

Performance and computation evaluation of English Language among Engineering Students

Dr.Rama Rao Chevula¹ Chilukuri Bhavani², Gokamalla Joseph³

Dept.of Humanities & Science , Sri Indu Institute of Engineering & Technology,
Sheriguda (Vill), Ibrahimpatnam (Mandal), Ranga Reddy (Dist), Hyderabad, Telangana, India.
Email: rama9c@gmail.com¹ , bhavani2n@gmail.com¹ , gokamalla.joseph@gmail.com³,

Abstract: The English language teaching in India has a significant history; it is being connected to two primary things trade and migration. As British used English as a medium of communication among themselves it was necessary to introduce their language to Indian masses to make them communicate and deal with the people in day to day life and for all official communications. This paper explains about the role of English language and English language teaching methodologies besides tries to highlight the significant use of English language in the Engineering College students.. The study deals with the actual Competence level and the reasonable performance level of English language among Engineering College students. Also the paper tries to find out the solutions for the problems which the students face both psychologically and sociologically.

Keywords: Language, Literature, Writing, Language Teaching, ELT.

Introduction: As we know, English is the current most widespread language between universal, business, innovation, technology, strategy, account management and tourism. About a fifth of individuals around the world practically know English. Verging on every single college on the planet is conducting investigative studies in English. All 60% of the projects are presented in English, more than 70% of the substance or the position of the postal letters are written in English. English assumes an imperative part on the planet. Engineering and technology are one of the largest fields of study. Starting with English is a device that essentially influences student design in academic life. When most of the subjects being taught are taught in English, it requires great interpersonal skills.

Being a specialist requires you to collaborate and correspond with various people from various parts of the world. In our country, about 75% of the students in the building come from the territories of the countries and most of them are going through middle schools of provincial language. They face a lot of problems in getting matching skills. It is essential to investigate alternative reasons that make the learning process problematic. Classroom contains students from various layers of the general public who have different ways to manage the strength and suitability to correspondence in English. It has been found that the English ability of students whose members are competent has a higher working class position than that of students whose parents are not educated and fit into the lower white-collar class.

The certainty of this circumstance is that educated parents can give more introduction to their children to English, as they know the meaning of English ability. They advise the instructor on the advancement of the children and help him at home to do better. On the spot, it never happens with the second gathering as they need supervision and direction from the parents. The other essential element is the training structure and the absence of expert instructors. Most educators at all levels of learning are not trained and are not aware of current models and propulsive teaching systems of the English language (ELT).

The condition is same with the territorial medium and also the English medium essential, auxiliary and higher optional schools in rustic or semi urban region. Again educating –learning procedure is much exam result arranged. What's more, the exams do test the memory control alone. Indeed, even the parents are wanting for the imprints than aptitudes or learning. Along these lines, educators make students to habituate by heart strategy, subsequently; English is by all accounts a terrifying evil spirit for the students. This dismay stays in the brain till advanced education as a result of absence of appropriate direction. Again these exam situated students give earlier significance to their specialized subjects than to the correspondence fitness.

The other essential variable is the structure of conventional education that influences learning and acquisition of the English language. Basically, it requires four skills: listening, speaking, reading and writing. (LSRW) students are prepared to read and write for long ages and listening and speaking skills are ignored and overlooked that are essential. Learning is the fundamental skill that makes communication conceivable. Language learning is conceivable only through dynamic tuning. As delineation we can take a case of language obtained from a child. Start talking about the words you often listen to. Our education neglects the meaning of listening that causes the absence of ability to speak. The absence of the present and the innovation pushed during the time dedicated to the linguistic adaptation also influence the language that is obtained. For example. use of PC and web, power point presentation, OHP and so on.

Computation evaluation: There is a lot of discussion after learning English as a second language. Analysts ask a question that we learned about the linguistic structure of our mother tongue when we learned it. In this sense, linguistic use is learned only for the sole purpose of obtaining stamps and not as a tool for taking in a language. Once again, the use of linguistic use in everyday life is ignored. 8 Most of the engineering graduates who study can be positioned as pre-intermediate on the road in their linguistic ability. The analyst has attempted an examination of the preparatory needs that depends on the perception of showing knowledge and, in addition, a broad discourse with the associates on the attributes of the students and on their ability to speak English.

This introductory exam summarized below gives the basis for the exploratory phase two. Engineering students in semi-urban universities need to introduce authentic English outside the classroom, due to the constraint of the EFL connection, where English is taught as a school subject instead of being used in the public arena. Despite the fact that there are television and radio systems, this type of information on listening is intelligible to push the level of the students. Listening adapted to the level of understudy incorporates, for example, listening to sentences and reordering with a specific purpose to practice articulation or listening to dialogues. The chances that students work to communicate in English outside the classroom are rare.

Then students depend on class opportunities with a specific purpose of creating communication skills. The best-known verbal assignments that students attempt are those that are relevant to ordinary circumstances, for example, by welcoming, introducing themselves, and other individuals, taking leave very obliging, making conciliatory feelings, applying, requesting authorization, providing guidance, shopping, and speaking. in the phone. However, speaking in these positions is a regular battle to limit the sentences as opposed to the unconstrained speech. The other communication practices those students can do in English are, for example, discussing themselves, portraying things and images, describing past occasions and giving direction. To speak in English, students require the instructor to instruct, manage and become familiar with the linguistic components and key vocabulary.

For example, they need to know how to use the times specifically. Students are required by the program to review and translate assignments in English for appreciation and to distinguish the essayist's motivation. Most of the challenges faced by students are identified by the absence of basic information, for example, social perspectives and even vocabulary and linguistic use in the content they read. This is why the

educator focuses on these perspectives before examining the students. In general, when dealing with obscure words, students seek importance in the English lexicon. This is boring and learning of understudy is hindered, however practice guarantees that a content is taken up. Another very normal problem occurs when a word has a wide range of implications and students do not know what importance corresponds to the word they cover in a specific setting. The writing assignments that students can make depend on topics that are applicable to them and to the program. For example, students get some information about their family and about themselves, about their nation and principal residence, depicting places, protests and individuals, providing guidelines, for example, formula or how to do something by looking at things and points and exposing them celebration.

Conclusion: These writing assignments are terminated in accordance with the written work models provided by the educator. Next, the educator appoints the students to expose on points of their advantage and gives them demonstrations of writing. The real problem faced by students is to construct passages that easily spread from the sentence. Several problems faced by students are identified by spelling, using the right linguistic use, vocabulary, accentuation and connectors to make content strong. Botches that are found regularly in the written work of the students incorporate verb strained, verb and statement of subject, plural structure, request for descriptor and things and use of the article. Although students understand syntactic elements and the meaning of vocabulary, it gives the idea that most students need this ability. One may think that these students learn most of the English under the supervision and direction of the instructors, that the educators should set learning tasks and educate them to meaningful perspectives and key skills. Students are trained in instructor-led training rather than free student training.

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6. Fredrick Paul. Language Context and Imagination (Essays). Stanford: Stanford University Press, 1979.

About Authors



Dr.Rama Rao Chevula

Obtained his Ph.D from IFLU Tarnaka. He has 05 years of experience in Teaching



Chilukuri Bhavani²

Obtained her Post Graduation in M.A (English) from PGRRC D Affiliated to Osmania University Hyderabad. She is currently working as Assistant Professor in the department of Humanities & Science in Sri Indu Institute of Engineering & Technology affiliated to JNTU Hyderabad. She has 06 years of experience in Teaching .



Gokamalla Joseph³

Obtained his Post Graduation in M.A (English) in MVS Arts and Science College Mahabubnagar affiliated to Osmania University Hyderabad and B.Ed (English and social methods) in Batart College affiliated to Osmania University Hyderabad. He is currently working as Assistant Professor in the department of Humanities & Science in Sri Indu Institute of Engineering & Technology in University of JNTU Hyderabad. He has 12 years of experience in Teaching .