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**Competence and Achievements of English Language among Engineering College  
Students**

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**Abstract**

The English language teaching in India has a long history, being connected to two primary variables: trade and migration. As British extended exchange on different nations. The English was essentially utilized as a part of trade for correspondence. The paper talks 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. Educating of English in India was presented with the assistance of works of incredible language teaching methodologies. 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.

**1. Introduction**

Language is the present most widely used language of the universal, business, innovation, flying, strategy, managing an account, and tourism. Around one fifth of individuals everywhere throughout the world know pretty much about English. Verging on each and every college on the planet is leading investigative studies in English. All out 60% of projects are show in English, more than 70% of the substance or location of mailing letters are written in English. English assumes an imperative part on the planet. Engineering and Technology is one of the greatest fields of study. To start with English is a device that essentially influences designing students in scholarly life. At the point when the vast majority of the subjects in designing are taught in English, it requires great relational abilities. Being a specialist requires to co-work

And correspond with various individuals from various part of the world. In our nation, around 75% students of the building are from country territories and the vast majority of them are coming through provincial language medium schools. They confront a ton of issues in gaining the abilities of correspondence. It is critical to investigate alternate reasons which make the learning process troublesome. Classroom contains students from various strata of the general public who have diverse getting a handle on force and English correspondence fitness. It is found that the English skill of the students whose folks are proficient has a place with higher working class is superior to that of the students whose parents are uneducated and fit in with lower white collar class. The certainty for this circumstance is the educated parents can give



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more introduction to their kids to English as they know about the significance of English ability. They counsel the instructor about children's advancement and aide him/her at home to perform better. In place, it never happens with the second gathering as they need parental supervision and direction. The other essential element is the training framework and absence of adroit educators. The greater part of the educators at all the learning levels are untrained they are uninformed of the present patterns and propelled systems of English Language teaching (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 conventional instruction framework which influences English language learning and procurement. Essentially it requires four abilities i.e. Listening, Speaking, Reading and Writing. (LSRW) students are being prepared in perusing and writing for long ages and listening and talking abilities are dismissed and overlooked which are essential. Learning is the one fundamental ability which makes talking conceivable. Learning language is conceivable just through dynamic tuning in. As a delineation we can take a case of language obtaining by a child. It begins talking the words

Which it listens oftentimes. Our instruction disregards the significance of listening which brings about absence of ability of talking. Absence of present day and propelled innovation during the time spent language adapting likewise influences the language obtaining. E.g. utilization of PCs and web, power point presentation, OHP and so forth. There is a much discussion after learning English as a second language. Analysts pose a question that had we learnt language structure of our native language when we learnt it. Along these lines, linguistic use is learnt just for the sole purpose of getting stamps and not as a device for taking in a language. Again utilization of linguistic use in everyday life is being disregarded.



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Most of the Engineering studying undergrads can be positioned as pre intermediate of the road in their language capability. The analyst has attempted preparatory needs examination that depends on perception from showing knowledge and in addition broad talk with associates on attributes of students and their English language capacity. This introductory examination abridged underneath gives the base to the exploration stage two. Engineering students in semi-urban universities need introduction to genuine English outside the classroom on account of the constraint of EFL connection where English is taught as a scholastic subject instead of for use in the public arena. Despite the fact that TV and radio system exist, this sort of listening information is just intelligible to propel level of students. Listening which is suitable to understudy's level incorporate, for instance, listening to sentences and rehashing with a specific end goal to practice articulation or listening to dialogs. The odds for students to work on communicating in English outside the classroom are uncommon. Subsequently students depend upon classroom opportunities with a specific end goal to create talking abilities. The most well-known talking assignments which students attempt are those significant to ordinary circumstances, for example, welcoming, presenting oneself and other individuals, taking leave communicating much obliged, making conciliatory sentiments, making demand, requesting authorization, providing guidance, shopping and talking in the telephone. However talking in these assignments is regularly a battle for confining sentences as opposed to unconstrained discourse. The other talking practices which students can ace in English are, for instance, discussing themselves, portraying things and picture, describing past occasions, and giving direction. So as to talk in English, students require the educator to instruct, manage and acquaint them with language components and key vocabulary. For instance, they have to know how to utilize tenses specifically circumstances.

Students are required by the syllabus to peruse and translate English assignments for appreciation and to distinguish the essayist's motivation. Challenges experienced by students for the most part identify with absence of foundation information, for example, social perspectives and also to vocabulary and linguistic use in the content they read. This is the reason the educator concentrates on these perspectives preceding students perusing. By and large when confronting obscure words, students search for importance in English lexicon. This is tedious and understudy's perusing is hindered however the practice ensures that a content is caught on. Another issue which is very normal happens when a word has a wide range of implications and students don't know which importance fits the word they go over in a specific setting. Writing assignments which students can ace depend on subjects that are applicable to them and per the syllabus. For instance, students are gotten some information about their family and about themselves, about their nation and main residence, depicting places, protests, and individuals, giving guideline, for example, formula or how to make something looking at things as well as spots and expounding on their celebration. Such writing assignments are finished in accordance with the written work models gave by the educator. Subsequently, the educator appoints students to



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Expound on points of their advantage and gives them displays of writing. The real trouble which students face is to build passages which stream easily from point sentence. Different troubles confronted by students are identified with spelling, utilizing right linguistic use, vocabulary, accentuation, and connectors to make the content strong. Botches regularly found in students' written work incorporate verb strained, verb and subject assention, plural structure, request of descriptor and things and the utilization of article. In spite of the fact that students comprehend syntactic elements and the significance of vocabulary, it gives the idea that most students need such capability. It can be reasoned that these students for the most part learn English under the supervision and direction of instructors, that educators need to set learning errand and educate significant perspectives and key abilities. Students are drilled to instructor guided adapting as opposed to being free learner.

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