IDENTIFYING THE CRITICAL THINKING SKILLS AND COMPUTATION ASSESSMENT STANDARDS FOR ENGINEERING STUDENTS WHILE USING THE ENGLISH LANGUAGE

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ABSTRACT

There is a long history of English language instruction in India, which has mostly been influenced by commerce and migration. As the British spoke English amongst themselves, it was vital to teach the Indian population the language so that they could interact with people on a daily basis and in official correspondence. This essay attempts to show the major use of the English language by Engineering College students while also explaining the function of the English language and English language teaching approaches.

The study examines engineering college students' real English language proficiency levels and acceptable performance standards. Also, the study seeks to provide answers to the issues that students, both mentally and sociologically, encounter.

Keywords: English language, **La**nguage teaching, writing, language

Introduction

English is now the language that is used the most in business, innovation, technology, strategy, account management, and tourism, as is well known. In the world, around one-fifth of people can communicate in English. Nearly all universities in the world are undertaking English-language research. More than 70% of the content or position of the postal letters is written in English, as are all 60% of the proposals that are presented. English has a significant role to play worldwide. Engineering and technology comprise one of the most popular academic disciplines. A strategy that basically affects how students approach their academic lives is to start with English. Because the majority of the topics are taught in English, excellent interpersonal skills are needed.

You must interact and communicate with individuals from all over the world in order to be a specialist. The majority of the students in our country's middle schools are in provincial languages, and roughly 75% of the kids in the building are from nations' territories. They have a lot of difficulties finding talents that fit. It is crucial to look into additional causes of the learning process' difficulties. Students in the classroom come from diverse social strata and manage English proficiency and correspondence appropriateness in varied ways. It has been shown that pupils with competent family members have better English skills than children whose parents are uneducated and belong to the lower white-collar class.

Under this situation, it is likely that educated parents may introduce their children to English more thoroughly because they are aware of what is meant by English proficiency. They offer advice to the teacher about the development of the students and assist him at home in improving. On the spot, it never occurs at the second gathering because they require parental monitoring and guidance. The structure of the training programme and the lack of qualified teachers make up the second crucial component. The majority of educators across all learning levels lack the necessary training and knowledge to use effective teaching methods for the English language

The situation is the same for both English-medium primary, secondary, and higher elective schools in rural or semi-urban areas. Once more, the educational and learning process is heavily test result oriented. Moreover, the examinations do assess just memory control. In fact, parents are more concerned with imprinting than with abilities or knowledge. As a result of educators forcing pupils to memorise lessons, English is perceived by the kids as a fearful demonic spirit. Due to a lack of suitable guidance, this dismay persists until higher schooling. Similarly, these students who are studying for exams place more importance on their specialised topics than on their correspondence skills.

The framework of traditional education, which affects language learning and acquisition, is the second crucial factor. Fundamentally, hearing, speaking, reading, and writing are the four abilities needed. Students in (LSRW) programmes are taught to read and write for extensive periods of time, but crucial listening and speaking abilities are disregarded. The essential ability that makes communication possible is learning. Only dynamic tuning allows for language learning. We may use the example of language learned from a youngster to illustrate this point. Start a conversation on the terms you frequently hear. Our educational system disregards the importance of listening, which contributes to speech immaturity. The language that is created is also influenced by the absence of the present and the innovation that was pushed throughout the period of linguistic adaptation. An illustration. Internet and Computer use, PowerPoint presentations, OHP, and other things.

Computation evaluation

After studying English as a second language, there is a lot of debate. Analysts pose a query that we were familiar with when we first discovered our native tongue's grammatical makeup. In this sense, learning a language is not done as a means of learning it, but rather as a means of acquiring stamps. Once more, the use of language in daily life is disregarded. 8 The majority of engineering graduates who are currently in school are classified as having pre-intermediate linguistic skills. The analyst has made an effort to examine the pre-requisite requirements that are dependent on the perception of demonstrating knowledge, as well as a thorough discussion with the associates on the characteristics of the students and on their proficiency in English.

The second exploratory phase is founded on the results of this initial exam, which are outlined below. Due to the EFL link, where English is taught as a school topic rather than being utilised in public, engineering students at semi-urban colleges need to introduce actual English outside

of the classroom. Even if there are television and radio systems, this kind of listening instruction is understandable to raise pupils' levels. Understudy-appropriate listening practises include, among other things, listening to conversations or rearranging phrases in order to practise articulation. Seldom do students get the opportunity to practise speaking English outside of the classroom.

Students then rely on classroom chances designed specifically to develop communication skills. The verbal tasks that students are most likely to attempt are those that are applicable to everyday situations, such as greeting, introducing themselves and other people, taking leave very obliging, expressing conciliatory feelings, applying, requesting authorization, offering guidance, shopping, and speaking. on the telephone. Speaking in these situations, as opposed to free speech, is a constant struggle to keep sentences short.

Other communication activities that kids may engage in in English include, for instance, talking about themselves, representing objects and pictures, narrating events from the past, and delivering instructions. Students need the teacher to teach, control, and get familiar with the linguistic elements and crucial terminology in order to talk in English.

They must understand how to use the times specifically, for instance. The curriculum requires students to read through and analyse their work in order to show appreciation and determine the essayist's motive. The majority of the difficulties students encounter may be traced back to a lack of fundamental knowledge, such as social viewpoints or even language and linguistic usage in the reading material. For this reason, the teacher concentrates on these viewpoints before looking at the students. In general, students look for significance in the English lexicon when dealing with obscure terms.

This is tedious and hinders an understudy's ability to learn, but repetition ensures that a concept is retained. When a term has a broad range of interpretations and students are unsure of the relevance that corresponds to the word in a particular scenario, this is another extremely common difficulty that arises. The themes that students can write on must be relevant to both the curriculum and themselves. Students learn facts about their family, themselves, their country, and their primary location, as well as knowledge about those things while also being exposed to celebrations, formulas, and illustrations of protests, places, and people.

Conclusion

Writing assignments are finished in line with the written work examples that the teacher has supplied. The teacher then assigns the pupils to discuss topics that are in their favor and offers them writing examples. The true challenge for pupils is to write sections that flow naturally from the sentence. Spelling, appropriate linguistic usage, vocabulary, accentuation, and connectors to strengthen content are some of the issues that students encounter. Verb stretched, verb and declaration of subject, plural structure, requests for description and objects, and usage of the article are examples of errors frequently encountered in pupils' written work.

Students comprehend lexical meanings and grammatical structures; however it appears that most kids still lack this skill. One may assume that these children acquire the majority of their

English from their teachers, who should assign learning assignments and introduce them to important views and abilities. Instead of free student instruction, students receive training from instructors.

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