"A Study on Teaching of English in Technical Institute: Shortcoming and Area of Improvement"

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Abstract

For students attending technical schools, being able to communicate effectively in English is essential, especially in light of the globalised labour market. Nonetheless, a lot of Indian technical schools find it difficult to provide English language instruction that satisfies the changing needs of the sector. With an emphasis on topics including curricular relevance, instructional methodology, staff training, and student participation, this study examines the current flaws in English instruction in technical colleges. The study underscores the need for a more pragmatic, communication-focused strategy and finds important gaps in present practices through the collecting of primary and secondary data. The study ends with suggestions for raising the efficacy of English instruction, which will increase technical graduates' employability and general communication skills.

Keywords: ESP, Faculty Training, Curriculum Enhancement, Technical Institutes

Introduction

In a globalised world where communication, teamwork, and creativity cut across national boundaries, fluency in English is essential for technical education. Technical colleges in India have made great strides in teaching engineering and technology subjects, but they frequently struggle to teach students how to use the English language effectively. Students' communication skills suffer as a result, in both academic and professional contexts.

English instruction in technical institutes is frequently seen as a supplementary subject even if it is part of the curriculum. As a result, students are not exposed enough to real-world communication skills like presentations, technical writing, interviews, and group discussions. Because of this, many graduates struggle to live up to the demands of global companies who place a high value on fluency in English.

The teaching methodology is another important problem. A lot of English lessons are still taught in the old-fashioned lecture style, which offers little opportunity for interaction, real-world application, or attention to business demands. The situation is made worse by the usage of antiquated resources and a shortage of qualified language instructors. Furthermore, technical students frequently believe that English has little bearing on their majors. They are deterred from taking it seriously by this mentality. This paper examines these issues and seeks to pinpoint practical methods for enhancing English instruction in technical schools.

The study also aims to offer useful suggestions for curriculum designers, educators, and educational establishments to establish a comprehensive strategy that improves technical proficiency and communication abilities.

Key Aspects of the Study

- English's significance in technical education.
- The shortcomings of current English teaching strategies.
- Defects in student engagement and curriculum design.
- Modern teaching tools and qualified faculty are required.

English language skills are now essential for employment in a world that is becoming more digitally and globally connected, particularly for graduates with technical and engineering degrees. English is the language of creativity, cooperation, and cross-border communication in addition to being a medium of teaching. Indian technical colleges are lagging behind in incorporating language training that satisfies contemporary professional requirements, despite making significant strides in providing fundamental STEM education.

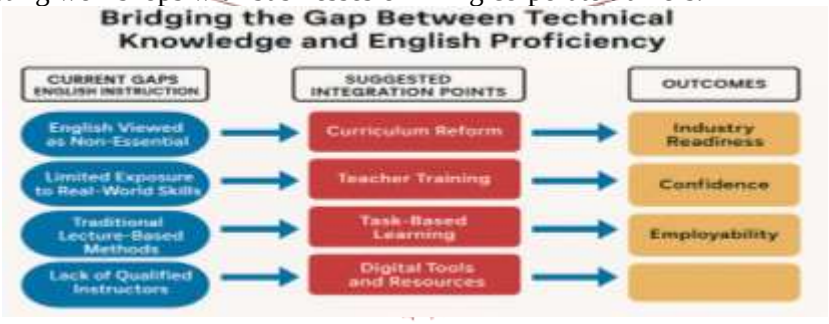
Despite being a required subject, English is sometimes viewed as optional, which hinders students' ability to acquire soft skills including interviewing, technical writing, interpersonal communication, and public speaking. These are essential in today's global labour market, when employers demand that engineers not only solve issues but also successfully convey their solutions.

- **Disparity between academic output and industry expectations:** International corporations frequently discover that engineering graduates are deficient in the written and vocal communication abilities required for presentations, reports, and client interactions.
- **Inadequate use of technology in language instruction:** Many institutions underutilise platforms such as MOOCs or blended learning tools (e.g., Coursera, EdX), language labs, and AI-powered grammar tools.

- **Psychological and cultural barriers:** Students from non-English speaking or rural backgrounds frequently lack confidence when speaking English out of fear of criticism or mockery. Learning results and involvement are impacted by this.
- **Absence of ongoing evaluation and feedback:** Traditional models do not provide the ongoing reinforcement that language acquisition requires from peer interaction, practical tasks, and prompt feedback.
- **Gaps in faculty development:** Many technical institute English teachers are not exposed to the needs of corporate language or have received advanced pedagogical training, which hinders their capacity to successfully mentor students.

Suggested Improvements

- **Task-based and project-based learning (TBL/PBL):** Assign students to communicate in real-world scenarios, such as creating technical manuals, demonstrating products, or taking part in simulated interviews.
- **English integration with core subjects:** To assist students in developing technical vocabulary and conceptual comprehension, teach or assess engineering case studies in English.
- **Digital tool use and gamification:** Programs such as Speakify, Duolingo, and Grammarly can be used to customise learning. Interactive simulations and gamified apps make learning a language fun and useful.
- **Industry-academia cooperation:** Students can be exposed to the linguistic demands of the real world by hosting workshops with businesses or hiring corporate trainers.



Literature Review

1. **Natarajan, R., and Kumar, S. (2012)** discovered a large discrepancy between Indian industry expectations and engineering students' English skills.
2. **Rao, P.S. (2019)** emphasised the importance of including technical communication and soft skills into the English curriculum.
3. **Balan, R. (2018):** Talked on how traditional grammar-based teaching approaches don't work in technical settings.
4. **Kothari, M. (2015)** emphasised the use of digital resources and English labs in enhancing speaking and listening abilities.
5. **Mukherjee, M. (2020)** emphasised that students' hesitancy to learn English stems from the absence of useful applications.
6. Project-based and task-based language instruction were proposed by **Pathak, A. (2016)** as ways to improve student involvement.
7. **Raman and Sharma (2014)** investigated how role-plays and presentations might improve communication skills.
8. **Gupta, S. (2021)** noted that there were insufficient ESP (English for Specific Purposes) teacher training programs.

Research Methodology

Mixed Methods Approach

A research methodology known as the Mixed Methods Approach combines the collecting and analysis of both quantitative and qualitative data in a single study. This method works especially well for a complicated subject like teaching English at technical schools, where it's crucial to comprehend both fundamental causes and numerical trends. Quantitative data, which is typically obtained through systematic surveys and questionnaires, offers quantifiable proof regarding student proficiency, curriculum coverage, or satisfaction levels. However, qualitative data—which can be obtained through interviews, classroom observations, or open-ended responses—offers a more profound understanding of the setting, including faculty experiences, instructional difficulties, or student opinions.

Research Design:

In order to evaluate the state of English instruction in technical colleges today and to pinpoint areas for improvement, the study employs a descriptive and analytical research design.

Descriptive Research Design

The Descriptive Research Design aims to accurately describe the characteristics of a population, condition, or practice without influencing it. In this study, it plays a crucial role in outlining the current state of English language teaching in technical institutes. Descriptive research helps to answer the "what" questions – for instance, what are the commonly used teaching methods? What proportion of students feel confident using English in technical settings? What kind of curriculum is being followed?

Exploratory Research Design

Descriptive study design aims to accurately describe the characteristics of a population, condition, or practice without changing it. It is necessary to describe the current state of English language training in technical institutions in this study. Descriptive research answers the "what" questions, including which teaching methods are most widely used. What proportion of students feel at ease using English in technical settings? Which curriculum are they following?

Objectives of the Study:

1. To assess how well the present approaches to teaching English at technical colleges are working.
2. To pinpoint the main issues in English language training.
3. To recommend methods and locations for development.
4. To comprehend how teachers and students view teaching English.
5. To suggest curriculum improvements that meet industrial demands.

Data Collection:

- **Primary Data:** Gathered from students and English teachers at particular technical institutes using organised surveys and unofficial interviews.
- **Sample Size:** I Have taken the 120 people in my sample, 100 have responded to my research.
- **Secondary Data:** Obtained from scholarly publications, earlier studies, official documents, and online learning environments.

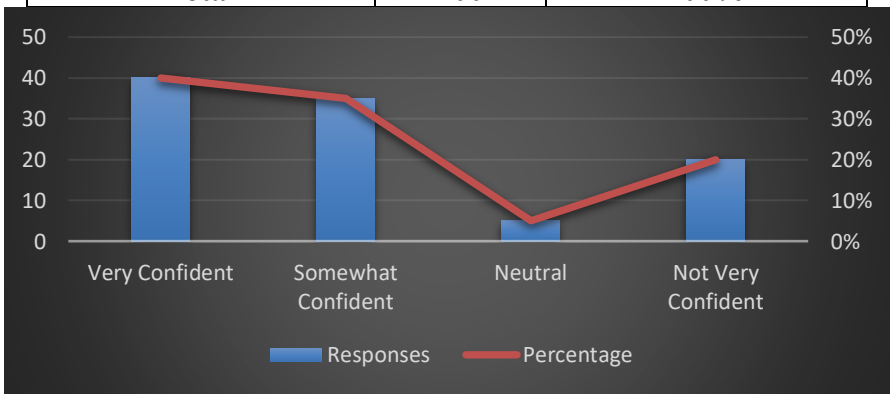
Data Analysis:

While qualitative replies will be thematically categorised to extract important insights, quantitative data from questionnaires will be evaluated using percentage analysis.

Data Collection & Interpretation

1. **How confident are you in using English for technical communication (e.g., presentations, reports, interviews)?**

Particular	Responses	Percentage
Very Confident	40	40%
Somewhat Confident	35	35%
Neutral	05	05%
Not Very Confident	20	20%
Total	**100**	**100%**



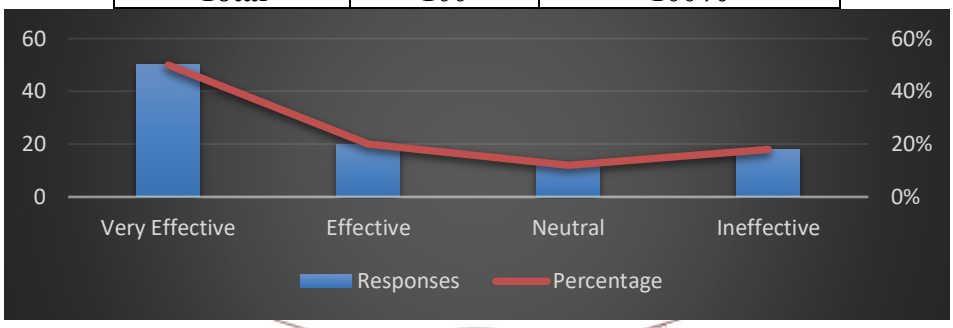
Interpretation

Seventy-five percent of those surveyed say they are at least somewhat comfortable communicating in technical English. 40% are extremely confident, indicating that many pupils have a solid foundation of competence. Nonetheless, 20% said they lacked confidence, which suggests that they want focused assistance. The fact that just 5% were neutral indicates that most students have strong feelings regarding

their English proficiency. While the data shows moderate to high levels of self-assurance, it also shows that a sizable minority needs to improve.

2. How would you rate the effectiveness of your English classes in preparing you for real-world technical or workplace communication?

Particular	Responses	Percentage
Very Effective	50	50%
Effective	20	20%
Neutral	12	12%
Ineffective	18	18%
Total	**100**	**100%**



Interpretation

Strong satisfaction with present teaching methods is indicated by the fact that half of the respondents (50%) think their English classes are extremely effective. An further 20% believe they are effective, indicating that 70% of people believe the training they received wasworthwhile. Nonetheless, 18% believe the classes are unproductive, indicating that a significant group is not getting enough benefit. The 12% who are neutral could be a reflection of inconsistencies or uncertainty. This conflicting answer underlines how differentiating instruction is necessary to accommodate a range of learning requirements. Overall, while efficacy is largely accepted, there is potential for pedagogical development.

3. Which teaching methods are most commonly used in your English classes?

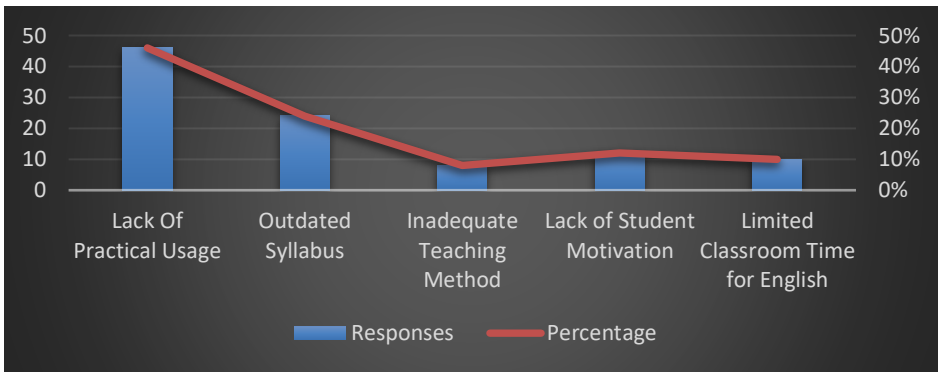
Particular	Responses	Percentage
Lecture-Based Teaching	55	55%
Group Discussion and Debates	10	10%
Role Plays or Simulation	05	05%
Use of Multimedia	17	17%
Technical Writing Exercise	13	13%
Total	**100**	**100%**

Interpretation

According to 55% of respondents, lecture-based instruction predominates in classrooms, demonstrating a conventional, teacher-centered methodology. Limited interactive learning is seen in the fact that only 10% participate in group discussions and debates and 5% are exposed to role plays. Technical writing exercises (13%) and the usage of multimedia tools (17%) are still underutilised. This demonstrates how rarely useful, student-centered teaching strategies are used in English classes. Technical students may find it more difficult to acquire practical communication skills as a result of this limited experience. According to the results, there is a clear necessity to vary teaching strategies in order to improve language acquisition.

4. What are the major challenges you face in learning or teaching English in a technical environment?

Particular	Responses	Percentage
Lack Of Practical Usage	46	46%
Outdated Syllabus	24	24%
Inadequate Teaching Method	08	08%
Lack of Student Motivation	12	12%
Limited Classroom Time for English	10	10%
Total	**100%**	**100%**

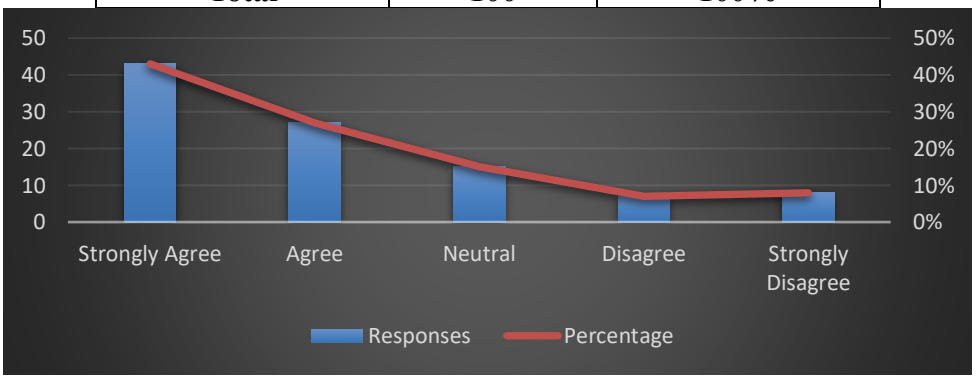


Interpretation

According to the statistics, 46% of respondents said that the biggest obstacle they face is a lack of practical usage, underscoring the disconnect between classroom instruction and real-world application. 24% of students are impacted by an out-of-date syllabus, which implies that the course material may not be in line with what the business requires today. The fact that just 8% of respondents mentioned using ineffective teaching strategies suggests that, although important, teaching quality is not the main issue. Ineffective learning is also influenced by low student motivation (12%) and insufficient classroom time (10%). Together, these numbers highlight structural problems with curriculum development and instructional concentration. A change towards more application-based, modern, and interesting English training is necessary to address these issues.

5. Do you think the English curriculum should be customized to focus more on technical and professional communication?

Particular	Responses	Percentage
Strongly Agree	43	43%
Agree	27	27%
Neutral	15	15%
Disagree	07	07%
Strongly Disagree	08	08%
Total	**100**	**100%**



Interpretation

The vast majority of respondents (43%) strongly concur that technical and professional communication should be given more attention in the English curriculum. 70% of respondents support curriculum customisation to meet industry demands, with another 27% agreeing. 15% are neutral, suggesting a lack of knowledge or apprehension about the curriculum's subject matter. Perhaps because they are content with the current format or are resistant to change, a tiny percentage (7% disagree and 8% strongly disagree) are against revisions. The results reveal a strong demand for more relevant, skill-based English training in technical institutes. This emphasises the need for curricular change to better prepare students for communication in the workplace.

Shortcomings & Area of Improvement

- **Outdated Curriculum-**

Places little focus on technical communication in everyday life and more on grammar and literature.

- **Limited Speaking and Listening Activities-**

Students seldom ever use English outside of the classroom due to a lack of practical language exposure.

- **Untrained or Undertrained Faculty-**

A large number of teachers are not experts in communicative teaching methods or English for Specific Purposes (ESP).

- **Inadequate Use of Technology-**

Digital resources such as language labs and audio-visual aids are rarely used; traditional chalk-and-talk techniques predominate.

- **Low Confidence and Student Engagement-**

Low participation and self-doubt are caused by a fear of making mistakes and a lack of speaking opportunities.

Areas of Improvement

1. **Modernisation of the Curriculum**

Update curricula to incorporate presentations, technical writing, communication skills, and topics pertinent to the sector.

2. **Integration of Skill-Based Learning**

Incorporate debates, group discussions, simulated interviews, and project presentations into language classes.

3. **Faculty Development Programs**

Provide teachers with frequent training in digital tool use, ESP, and communicative techniques.

4. **Technological Development**

Create well-appointed language labs; assist learners with internet resources, multimedia tools, and applications.

5. **Fostering a Language Use Environment**

To boost confidence, encourage peer activities, English-speaking clubs, and casual language practice sessions.

Conclusion

According to the report, despite being acknowledged as crucial, English instruction in Indian technical colleges still has a number of methodological and institutional issues. English is essential for improving students' employability and worldwide competitiveness since it is the main language used for professional communication in many businesses, particularly in technical and engineering fields. Nonetheless, this study highlights significant shortcomings in the way English is now taught, including out-of-date curricula, a lack of emphasis on communication skills, and a failure to incorporate technical language pertinent to students' vocations.

Additionally, the study reveals that many teachers lack the necessary training in English for Specific Purposes (ESP) and the use of contemporary teaching tools that enhance the effectiveness and interactivity of language learning.

Ultimately, enhancing English language instruction in technical colleges is a professional requirement as well as an academic one. Students will get the language proficiency necessary for success in both domestic and foreign employment if this foundation is strengthened. This study adds to the current conversation and acts as a springboard for academic leaders, educators, and politicians who are working to improve technical education's inclusivity, holist city, and readiness for the future.

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