

## **Problems Facing by the Polytechnic Engineering Students in Studying the English for Engineering Course In Assam**

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### **Abstract**

The main problems facing by the polytechnic engineering students in their conduit is English skills since they get less exposure to English in their engineering courses. The importance of English can't be denied in the global world. It is now generally acknowledged that English is the most important language in the world. Because a strong command of the English language is beneficial to students in their career search, many technical and engineering schools make the study of English a required subject for all students. Even after finishing their education at a college, the vast majority of students are unable to attain the needed competency in written and spoken English, according to observations that have been made. Within the scope of this research, an effort was made to determine the degree of knowledge possessed by Polytechnic Engineering students hailing from the state of Assam. In order to accomplish this goal, a questionnaire of the respondent's own design was utilized to determine their degree of English abilities. It is anticipated that this research would speed up the process of introducing different changes to the teaching of English for Engineers in order for those Engineers to achieve the requisite level of proficiency. Many different types of businesses are looking for graduates with technical training, but they are also interested in individuals who are well-versed in "soft skills," or people skills. A solid basis for the development of soft skills may be laid with the help of an orientation in communication skills. The entire growth and development of professionals is significantly aided by a strong command of the English language. Hence the study has been made to throw a light on the problems and difficulties facing by the polytechnic engineering students of Assam.

**Keywords:** English, Polytechnic, Engineering,, Proficiency, Spoken and Written

### **1.0. Introduction**

English has become the language of the world since it is widely used in communication purposes in the world in general and in India in particular. Dr. Radhakrishnan wrote in his University Commission Report (1949) that "unable to have access to this knowledge our standards of scholarship would rapidly deteriorate and our participation in the world movement of thought would become negligible." He emphasized the significance of English as a key to the storehouse of knowledge. He stated, "Our participation in the world movement of thought would become negligible if we were unable to have access to this knowledge." English is now recognized as "an associate official language of the union of India" by the Indian Constitution. English language quickly rose to prominence as a preferred means of communication due to its overall wealth. The English language held a privileged position in the years leading up to the country's independence declaration because it was used as the administrative language, the medium of instruction at the school, college, and university

levels, and a requirement for employment. It was not a teacher's responsibility to teach their students about a particular subject; instead, it was the teacher's responsibility to use that information to help their students become more fluent in English. The significance of English has grown significantly over time in light of new developments in the fields of science, technology, industry, marketing, and the service sector.

Communication and technology advancements are now the most important aspects of our lives in this modern ICT era, where communication plays a crucial role at the individual and organizational levels. The ability to communicate can meet the needs of people working in industry for a variety of reasons. Communication skills are useful not only for exchanging information in the technical field, but also for a variety of managerial tasks like persuading people to complete various tasks, motivating them, and so on. Without good working relationships, industrial or organizational structures cannot function; their growth and survival depend on their cooperation and coordination. In contrast, almost all non-native nations have begun using English as a common language of communication. The situation and requirements are discussed in the justification and overarching goals for including English and communication skills in the engineering diploma curriculum in Assam. The fundamental objective of these subjects is to equip diploma students with effective verbal and nonverbal communication, presentation and language skills, and technical subject knowledge for use in industry. As skilled labor, they can easily meet industry requirements. It is without a doubt evident that there is a need to teach the English language to the students, engineers and specially for the polytechnic engineering students who are attending engineering diploma course in the different educational institutions in India in general and Assam in particular since the study is confined to Assam state where five Polytechnic Institutions are taken for the study. It is noticed by the researcher that the engineering diploma students are very sound in engineering fields but problems come when studying English course.

## **2.0. Review of the Literature**

At this point, it is appropriate and beneficial to examine some of the previous research projects that have been carried out in this area.

Rajendra Babu Vemuri, Sai Krishna Kota, and D. Radhika (2015) have published a study titled "Need of enhancing employability skills through English for Engineers" that sheds light on a topic that has not been studied before. Indian colleges produce a significant number of potential technocrats who attend and graduate. In order to thrive in our interconnected global world, all of these technocrats must function globally. This is an urgent requirement. However, individuals frequently encounter difficulties securing positions that are suitable for them due to a lack of training in English communication as well as in their particular fields. As a result, linguistic abilities are important in many aspects of life, especially when it comes to college recruitment. It has been discovered that the most puzzling aspect of our curriculum's training modules is their inability to address the difficulties required for employability in MNCs. As a result, it is crucial to highlight a specific curriculum that engineering graduates can follow to improve their employability skills. As a result, the goal of this article is to learn about the skills MNCs require and create a curriculum that addresses the industry's needs by pointing in the right direction.

Y. Vijaya Babu and Dr. Pretti R. Kumar (2013) "Strategies to Develop Communication Skills through ELCS Lab among Engineering Students." found that engineering students' English proficiency could be improved by using ELCS Lab (English Language Communication Skills Lab) methods. They came up with the following strategies: The primary objective of this research paper is to examine how well first-year engineering students are able to use the English Language Communication Skills Lab at JNTU-affiliated engineering colleges in the Nalgonda district of Andhra Pradesh, India, to improve their communication skills. The following are some possible conclusions from this paper: Strategies for building communication skills through ELCS labs among engineering first-year students from JNTU Engineering Colleges in the Nalgonda region of Andhra Pradesh presented a comprehensive study on the advantages of the English language communication lab. The objectives of the curriculum for engineering students were outlined in the report. In addition to serving as teachers of grammar and sentence structure, the English language faculty is expected to be involved in the classroom as counselors, experts in communication, and trainers of soft skills. In terms of their capacity for effective communication, the students still need to advance to higher levels despite all of these obstacles. None of the above mentioned work has shown light on Assam polytechnic engineering students hence the study is proposed to highlight the problems of polytechnic engineering students in studying English course.

### **3.0. Aim And Objective**

This research study has been carried out with the express purpose of determining the degree of English problem and proficiency among the students studying engineering polytechnic in the state of Assam. The study is confined to five polytechnic engineering institutes of Assam i.e., (i) Silchar polytechnic, (ii) Karimganj polytechnic, (iii) Hailakandi polytechnic, (iv) Nagoan polytechnic and (v) Dibrugarh Polytechnic

### **4.0. Hypothesis**

Students at polytechnics engineering programmes often have a poor degree of English ability.

### **5.0. Materials And Method**

A simple method of random sampling is used to collect the sample. 150 students recruited from five polytechnic engineering institutes in the state of Assam made up the sample for this study. The ratio of male to female students is unchanged from before. Students enrolled in polytechnic engineering institutes within the state of Assam made up the entire sample, from each Polytechnic Institute 30 male and female were taken for the present survey.

#### **5.1.Tool for data observation and collection**

The self-created English capability survey was used to collect the data. The information gathered through this survey was used to determine basically the students' problems, proficiency levels in English and correspondence skills, when the survey was conducted by the researcher it was observed that there is a huge problem among the students to make sentences in a correct way, understanding and hearing was not adequate, some of the students

are not able to read and understand the meaning of précis, grammatical errors are also noticed during data collection among the polytechnic students.

## 6.0. Data Analysis

Ten questionnaires were distributed to 150 students enrolled in polytechnic engineering programs in the state of Assam. It is noticed by the researcher that most of the students are reluctant to speak in English with the researcher the reason for this reluctance is student's inadequacy in English and they are not ready to show to others. Secondly, some of the polytechnic students use fillers like *mmm* or *hmmm*, *aahhaaa* etc by which the students take time to get the word they are search for.

### 6.1. Articles:

The most common mistake students commit is the wrong substitution in use of articles such as *an* is used instead of *a*:

*an* unique figure

*an* University

*an* European nation

Here in the following *a* is used instead of *an*

*a* hour

*a* honest Sometimes *the* is added in the sentence

*The* cigarette smoking is injurious to our health

*The* air was polluted by the vehicles in every corner of the world

In the following examples the researcher has noticed that polytechnic students omit *the* from the sentences and omission of *a* and *an* also noticed:

She will eat sometime in--- night (the night)

They are polluting...environment (the environment)

Isthaque is ...teacher (a teacher)

Aneesha's mother is ...doctor (a doctor)

It is ...intelligent technique (an intelligent)

### 6.2. Erroneous selection of preposition

Incorrect selection -----

Correct selection

1. Rasida is going on holiday on December

----- in

2. Zeeshan can't drive in night

----- at

3. Bye! See you in Sunday

----- on

5. He played with us in five days

----- for

6. Aneesha is going for Delhi next day

----- to

7. He usually goes to Polytechnic Silchar with bike

----- by

### 6.3. Adjectives in place of Nouns

Here in the following it is noticed that most of the polytechnic engineering students use adjectives in lieu of nouns as shown in table below:

<i>Ill forms:</i>	<i>Correct forms:</i>
(i) She should take more <u><b>proud</b></u> in her work	She should take more <u><b>pride</b></u> in her work
(ii) They are not aware of <u><b>important</b></u> in engineering education	They are not aware of <u><b>importance</b></u> in engineering education.
(iii) They want <u><b>happy</b></u> in life	They want <u><b>happiness</b></u> in life.
(iv) She was <u><b>drunken</b></u>	→ She was <u><b>drunk</b></u> .

#### 6.4. Use of Nouns in place of Adjectives

Another problems faced by the polytechnic students are use of nouns in place of adjectives as discussed in the following table :

<i>Ill forms:</i>	<i>Correct forms:</i>
(i) Shee feels <u><b>guilt</b></u> for her words	She feels <u><b>guilty</b></u> for her words
(ii) Rasida was <u><b>fool</b></u> enough to believe what Mr Ishaque mentioned her	Rasida was <u><b>foolish</b></u> enough to believe what Mr Ishaque mentioned her
(iii) Elina <u><b>divorce</b></u> her husband.	Elina <u><b>divorced</b></u> her husband.
(iv) She gave us <u><b>bravery</b></u> smile	She gave us a <u><b>brave</b></u> smile

#### 6.5. Adjectives in Place of Adverbs

Another interesting problem that is faced by the polytechnic students are use of adjectives in place of adverbs in their speech as noticed in the following table:

<i>Ill forms:</i>	<i>Correct forms:</i>
(i) We will do it as <u><b>quick</b></u> as possible	(i) We will do it as <u><b>quickly</b></u> as possible
(ii) She moves <u><b>fluent</b></u> across the stage	(ii) She moves <u><b>fluently</b></u> across the stage

The above mentioned grammatical problems are mostly lack of confidence, confusions of how and when they have to use certain grammatical categories in proper context. These errors represents insufficient grammatical knowledge among the students of polytechnic in Assam . There must be some essential modifications to the syllabi in order to bring them up to date and make them potential.

#### 7.0. Conclusions

To conclude we can say there is no good exposure to English. The students do not get much access to English except in the classroom teaching of 40-50 minutes. The researcher also noticed that the English teachers are not much aware of English teaching aids in those institutions. Most of the students use their own mother tongue either Bengali or Assamese in

the classroom. The most important thing to remember is that teaching and learning English as a second or foreign language can be successful if both the teacher and the student are involved and enjoy the process. The only way to maintain high levels of interest and motivation is to do this. When this is done, all of the problems that come with teaching and learning ESL/EFL are solved and students get better results. Students enrolled in polytechnic engineering programs will definitely overcome those problems and will get a better result in English.

#### **8.0. Suggestions:**

- (i) The competent teacher should be appointed
- (ii) The teacher must enable the student four skills of language i.e. listening, reading, speaking and writing
- (iii) All the students must interact in English in order to overcome their problems
- (iv) All the students must participate in the national and international English seminars in order to enhance their knowledge in English
- (v) All the institutes must organize inter and intra workshop programmes for students.

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