
Socio-Pedagogical Factors for Sustainability Education of English Language Among Technical Students

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Abstract:

In the present scenario, professional engineers certainly need effective and impressive communication skills. There is a great need to frame course materials to enhance LSRW (listening, speaking, reading, and writing) skills of engineering graduates. The integration of LSRW skills within subject modules will provide ample opportunities to professional engineers. It should be incorporated throughout the engineering program. Therefore communication skills programs in engineering colleges should be revamped to suit the requirements of the curriculum.

Keywords: Effective and impressive, LSRW, Ample opportunity, Revamped, Curriculum

Introduction:

It has been observed that the growth of engineering and technical education in India has been fragmented by a regional imbalance with a greater number of colleges in the eastern region, including the state of Jharkhand. Indeed the state of Jharkhand has always been at the forefront of education, technology, agriculture, and industrial development at the national level. The majority of the students enrolled in engineering and technology courses in the state came from non-English speaking backgrounds and they need to improve their communication skills. Over the last four decades, India has embarked on a massive expansion in the sector of engineering and technical education and the nation presently faces many challenges due to rapid growth in unemployment. This is primarily due to exponential growth in the number of engineering institutions in the country, as well as lack of proper linkages between industries & universities. The exponential growth of technical education in India in general, and in the state of Jharkhand

in particular has raised many quality concerns. It has been observed that students after finishing their diploma face several problems at the time of recruitment, such as lack of knowledge of interview techniques, insufficient written and oral communication skills, expression of knowledge gained, among other aspects.

Despite gaining higher scores during their studies, students often encounter problems during industrial selection procedures; a lack of communication skills is one of the reasons for this.

Objective:

- ❖ To find the relationship between language skills, language aptitude and verbal
- ❖ The intelligence of the selected engineering college students.
- ❖ To find the influence of socio-economic factors of family, the influence of the college environment, and the influence of personality traits in language skills of engineering college students.

To study the influence of pedagogical factors such as study habits locus control, learning approaches, living style, and learners' effectiveness on the language of the students.

Methodology:

The study was designed to address the following two main questions:

- ❖ What are the main speaking difficulties encountered by Engineering and Polytechnic Students of Jharkhand?
- ❖ What are the factors that contribute to the existence of these speaking difficulties?

Population & Sample:

The present study is a case study of two Engineering colleges and two polytechnic colleges of Jharkhand. The population consisted of 1st-year students of two Engineering & Polytechnic College and Four English teachers.

Research Instruments:

Three instruments were used in the present study and they are lesson observations, interviews, and curriculum analysis. Class observations were conducted and field notes were taken to find more about the speaking difficulties that are encountered by Polytechnic students in an actual classroom situation.

Four interviews were conducted, two of which with polytechnic students and 2 of which with 1st year Engineering students. The interview is aimed to find more about students' beliefs regarding the factors that cause difficulties for students when trying to speak in English.

Curriculum analysis of 1st year Engineering and Polytechnic education, Analysis of syllabus, and textbook are done to find out the role that curriculum may contribute to the problem of speaking difficulties.

Factors that cause speaking difficulties to EFL learners:

The environment and family background play a vital role in the success of the learning process. For example, a state like Jharkhand, where the majority of the families are not adequate. Hence, the parents are not interested in giving a good educational background to their children. In contrast, they are willing to engage the children in some jobs to earn money. This is the very basic reason and the affecting factor is teaching. Attitude is yet another affective factor in learning a second language. Attitude is the way that you think and feel about something. The successful acquisition of a second language seems to be some extent, contingent upon learners, views of the language, learning environment, the learning situation, and how they view the target language and its speaker.

Speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. These are many factors that cause difficulty in speaking and they are as follows:-

- ❖ Inhibition: - students are worried about making mistakes, fearful of criticism, or simply shy.
- ❖ Nothing to say: - students have no motive to express themselves.
- ❖ Low or uneven participation: - Only one participant can talk at a time because of the large classes and the tendency of some learners to dominate, while others speak very little or not at all.
- ❖ Mother-tongue use: - Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.
- ❖ Lack of Motivation:- Learners who lack the motivation to speak English, they do not see the real need to learn or to speak English. They do not see the real need to learn or speak English. Actually “motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves.”

Besides, pointed out there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learner, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going.

Reasons:

The foremost reason for the above-mentioned factors that cause difficulties to EFL learners in Jharkhand state is the lack of proper exposure. Many students are from rural and tribal areas of the state where they hardly get proper exposure for developing their language skills. Even in urban areas, the exposure is limited. In school education, English is taught rather as a subject than a language. The syllabus up to SSC is designed to develop four basic skills of English but students hardly develop these skills even if they pass the examination with good marks in English.

Another reason is many students who secure admission in polytechnics are from Hindi schools, so they are not accustomed to English medium schools are fluent in English. They have developed their speech but many grammatical errors can be observed in their speech as well as in writing. Their pronunciation is not proper either.

It is also true that they do not get motivation from their school teachers whose primary task is to finish the syllabus in stipulated time. In our school, the emphasis is laid on the teaching process, not on the learning process.

The role of the Government of Jharkhand also needs to be taken into consideration. In Jharkhand English was neglected for a long time. One could complete graduation without studying English as one of the subjects. As a result of this, there was a lack of a suitable atmosphere of English in the state. The students learn more from the atmosphere rather than studying the rules of grammar. English speaking people are rare in the state. Now the state government has realized the necessity of developing English communication skills and English subject has been made compulsory in SSC and HSC examination.

Solutions:

To overcome the above-stated difficulties, grass-root level changes are required. The level of English in Jharkhand state will improve not only by changing the syllabus. It is highly necessary to create awareness among school children about the need and importance of learning the

English language for their future. The frequent teacher's training program should be arranged to develop the competency of the teachers and to make them aware of the latest trend of teaching. The present syllabus needs to be changed as it is outdated. In place of technical passages, interesting stories and novels should be introduced so that English sentence structures can be taught through literature and it is an easy task for the teachers to maintain interest in the classroom.

Competitions like elocution, essay writing, quiz, group discussion, seminar, report writing should be arranged frequently in polytechnics to apply the basic skills of the language. Students should be encouraged to participate in such competitions.

Separate classes of general English should be arranged after regular classes for the students who are from the tribal belt and also from rural areas of the state or who have poor communication skills.

The teachers who speak English in polytechnics must explain to the students the importance of the subject for their future and how communication skill is helpful in the industrial as well as other organizations. A language lab should be established in all polytechnics and communication practice should be given to the students by using the software in the language laboratory.

In short, the management also should take interest and an atmosphere of English must be created in all polytechnics of state. All teaching faculties should be compelled to use English for teaching and must be given instructions to motivate the students, to use the English language for conversation. If the management succeeds in creating a suitable atmosphere for English, the students will undoubtedly develop good communication skills.

Conclusion:

English communication skills are recognized as an important element in the academic life and career of the engineering students. It requires making use of integrated methods to facilitate advanced communication skills, which is the demand of industry as well as society.

The rural area engineering students should effectively make use of the faculty, education system, and the amenities provided to them in combination with the self-efforts, to emerge as a competent user of English communication to become successful in life and career.

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