

CHALLENGES IN IMPARTING TECHNICAL ENGLISH TO THE TECHNOCRATS IN ENGINEERING COLLEGES

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Abstract

English in the engineering colleges is taught as Technical English-ESP (English for Specific Purposes) which is not the British English with its long tradition of symbolising India's modern identity. English was taught to the Indian students by the British business men with a political motivation. Accordingly the colonized had to acquire English under the inelastic curriculum design which made the learners to learn the language with no personal involvement. As a result, Indian students could not get impulses of linguistic learning to be internalized forth with in their mind. This paper throws light on the study of the need for enhancing the standard of learners to grasp the impulses of functional awareness of learning this foreign language.

Introduction

The keynote of the present study is on identifying the criterion of usability of Technical English in relation to adapting English as ESP by the engineering students in their work place. Learning English by the Macaulay model is to be replaced by Stephan Krashen's formula of learning English in an Acquisitional manner. It involves internalizing the linguistic impulses through the subconscious mechanisms vis-à-vis hypothesis testing. The idea of adopting any language as the second language occurs when a country's first language is not adequate enough to serve the political and economic needs of the nation. Our country's official language is Hindi which is yet to develop itself as good as English.

Challenges in teaching Technical English and Business English

Business English is known to India for two hundred years as it is country's official language under the British rule. The Turkish and Persian languages were the official languages of the pre-colonial India under the Sultans and Moghuls rulers respectively. Hindi with its nebulous hybrid development had no place in those days in the national scenario. Integral to the rise of Indian polity, the British English was instrumental in creating Indian nation with the Hindi speaking people in majority. English had to survive as defacto official language in India on the strength of its functional value. Due to Macaulay Model of 1835 A.D in the education policy, the student-learners of English even in the college are found incapable of using English in practical

situations. They could not be competent with professionals in the global scenario.

Suggestions and Remedy

There are two major suggestions of remedy to this weird academic situation of linguistic perversity. The first remedy is that there is the modern development of practical English into new genres like ESP. The second remedy is the Krashen's system of acquiring practical English in experiential sequences of acquisitional methodology. The modern concept of language teaching is with its vital concern for empowering the language learner into being a user of language first and foremost.

Need for Technical English

Our modern era of hectic consumerism demands almost everything in life to be in utility orientation. Modern thinking on the language is committed to identify the scope of its being of practical use as stipulated in the Task-based learning process of English. In the opinion of Farida and El Olshtain (1986 p.25) there are dual needs for consideration which language learning setting is analyzed. The first need is to learn English in its proper form and content. The second need is concerned with the animation part of it in the sense that the learners of English are to get involved in communicative interaction with corporate stalwarts outside the classroom. This kind of experimental learning will be the corollary of hypothesis testing, ensuring the merit of usability of English as a business tool.

Sub-Genres of Technical English

The concept of finability in acquiring a language is in extensive interpretation. Accordingly English is compartmentalized in sectors of specialized connotation. Technical English facilitates comfortable learning of specialized English to satisfy the Specific Purposes. John Dubin (P-64) makes a distinction between English for Specific Purpose in micro level and English for Special Purposes at macro level. English for Academic Purposes (EAP) and English for Science Teaching (EST) and English as Foreign Language (EFL) are the other versions of English in its versatility and practical genius. The result is that learning English through these micro dimensions will be productive of communicatively competent engineers, administrators and teachers. Such a higher calibration of assertiveness on the part of individual personality is needed to be manifest in learning English through the innovative linguistic approaches.

Conclusion

To conclude, the remedial approach to shed away the problem in learning the nuances of functional and technical English is purely practical oriented. Our engineering students are to get trained with task-based learning by involving them in formal discussion outside the classrooms. In this analysis, the grammatical form of English and the communicative form of English should go hand in

hand to form the new genre **Technical English**. Hence it is recognized as the '**lingua franca**' of 21st century corporate sector.

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