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## **A Role of English Language Teacher in Engineering Colleges**

**N. Chandrasekar\***

*\*Assistant Professor, Department of English, PSNA College of Engineering and Technology, Dindigul, Tamil Nadu*

### **ABSTRACT:**

*As everybody knows that the essential of communication skills in the field of Engineering, the students are contributing effectively to learning English language in their classrooms. Most of the students have curiosity to learn innovative things in their life and academic career. They want to invent new things in their respective areas. Though they have interest and idea of invention of new things in their field, they sense difficult to express their thoughts in English because of deficient in language learning. But they contribute well to learn English language. So, as an English teacher, we should be the bridge between the students and their career. Though engineering students consider as technical students, we have to construct new methods in teaching English language in the classroom which creates inspiration to learn the language of English among the engineering students.*

**Key words:** *English Language, Contribution, Engineering students, Teaching method, classroom*

### **INTRODUCTION**

Today, in the modern world, the people are most eager to learn innovative things in their life in the speedy world. Because, the fondness of technology among the students, they are enthusiastic to study the field of engineering to get employment and success in their life. Vyas and Yogesh say that English language learning and teaching in ESL situations such as Nigeria, Ghana, India and Pakistan have a lot of challenges, especially to the classroom teachers at the various levels of education, who have the dilemma of choosing from the myriads of approaches and methods and adapt them to their own peculiar situations (50). The students cannot concentrate all the fifty minutes in the language classroom. If the students spend time for writing sentences, grammar, exercise, etc, they will probably get bore. But if, in those fifty minutes, there are a number of different tasks with a selection of different topics, the students are much more likely to remain interested. Heavy dependence on the text materials inevitably places the teacher in the position of a knowledge provider. Xiao says that the teacher is viewed as a knowledge provider and the students as the receivers of knowledge, and the teaching as a process of transmitting knowledge from teacher to students (31). Language teachers in second language environments should also be conscious of the place of motivation in their classroom. If the teacher is willing to try a new methodology, failure often come with the absence of learner cooperation. But, the teacher should create a comfortable environment in the classroom to help the learner, which means the students.

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## **TAMIL MEDIUM STUDENTS FEEL THEMSELVES AS AN INFERIOR**

As everyone knows that inferiority complex is like a slow poison, a person suffering from this complex dies every moment of his life. Most of the Tamil medium students suffer this problem and they feel them as a victim. Jogi says,

Inferiority is nothing but a creation of one's mind. The reality is that no one in this world is inferior. One only feels that he is inferior when he compares himself or herself with another person. Every individual has some attributes and qualities within himself or herself. It is quite likely that the quality one possesses may not be present in another person.(p49)

Usually all the Tamil medium students have the problem of inferiority complex. They never use the language of English in their classroom. In the classroom, we can identify different kinds of students from Tamil medium, matriculation, CBSC, etc. we can identify all the students attempt to speak in English language in the classroom not including Tamil medium students. The main reason is that they feel themselves as an inferior. So, as a language teacher, we should encourage them to English language in the classroom by contacting such activity, language games, etc. Language games create inspiration among the students to execute the activity in a successful way.

## **SYLLABUS**

The first year engineering students have been studying the subject of Technical English I &II. In the syllabus of Technical English, the equal importance is to be given to the LSRW skills which help the students to develop their language skills in their class room. To the second language teacher, it has given 60 periods to complete the syllabus in the classroom. The teachers find very difficult to complete the entire topic to cover in the classroom. Tickoo says,

The syllabus in action encourages real-life give-and-take with a lot of learner-learner and learner-teacher interaction. Use is made of pair and group work in engaging genuine tasks and for solving real problems. The main focus is placed on the processes of learning in the belief that what matters the most is 'learning how to learn' and building 'learner autonomy'. The aim is to put the learner on the path to attaining full communicative competence in the language. (251)

The teacher should give importance to all the students while doing activities in the classroom. As a second language teacher, I would like to give suggestions to rectify this problem. First, the students should be trained the language skills in the language laboratory in the first year itself. In the language laboratory, the teacher should guide the students in very well manner. In the classroom, the teacher can train the students especially for grammar, vocabulary and writing. In the language laboratory, the teacher can train the students especially for reading, listening and speaking. Students should be submitted the records what they have done in the laboratory.

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### **IS ENGLISH TEACHER AN ENTERTAINER?**

A good teacher is an entertainer in a positive sense. According to the students, English is the only class where they feel entertainment. That's why they believe that they can easily mingle with the second teacher compare with other faculty members. Usually the second language teacher uses variety of language games, interaction session, dialogue writing, creating situations, drama, minutes of meeting, newspaper reading, group discussion, mock interview, presentation, one minute topic, creative writing, reading article, picture description, etc. The teacher makes the class energetic. That's why the students are feeling free to be there in the classroom. In the one side, it is very good quality. When we thing about it in another side, the students only look the second language teacher as an entertainer.

### **IS ENGLISH TEACHER A GOOD MOTIVATOR?**

In the beginning of the first year, the second language teacher becomes a beggar in front of the students. When the teacher gives the task to the student, suddenly they will refuse to do the activity in the classroom in front of their friends because of their shy. Then, the teachers motivate them in a very good way by giving advice, counselling, some positive stories, giving activities, etc. Then the students come to realize their problems and rectify the problems with help of English teacher. When they come to third year they feel happy to speak, write, read, and listen in communication classes. An English language should love his/her job. If he/she really enjoys his/her job that will create a interest to teach the lessons. Teacher can motivate the students by giving various activities while teaching the lesson. When the teacher teaches technical English, the students should not feel bore. As a duty of English teacher, he/she should create a very good atmosphere in the classroom through motivation. Many students gave their feedback that English teacher is an excellent motivator.

### **HOW SHOULD TEACHERS TALK TO STUDENTS?**

The way that teachers talk to the students – the manner in which they interact with them- is one of the crucial teachers' skills, but it does not demand technical expertise. One group of people who seem to find it fairly natural to adapt their language to their audience are parents when they talk to their young children. Though teachers and students are not the same as parents and children, this subconscious ability to 'rough-tune' the language is a skill they have in common. Rough –tuning is that unconscious simplification which both parents and teachers make. Experienced teachers may be used rough-tune that the way they speak to students as a matter of course. Newer teachers need to concentrate their focus on their students' comprehension as the yardstick by which to measure their own speaking style in the classroom. As a Younger generation teachers, we should be care full while speaking with the students. We should be avoided using rough tone in the classroom. Instead of speaking in rough tone, teacher may use various tones such as politeness, smile, etc.

### **WHO SHOULD TALK IN CLASSROOM?**

Harmer says, "there is a continuing debate about the amount of time teachers should spend talking in class. it criticized because there is too much TTT ( Teacher Talking Time) and not

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enough STT (Student Talking Time) ... getting students to speak – to use the language they are learning- is a vital part of a teacher's job. Students are the people who need the practice, in other words, not the teacher. In general terms, therefore, a good teacher maximizes STT and minimizes TTT" (How to teach English: 4). When the teacher speaks in the classroom in the engineering colleges, the students will eager to listen teacher's speech, idea, lecture, knowledge, etc. Because, when compare English with other subject, it is very easy and interesting one. Harmer also added that good TTT may have beneficial qualities. But, STT should be maximized. Teacher Talking Time can help the students to acquire language but should not predominate the expense of Student Talking Time.

### **HOW SHOULD TEACHERS USE THEIR VOICES IN CLASS?**

The teacher's most important instrument is the voice. When the teacher is considering the use of the voice in the management of teaching, he/she should concentrate on three things, such as, audibility, variety and conservation. Teacher's voice should be capable of being heard to all the students in the classroom. Teachers often use very loud voices, and that is when they want students to be quiet or stop doing something. Voice is an important that they vary their voices throughout a day, avoiding shouting wherever possible, so that they can conserve their vocal energy.

### **IMPORTANCE OF WRITING TO THE ENGINEERING STUDENTS**

Though they are well in reading, listening and speaking they need develop their writing skill. When we compare with other skill, writing is most important one. Though they get job by their good communication skill, they cannot survive in the field because of lacking in writing skills. The most effective learning of writing skills is likely to take place when students are writing real messages or at least when they are performing tasks which they are likely to have to do in their out-of-class life. Activity is one of the best methods to the engineering students to develop their writing skills. Especially, the students of engineering need to develop their skill of activity to create a classroom in good atmosphere. The students should know the language activity, the purpose of activity and should perform well in the classroom when they get chances. A Variety of different activities should be used by the language teacher in the classroom during the lesson. Classroom activities help the students to develop their language skills. Teacher should use a variety of classroom tasks to develop language skills to students. Reading should be pleasure to the students. The language teacher should be aware of the students' language level when selecting a text. It is an important to make sure that the texts we use are at an appropriate level and that the activities connected to the text are as engaging as possible. When it comes to reading for pleasure, then the students read a lot without hesitation.

#### **Helping predict**

The language teacher shows to the students a part of text. For example, a sentence and a half. The students are asked to guess them what might follow. The language teacher shows them another portion and repeats the task, comparing the guesses with the text. Alternatively present an unfinished passage and ask the students to complete it.

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Tickoo also added that Prediction can also become a normal part of the pre-reading stage. This can be done by drawing up a list of questions to which the class hopes to find answers in the text, examining the important key words in the text to guess what it is all about and spending some time thinking about the topic.(p51)

### **Skimming**

Engineering students have the habit reading newspaper in English language. Many colleges provide English language newspaper (especially, “The Hindu”) to the students in the hostel by individual. In the morning, the students will read the passages very fast in the newspaper. They will read only the main content. But some time they go through the whole pages in the newspaper based on their interest and content or matter. It can be used also in the classroom by the language teacher. He/she should give a chance to the students to read the newspaper in the classroom and then ask them to write a possible title and a sentence that captures the main idea. The teacher may ask the student to submit as an assignment work what they read in the newspaper at weekly once.

### **Scanning**

The language teacher should provide newspaper cuttings and ask the students to go through line by line. The students are asked some specific information in the text. (e.g. ‘who scored how many runs?’ ). Teachers can use other text types including stories, charts and graphs. In technical English, the engineering students are writing interpretation of data. In this part, the student should read the data and should analysis data very careful. It will help the students to write the interpretation of data.

### **Reinforcement writing**

Harmer says that writing has always been used as a means of reinforcing language. It is simplest form. Teacher often ask students to write sentences using recently learnt grammar. In the syllabus of Technical English, the engineering student has been studying and practicing the third conditional (if +had (not) done+ would (not) have done), they might be given the following instruction; write two sentences about things you wish had turned out differently, and two sentences about things you are pleased about. The teacher hopes that the students will write sentences such as;

If I hadn’t failed my exams, I would have gone to university.

(things you wish had turned out differently)

If I hadn’t gone to that party, I wouldn’t have met my boyfriend.

(things you are pleased about)

The same kind of sentence writing can be used to get students to practice or research vocabulary, as the following exercise shows:

Write a sentence about a friend or a member of your family using at least two of these character adjectives; proud, kind, friendly, helpful, impatient.

Reinforcement writing need not be confined to sentence writing, however. Students can also be asked to write paragraphs or longer compositions to practice certain recently focused-on aspects of language or paragraph and text construction. Students might be asked to write a story about something that happened to them as a good way of having them practise past tenses.(32)

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### **Creative writing**

Creative writing is one area (like painting and composing) where the imagination has a chance to run free. The world is full of people who achieve great personal satisfaction in this way. Normally the engineering students feel free to write in their classroom. They are studying technical area which makes more sincere to their academic. By giving chance to write creative thoughts and idea, the students will forget their own world. It will help the students to come out from their stress, lazy, etc. Creative writing will make the great personality to the students. The teacher can ask the students to write stories or poems, to write journals, or to create dramatic scenarios. This will not be easy, of course, because of the limitations many students come up against when writing in the L2. All the students will not well respond to the activity.

### **WHAT STUDENTS NEED?**

In order to counteract these potential problems we have to identify what our students need if they are to have a reasonable chance of success.

### **Information and Ideas**

In the classroom, students need to have the necessary information to complete the task. This means that they need to understand clearly what we want them to do and they need, also, to be absolutely clear about any of topics detail what we give them. For example, if we ask them to write a poem, they need to have a clear understanding of the topic they will be dealing with. Apart from the syllabus or curriculum, students should learn many information, idea, thoughts, knowledge, etc. So, English language teacher should give the information to the students. Then, the students get motivation to collect information from various resources. When they get idea to present a topic or something else, they can do well by a good practice. Ideas create the way or path to get success.

### **Language**

If students want to expose his/her knowledge, idea, thoughts, they need a language which is common and accepted by everyone to expose it. As we know that the language of English is a universal language, they should use it to expose their views. If students need specific language to complete a task we need to give it to them or help them to find it. Students should learn English language which makes them feel good at their carrier.

### **Structure of writing**

Here, the English language teacher should train the students to get good structure in their writing. The students often will do mistakes in this part of activity, by lacking the practice of writing. As a duty of second language teacher, he/she should teach the structure of writing, such as, grammar, vocabulary, common errors in sentences, etc. Technical writing should be taught to the engineering students.

### **CONCLUSION**

In conclusion, we need to remember that every student yearns to be successful. Teachers therefore must provide ways to help students achieve their academic goals. Good

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communicative teaching is learner-centered, and not teacher-centered. The classroom and the behaviour of teachers and learners in the classroom should be as similar as possible to the behaviour of people in the real world outside the classroom. The teachers formally agree with the idea that teacher should play the role of a facilitator in a communicative class who are able to facilitate students' success: good teaching is good teaching. By incorporating a variety of teaching styles, accommodating instructional delivery, and motivating students to learn, we are best able to help English language learners reach their goal of becoming competent and productive communicators in English Language. As mentioned above the English language teachers' role should be important one to the engineering students.

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