Lacunas identified in syllabus design of English language teaching in Engineering Colleges: A study with special reference to Odisha, India

Dr. Priya. S
Govt College of Engineering
Kalahandi, Odisha
India

Many universities have introduced Humanities subjects into the engineering streams in tune with trends practiced globally. Engineers need to inculcate the spirit of humanities to acquire team spirit, critical thinking abilities and also problem-solving abilities for career advancement. Language skills empower engineers to face future challenges globally. In India also, Communicative English and Business English/Professional English have been integrated into the Humanities stream of undergraduate programs in all Engineering colleges. Under this background, this empirical study examines the problems related to syllabus designed in the existing curricula of English language through questionnaire survey which was administered to 770 students of 20 engineering colleges. Ten items questionnaire objectively aimed to analyze three different aspects of the course designed for engineers. Firstly, to find out how the implementation of the syllabus matches the language learning needs of the students of the digital age. Secondly, to examine the teaching methodologies of four language skills of listening, speaking, reading and writing and finally to investigate how far the students preferred lab classes to theory classes. On the basis of the responses elicited, the aspects related to their immediate need of a learner centered curriculum are represented through graphical data for better interpretation. The research, thus, aimed at throwing light on the strengths and weaknesses of the existing system and the need to envisage a paradigm shift for preparing global engineers in the context of fast emerging situations around the world.

Suggested Citation: