

ACQUISITION OF GRAMMAR AT THE TERTIARY LEVEL OF ENGINEERING STAKEHOLDERS

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Abstract

English is the 'lingua franca' of present academic and corporate sector and is a challenge for young budding engineers. Realising the significance of communicative competency in this Global job market, our technocrats, must enhance their oral and written skills in English language. It is mandatory that they should have proficiency to learn net language with vocabulary accuracy and proficiency along with technical knowledge and skills.

This paper throws light on the study of how our professional students need to enhance their grammar proficiency along with the essential employability skills such as communicative competency, team spirit, personality development and creative thinking. A close study has to be done on how to empower this communication skill by applying right word at right time with grammatical accuracy. If a student fails to apply the basic rules of grammar while speaking and writing, he or she meets with complete failure both in academic and informal situations. The need of the hour is to make aware of the significance of applying grammar rules in writing and speaking. This will help the students to encounter the peers in this competitive global job market with confidence.

Introduction

Role of grammar in the tertiary level acquired by the professional college students is a matter of academic debate in our country. There is an open support for non-grammaticality of this foreign languages in countries like India. The modern trend is to use English in all practical situations as never before. Grammar has become secondary to the greater need while using English for communicative purpose. Its global connectivity is to vindicate this assertion. In this age of industrial civilization the usability of the English language is at its height as never before. Our students in the sector of

higher education including the professional institutions learn English to use it and not to admire at it. However English is being taught to the students as quixotically as trying to freeze a volcano or to flood a desert. The reason for this academic lacunae is that our students, though with the post secondary knowledge of English to their credit are not trained how to listen, speak, read and write English on their own. This study is to analyse this problem of students' incapability to acquire correct grammatical usage on their own while suggesting academic remedies.

Role of Grammar Intertary Level

The crux of the problem is how to educate our college students to think in English as effortlessly as possible. There should be no need for the pangs of feeling of embarrassment for the students while trying to use English as the spoken language. They have the stone of English grammar clung around their neck all along. They are not to let their sensibility of the foreigners of English to influence their emotional mode. Rather, they are to be free in knowing language experience in terms of listening, speaking, reading and writing English. Knowledge of English is to be a performing asset for them bringing quality of living. English is to be experienced in terms of individualistic acquisition. It will be in Krashen's model of Silent Way or Suggestopedia in terms of letting the students to learn using the soft skills by their personal effort. Errors are to be creatively

considered as having rained in the process of self-evaluation which is to be marked out by the endless positivisation of thinking.

There is the problem of dealing with the present syllabus of teaching Technical English at the tertiary level. It is not as a personalized affair for the student-learners but it is just a parade of grammar in academic ascendancy. The present syllabus is still in its age-long traditional design of Macaulay model which was not to teach English in its commitment to promote Individualism. Care was strategically taken to deny the Indians the sense of English so that they could not be thinking in English independently. Therefore Macaulay model of teaching English in all ill-will should go. Along with it, the infatuation with the habit of memorization of words senselessly and awarding inflated marks for it is to go.

The need of the hour is to empower our students to learn usage of grammar, so competently as to use it in doing their academic studies in the English medium, the communication skills as its anchor age. This is more imperative in the present national scenario of using English as our ESL. (English as Second Language) Our country with its diverse languages is to have English speaking professionals so engagingly as to keep the home fires burning in all sectors of national development. After the exit of the British masters of our checkered national destiny.

Conclusion

To sum up using English as our lingua franca is in the logic of our growth into a united country with none of the traditional preference for grammar. Pidgin and Creole are the two languages in the erstwhile British colonies with no stress on grammar but on the practice of communicative skills alone. The need of today is to learn English with none of the heavy accent on grammar alone. The students are to know how to use grammar mostly by self-directed learning with teachers acting as

facilitators. There are evolutionary leaps in the growth of modern English into the appearance of different genres like ESP (English for Specific Purpose). The result is that English is not made easier for the non-natives to learn less. It is invindication of Chomsky's demarcation of English into English with communicative competence informs of grammaticality and, more realistically also as English for communicative performance in terms of universal acceptability. Freed from the age-long oppressive yoke of grammar, our college students can learn using the language skills (LSRW) while thinking in rationalized English uninhibitedly with more of the embarrassment over the diminishing foreignness of English.

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