training. Contrary to popular assumption, students at Andhra Pradesh Polytechnic chose independent learning (Mustapha, 1998).

Prasad, M.S. (2010) in his recent empirical and statistical studies on the economic impact of English on wages validates that the English education has proved to be enabling too for Indians.

Ilakumaran M. (2013) in his study provides corrective methods and techniques to get rid of the defects in the curricula. The techniques like Brain Storming Activities, Mind Map and Reasoning gap activities may plug the loopholes in the curricula. According to the study's results, students thought they were less skilled at speaking and listening than they actually were. The absence of real-world practice chances may be to blame for the students' perceptions of their own low competencies in the relevant fields.

Deshmukh, Kalpana N. (2015) attempts to examine the level of English language proficiency (written and oral) among Polytechnic and Engineering students from the district of Nagpur in her research on "Proficiency of English Among Polytechnic and Engineering Students." The goal of the study is to identify the variables that influence English teaching. Her analysis supports the study's hypothesis that polytechnic and engineering students fail to demonstrate the desired level of proficiency in a variety of English communication domains. The researcher has created a questionnaire for both teachers and students, who are the real victims of the issues. She has gathered information from ten colleges in Nagpur to evaluate the level of English proficiency in various fields. She suggested changing the course curriculum. She also urged those involved in English teaching, whether directly or indirectly, to plan and think carefully about their actions.

Advani, Priya (2015) in her research discusses the objectives of making a student confident and adept with acquisition of second language, to identify the factors influencing SLA and its associative attributes, to understand cause and effects of Second Language Acquisition on the students' attributes, to analyze the impact of demographic characteristics on SLA, to find out the significant efforts for teaching speaking and vocabulary skills and to suggest policies and pedagogy in development of SLA. The researcher passes through the mixed method approach comprising both qualitative and quantitative to analyze the situation from different perspectives. 492 students of higher classes from public and private schools from English Medium participated in research process. With multiple data sources incorporating a survey questionnaire for students enquiring about teachers, classroom observations and in-depth interviews enabled the researcher could come to the findings: the socioeconomic status, the general habitation, family environmental factors affect the language skills. She suggested to establish English language training Centre, to give more importance for practice besides improving English language skills, to provide materials for purpose of language laboratory and training programmes or workshops should be demonstrated how English language can be sharpened by subject teachers.

Guruswamy, K. (2017) in his study aims to analyze the problems of engineering college students in learning English language skills particularly in speaking and writing, to find solutions for the problems in learning English language skills and also gives suggestions and improvement. The researcher has devised a new methodology PILA (Periodical Innovative Language Activities) containing variety of activities to make the students participate effectively. 48 final years engineering and technology students from Kalasalingam University were engaged for this research. It also dealt with some of the existing teaching methodologies and approaches being used in English Language Teaching in the Indian context. This study identified the problems of the engineering college students in learning English language skills and provided suitable solutions. It also suggests remedies for improving in learning English language skills particularly in speaking and writing.

Srikant K Sarangi asserts that while emphasizing communication, the need for guidelines for the assessment of the learners' communication strategies from a communicative point of view is seriously felt: the notion of communicative value which is defined as 'the degree to which a speaker succeeds in conveying the intended information to a receiver' is of particular relevance hypothesizes that 'the intelligibility of utterance depends on the extent to which the intended interpretation is preferred to alternative interpretation'. This aspect of intelligibility entails the reception part of communication strategies as well as the situational context that are crucial to the interpretation of utterances/sentences.

Jalaluddin K. (1985) in his work "A study of the course book communication skills in English" introduced by Osmania University for the First Year Degree students, highlighted that lack of a definite statement of objectives of teaching in English as a serious shortcoming especially at the under-graduate level. Except listing a number of textbooks, the University syllabi state nothing. However, at the school level, these objectives have been clearly stated in terms of linguistic structure and vocabulary. In the absence of clearly defined statement of objectives, the teaching becomes directionless and therefore, there is a need to periodically examine the relevance of the stated objectives and revise them in keeping with the changing realities.

Yardi (1977) offers certain suggestions towards the reformulation of the objectives of teaching English: In reformulating our objectives in the Indian context today, we have to take into account the motivation of the learner, the availability of needs that English may have to serve" (p.21). UGC report pointed out to the desirability of a needs-analysis on which the course in English should be structured, in order that the course should cater to the needs, interests and aspirations of the students for whom it is meant. This exercise will add to the usefulness and efficacy of the course, while motivating the learners to sustain their interest and attention. The attempt of Osmania University in terms of Communication Skills in English is a laudable attempt and the first of its kind in the country.

CONCLUSION

In conclusion, this study shows that a lot of research has been conducted to understand the prospects and challenges with respect to technical education in Telangana. Though numerous studies looked at specific problems at broader level, there is still scope to conduct research in the areas of classroom challenges in the region and syllabus design in tune with NEP 2020.

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