

EMERGING NEEDS AND TRENDS IN ENGLISH LANGUAGE LEARNING FOR TECHNICAL STUDENTS: AN ANALYTICAL STUDY

¹K.Mahesh, ²K.Nageshwar Rao, ³T.Ramakrishna, ⁴Ramavath Srikanth

^{1,2,3}Assistant Professor, ⁴UG Student, ^{1,2,3,4}Department of H&S, Brilliant Grammar School Educational Society Group of Institutions Integrated Campus, Hyderabad, India

ABSTRACT

Why do technical students need to know English? All technical students and researchers can benefit from the adage "English is the doorway to the contemporary world" in today's technologically advanced society. In the form of books, encyclopaedias, scientific papers, research volumes, conference papers, patents, and research reports, the majority of the world's knowledge of technological, scientific, and social adventures and inventions is kept in English. For foundation, undergraduate, and postgraduate course work programmes, minimum English language exam scores are necessary for technical students planning to pursue their studies at overseas universities. Yet, there is a significant mismatch in available skills between demand and supply. This concern could be the consequential phenomenon with numerous factors such as lack of suitable environment at personal and academic levels, anxiety of learners, poor or inappropriate curriculum with deficient resources in the process of teaching and learning cycle. The problem could be addressed through learner centric approaches such as content based, project and lexical approaches and also interactive methods like audio-lingual, community language and task based methods could abridge this gap of learner and expected levels. There are various effective open source platforms to learn skills in English such as Anki, Tatoeba, Clozemaster and few interactive websites like VOA, BBC learning English, Fluent U, Ello, the Learning Network from the Newyork Times, English Page, English –Hifen-de.

INTRODUCTION

The requirement for English language proficiency is urgent given that the majority of scientific and technical knowledge is stored and accessible in this language and that it would be difficult to translate all of this knowledge into a single native language. In order to interact on both personal and professional platforms, access a wide range of academic and intellectual resources, and engage in global discourse with a broader audience, the student must become well-equipped with the fundamental to advanced levels of language abilities. This common language also acts as a mediator between the industry and the student fraternity in terms of employment. Yet, the technical academic community was unable to provide English-speaking researchers, postgraduates, and graduates for the industrial sector.

MISMATCH BETWEEN DEMAND AND ABILITY

Though 70% of the world countries have exposure of different sorts to this common tongue there is great scarcity in terms of average and required skills. The major reasons behind these setbacks are beginning at the basic levels of academic and personal environment which has been filled with the first language of the person. This creates an anxiety in a student when they are exposed to a lesser known language like English. The curriculum could not provide proper platform with inadequate resources. This widens the gap between the needs and skills of a student and the expected showcase of skills. All the interdependent, receptive and active skills of LSRW are practiced within the stipulated frame work making the candidate disable in the natural contexts and real life situations with lack of continuous learning.

OLE OF ENGLISH LANGUAGE IN NATIVE AND FOREIGN OPPORTUNITIES

In case of Indian students the language diversity of the country has created a stronger need to be proficient in English language and pertaining skills to communicate even within the country as it connects multi lingual states with this single official language. Technical world could connect the different tongues with this common library language. The technical students need to pursue their education and display their innovative thoughts and get employment with this powerful weapon to get exposure to the ample of opportunities that are created in various states with ease.

English has been a vocal visa for foreign education aspirants as **English language test scores** like IELTS (Academic), TOEFL (iBT), PTE Academic, Cambridge CAE (Certificate of Advanced English), Cambridge CPE (Certificate of Proficiency in English), Cambridge BEC (Business English Certificate) are the basic requirements for foundation, undergraduate and postgraduate coursework programs.

METHODS AND APPROACHES TO LEARN ENGLISH :

The audio lingual method is the perennially important method as it reciprocates great opportunities in the training of any student in listening and speaking also in reading and writing as interdependent skills.

It opens the plethora of activities for learning each major and sub-topics in language learning and their practice.

It gives diversified language input to create a naturally simulated atmosphere in a language set up.

The Communicative approach meditates on understanding at the top priority and the language expertise occupies the secondary importance. Therefore, the understanding of the foreign language is Competency oriented and gauged in terms of basic four skills as well as real life situations. The contextual learning also helps the students to align his or her language skills to the procured subject knowledge.

Student interaction in target language

Authentic English texts in teaching

Contextual learning doesn't land students to out of place learning and boosts their confidence levels.

The knowledge of selections of the resources in sync with students' prior exposure and creating and nurturing the most suitable environment is the core of any language teaching method. The digital world has immensely entered into all realms of language learning English Language create gigantic results through major strategies for learning the language and performing in all the pertaining skills in English. effective resources to enhance proficiency in english ,open source platforms are

1. VOA Learning English and Voice of America.
2. TalkEnglish.com.
3. BBC Learning English.
4. FluentU.
5. Ello.

CONCLUSION

The paper meditates on communicative based language training and the imparting sources in terms of both teacher and learner for the better speaking and writing students fraternity for the industry as well as enthusiastic public researchers who could build great rapport with the common world with the weapon of common communicative tongue of English language.

REFERENCES

1. Fredricka L. Stoller, TESOL 2002, Salt Lake City, UT. Content based instruction : A shell for language teaching or a frame work for strategic language and content learning
2. Grabe, W. & Stoller, F. (1997). Content-based instruction: research foundations. In M. Snow & D. Brinton (Eds.), The content-based classroom: perspectives on integrating language and content. New York: Longman.
3. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: Oxford University Press.
4. Widdowson. H. (1987). Aspects of syllabus design. In M. Tickoo (ed). Language Syllabuses: State of the Art. Singapore: Regional Language Centre.