

**ENGINEERING STUDENT - LANGUAGE LEARNING**  
**Concerning the JNTU, HYDERABAD**

**LANGUAGE LEARNING FOR ENGINEERING STUDENTS AT**  
**JAWAHARLAL NEHRU TECHNOLOGY UNIVERSITY OF HYDERABAD**

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**Abstract**

Students learn English through grammar and literature during their school years. Engineering students need English for a decent job and a cosmopolitan business and technological outlook. English in engineering encourages learners to master the target language and develop technical communication skills. Some children learn vocabulary through intensive reading out of personal interest or because English is utilized in their families. Many kids rely on teachers for vocabulary growth. This study examines the characteristics of vocabulary. It outlines the curriculum's general and competency-based goals. It examines Jawaharlal Nehru Technology University of Hyderabad's curriculum. It reviews English course books and language skill evaluations.

**Keywords:** Engineering student, vocabulary, cosmopolitan, technological outlook, intensive reading.

**The Quantum and Features of the Required Vocabulary**

Learning between 1000 and 2000 terms connected to the engineering profession is essential for those who want to use English for specialized objectives. Students consult various resources, including dictionaries, thesauruses, and other word books, to acquire the definition of a word. Even when they mention those books, they might not be fully confident in the word's usage unless they are taught how to do so. Slow learners face challenges when completing tasks like reading comprehension and essay writing. unless they try to learn, when they are at a loss for words, children seem to become more aware of the importance of using their language well.

Additionally, it was chosen to teach students three new words every day throughout the first semester to expand their fundamental vocabulary for engaging in reading, speaking, and writing. As a result, through explicit instruction, students immediately learn vocabulary.

### **Curriculum Objectives**

The English curriculum includes educational objectives, instructional methods, textbooks, learning materials, counseling, student involvement in literary and cultural events, participation in seminars and conferences, and evaluation. The following principles will be followed in developing the curriculum:

- ✓ Meet the learners' changing needs
- ✓ Stick to specific goals.
- ✓ The topic content should be appropriate for the kids' learning environment.
- ✓ Students should be educated both intellectually and professionally.
- ✓ A pattern of evaluation should be established.

Because verbal communication is essential in today's fast-changing environment, it entails preparing pertinent domain topic areas to be conveyed. It is feasible to research and construct effective English language functioning. Because most prospective employers prefer people with strong communication skills, the English classroom-style should be designed to help students improve their verbal skills. The English language is the world's connecting language. Its purity must be preserved. It is only possible if the English curriculum is structured to preserve the language's pristine splendor. The exercises should be contextualized and show language in realistic contexts. Students should be educated on the nuances of language. Learners' cognitive and affective talents should be awakened by encouraging them to use their imaginations more. The English curriculum should include innovative, need-based tasks, vocabulary, and correspondence.

### **Objectives of English Curriculum Analysis**

English proficiency is directly related to 'excellent communication abilities.' It has become mandatory when students' employability is in jeopardy due to a lack of communication skills in the current context. Because communication reveals abilities and personal traits, JNTU,

Hyderabad emphasizes the role of training students in life skills as part of language teaching and learning.

Adaptability, Commitment, Enthusiasm, Stress Management, Integrity, Sense of Humour, Self-Motivation, Reliability, Self-esteem, and Personal Presentation are the personal traits to be groomed.

### **English Syllabus Objectives**

The English language objectives are designed to satisfy the abilities and personal traits that learners will gain. As a result, the emphasis is on LSRW skills to increase technical undergraduates' English language ability.

To offer a learning environment where students can practise listening, speaking, reading, and writing skills both within and outside the classroom.

- ✓ To assist students in completing tasks and activities by providing guided directions and materials.
- ✓ To successfully integrate English language study with employability skills and training.
- ✓ Create significant course material and exercises using authentic items from regular use that caters to daily demands.
- ✓ The content could come from newspaper articles, advertising, promotional materials, etc.
- ✓ Case studies, mini-projects, and group and individual presentations will be used to provide hands-on experience.

### **English Textbooks:**

A language course is built on the features of an excellent English course. It is viewed to an end, aiming to improve pupils' linguistic ability. In general, an excellent course book includes:

- ✓ Content that is relevant to the learners' needs
- ✓ Instruction in the use of language tools, specifically vocabulary and structures, tailored to the level of the learners
- ✓ A suitable linguistic substance that is easily assimilated

- ✓ Capability to recognize sentence structures that learners can utilize to construct similar phrases
- ✓ Guidance and assistance to instructors in organizing classroom activities and increasing language skills among students.

### **Process of Evaluation**

The test is widely seen as the single or primary impediment to curriculum reform. Language evaluation must be reoriented to measure language proficiency rather than "performance" to specific syllabi. The current study looks at different methods for conducting continual assessments of language competency. In contrast to the ground realities and problems reported by teachers, the study proposes ongoing, continuous, or formative evaluation, implying that ongoing evaluation can become meaningful only when both teachers and learners take responsibility for their progress, rather than performing to external benchmarks, real or imaginary; immediate or ultimate. To carry out this process, teachers and students must notice the "event of learning," a mental growth as apparent as physical growth—for example, the ridiculousness of a dietary regimen that forbids crash diets or miracle growth foods. A thorough comprehension of the individual and self-regulatory learning process is required for enhancing pupils' language acquisition and proficiency. If learners can exercise learning choices and become "lifelong learners," it is considered that all evaluations should ultimately aim at self-evaluation. The way one examines determines whether a student wishes to be evaluated. While even the most child-centered evaluation systems might cause anxiety in certain people, there is little doubt that an evaluation system must be implemented. Learners are more comfortable participating in assessments when the experience is not always a failure, and the outcomes can be perceived as a genuine and appropriate path toward the next stage in learning. Unfortunately, most students are unsure of the primary function that modern evaluation systems play in the learning process. Continuous assessment must promote and guide teaching by assessing the learner's present stage of growth or accomplishment to identify his or her "zone of proximal development." As a result, learning outcomes are the product of linguistic opportunities. The current study provides a few tips to assist with accomplishment. Learner control of language is typically represented in a longer mean length of utterance; sustained language input is mirrored in such an increase in visual output. Students in tightly instructed schools, on the other hand, stay inarticulate or create single words, typically nouns,

in reaction to such images. With such a task, presented at three or four-month intervals, teachers can gain an inner sense of the child's linguistic growth.

**Speaking:** When learning a mother tongue(s), speaking goes from a one-word, predominantly nouns, stage to the generation of multi-word sentences with verbs, auxiliaries, determiners, adjectives, and prepositions, possibly through a two-word stage. According to the CIEFL study, second-language learner speech goes through comparable stages.

**Evaluation:**

Students are often better at decoding, reading more words per minute with fewer errors. Some may advance from simply spelling out a word's letters to spelling and sounding out the word, employing spelling out as a "word assault" skill for new words.

Information can be obtained by scanning a text such as a list, a phone directory, or an advertisement.

- ✓ Reading for the information provided.
- ✓ Inference reading
- ✓ Additional reading
- ✓ Writing and Listening

**Writing and listening** tests can also be divided down into sub-skills. Integrated language assessments can supplement this type of examination (beginning with the cloze test, for example). A sub-skills evaluation method reflects teachers' intuitions that sure pupils may have particular strengths; for example, extroverted, eloquent speakers may not be interested in or competent at an introverted, private activity like reading. The teacher can identify areas of strength and areas in which assistance is required.

**Summative assessment:** In general, "proficiency" rather than "achievement" must be examined when evaluating a language. Because the ability to use the language effectively in new circumstances can be checked in the following ways:

Reading age-appropriate content or hearing and comprehending age-appropriate stuff

Talking about age-appropriate subjects

- ✓ Writing about age-appropriate subjects
- ✓ command of receptive vocabulary

- ✓ Control your too expressive vocabulary.

As a result, national language proficiency benchmarks must be first developed by collecting reliable descriptive data in all of these areas from representative all-India samples. Such benchmarking of national standards or averages is well established as a prerequisite for implementing appropriate social sciences and education assistance measures. It also balances the curricular freedom allowed during the learning process with the standardization of evaluation required for certification.

They were benchmarking results in a series of National English Language Exams, a bank of tests that learners and teachers can take for self-evaluation. These examinations should provide a more accurate proficiency assessment than a comprehensive overall grade or score. It is a strong teacher's intuition that not all learners are equally at home in all four abilities; hence, good speakers may not be good writers, as there may be a trade-off in the learning process between "accuracy" and "fluency." Similarly, not all abilities are equally crucial for all jobs.

Scores representing differences in learner aptitudes and strengths improve career prospects and have a washback effect on the curriculum. Notably, National English Language Tests have been developed to address the existing Second Language Acquisition challenge.

Overall, established national benchmarks for language skills, culminating in a series of National English Language Tests for various levels, would: inform individual students about their standing, strengths, and weaknesses and how to advance.

Balance learner flexibility with assessment standardization.

It is widely assumed that English language teaching is solely a matter of teaching tactics. It is believed that if teaching exceeded a certain degree of efficiency, learning would naturally follow. Teaching is regarded as active, while learning is passive (Wittrock, 1986: Crystal, 1997).

When children do not learn a second language within the predicted time frame, it is considered that something is amiss with the educational curriculum to which they are exposed. Some students make remarkable progress in learning a new language during the language acquisition process. Similarly, some students make minimal development even in the most prestigious

programs. (1984, Saville-Troike). Learning methods are distinct approaches to information processing that improve comprehension and learning. Norman (1980) outlines how students behave "It is odd that we expect students to learn yet rarely educate them how to learn. It is time to make amends by developing practical learning, problem-solving, and remembering disciplines. We must first build general concepts for how to learn, recall, and solve issues before developing relevant courses and establishing the place of these methods in the academic curriculum".

The cognitive approach regards learning as an active process that occurs inside individuals and may be modified by them. Instead of understanding learning as solely dependent on what the instructor provides, learning is dependent on both what information is delivered and how the learner processes that knowledge. According to Weinstein and Mayer (1986), "the application of specific learning techniques during learning might change the encoding process, which affects the learning outcome and performance." Crystal (1997) concurs. "Students can benefit from learning how to study other languages." According to Chamot (1990), "training students to apply certain learning strategies increases their language proficiency." Naiman, Frohlich, Stern, and Todesco (1978) discovered that successful second language learners use active learning strategies to learn more effectively in observational studies of successful second language learners. Good language learners, according to Cook, choose a learning style that works for them, participate in the language learning process, and gain an understanding of language as both a system and a mode of communication. They consider language to be both communication and academic knowledge. Only after acquiring all four language skills is language acquisition complete. As a result, more controlled research on second language learning methodologies is required, mainly when language acquisition is seen as a cognitive skill.

### **Language Learning Issues:**

The following are the language issues:

- ✓ Is English in high demand among professional students?
- ✓ Is this kind of language addressed in the curricula?
- ✓ How well does a college-level English course meet the needs of a student who wants to use the language to gain further technical knowledge?

## **Conclusions**

As a result, the answers to these questions have immediate implications for the teaching technique and course arrangement. The study seeks to determine whether such technical English training is required for aspiring engineers before they begin their careers. Furthermore, it focuses on developing a course that meets the needs of professionals. Finally, it thrives on the discovery of a generic technical vocabulary.

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