

Teaching Pragmatic English in Engineering Colleges with Vernacular Influence - Consequences and Repercussions'

Dr. Kannan Rajasekaran

Professor / English, Paavai Engineering College, Tamilnadu

Abstract- The incorporation of English into the engineering college curriculum, particularly in regions where local languages are predominant, presents a complex interplay of factors and outcomes. This paper explores the intricate dynamics that affect the advancement of applied English in engineering education, revealing the underlying causes of vernacular influences and their effects on students, instructors, and the academic community. By employing a mixed-methods approach that includes qualitative interviews, surveys, and literature review, this study identifies the challenges, strategies, and outcomes related to the learning and application of English language skills in engineering education. The results illustrate the intricate relationship between vernacular influence and applied English learning, underscore the implications for teaching practices, and offer suggestions for enhancing effective language acquisition in engineering colleges.

Keywords: Applied English, Engineering Education, Vernacular Influence, Language Acquisition, Pedagogical Practices

I. INTRODUCTION

The context of this study is at the crossroads of language learning, education, and specialized engineering. In many parts of the world, engineering education has shifted to English as a teaching tool. However, this shift is often met with resistance or resistance in areas where the vernacular languages are culturally, socially, and historically significant.

The rise of English as an international language, particularly in educational and professional contexts, has been extraordinary. It has become the standard language of science and technology, including engineering. This language has become an integral part of global communication, information access, and career prospects. However, integration of English into engineering education is not as straightforward as it may seem in regions where the vernacular language has traditionally been the language of instruction. Engineering students frequently come from multilingual families where English may not be their mother tongue. They consequently struggle to develop

the applied English fluency required for both their academic performance and future employment. To close the gaps that now exist and improve the educational experience for students, it is essential to comprehend the complications that result from the cohabitation of vernacular impact and the requirement for applied English proficiency within engineering education.

There are several obstacles to overcome when incorporating practical English into engineering education in the middle of vernacular influences. These difficulties include societal expectations, teaching approaches, linguistic hurdles, and cultural disparities that impact both teachers and students. The challenge is balancing the strong vernacular effects that could hinder learning with the requirement for English fluency in engineering programmes. Undergraduates studying engineering in universities where English is not their first language have challenges in learning technical knowledge and skills. Educators also have the difficult challenge of efficiently delivering technical instruction while resolving language barriers. The discrepancy between the influence of vernacular and the requirement for proficient application of English thus arises as a noteworthy concern impacting the caliber of engineering education.

II. OBJECTIVES

The objective of this study is to conduct a thorough investigation and analysis of the factors that contribute to and hinder the usage of applied English in engineering institutions. The following are the precise goals:

EXAMINING THE REASONS BEHIND VERNACULAR INFLUENCE

To determine and examine the elements that affect how applied English is learned in engineering education when spoken in vernacular languages. Examining the socioeconomic, educational, cultural,

and historical factors that influence language acquisition in these contexts is part of this.

PROPOSE STRATEGIES FOR IMPROVEMENT

To propose effective strategies, interventions, and recommendations aimed at mitigating the impact of vernacular influences and enhancing the learning of applied English in engineering education. These strategies may include pedagogical innovations, language enhancement programs, and collaborative efforts among stakeholders.

This study intends to contribute to the existing body of knowledge by offering insights into the intricate relationship between vernacular influences and the learning of applied English in engineering colleges. By addressing these objectives, this research seeks to provide practical recommendations to improve language acquisition and create a conducive learning environment for students pursuing engineering education.

III.LITERATURE REVIEW

The history of English in engineering education is evidence of globalization and the evolution of educational paradigms. Due to its role as the international language of science and technology, English gradually became the primary language of instruction in technical universities around the world. Historically, engineering education has been delivered in local languages, but the growing importance of English in academic and professional fields has led to changes.

According to Clark and Paran (2007), the adoption of English in engineering education began in the late 20th century due to globalization, making English a necessity for accessing scientific literature and participating in international collaborations. The transition aimed to equip engineering students with the linguistic tools needed to communicate and innovate on a global scale.

The influence of native speakers has a large influence on the acquisition of applied English at engineering universities. A student's native language has a huge impact on their English learning experience. Factors such as cultural background, language policy, and social norms shape students' attitudes and knowledge of English. Furthermore, As Chauhan and Mahajan (2018) point out, students from areas with a strong native identity often face difficulties adjusting to English instruction. The residual language influence makes it difficult to understand technical concepts, express ideas, and participate effectively in classroom

discussions conducted in this language. Additionally, cultural nuances inherent in local languages can impact students' confidence to express themselves in English. For instance, Richards and Rodgers (2001) highlight the influence of cultural differences and state that "students' cultural backgrounds can influence their learning styles, preferences, and communication patterns, thereby influencing their approaches to learning the language."

The challenges of studying applied English at a technical university are wide-ranging. Students face linguistic hurdles such as vocabulary acquisition, grammatical subtleties, and understanding technical terminology. These challenges hinder their ability to understand complex technical concepts taught in this language. According to Gupta and Bhatt (2016), one of the biggest challenges is the disconnect between student performance levels and the academic requirements of engineering courses taught. This misalignment leads to poor academic performance, which negatively impacts students' overall learning experience and potential career prospects.

Educators also face the challenge of adapting instruction methods to students of varying English proficiency levels. Rajan (2019) highlights that educators must balance content delivery with language support. According to the thinker, educators often struggle to maintain academic rigor while addressing language-related comprehension barriers. To address these challenges, various strategies have been proposed to improve applied English learning in polytechnics. One approach is to integrate language development programs tailored to the technical context. These programs focus on technical vocabulary, communication skills, and academic writing in engineering fields.

As recommended by Seidlhofer (2009), coordinating language support inside designing educational program courses empowers understudies to embrace specialized ideas while at the same time working on their English capability. Besides, cooperative endeavors between language divisions and designing resources to plan interdisciplinary courses can work with language procurement close to specialized learning. In engineering contexts, new pedagogical approaches, such as peer-assisted learning and project-based learning, have shown promise for improving applied English proficiency (Sharif, 2020). These strategies advance dynamic commitment, coordinated effort, and viable utilization of language abilities in designing critical thinking situations.

IV.CAUSES OF VERNACULAR INFLUENCE ON

LEARNING APPLIED ENGLISH

The learning of applied English in engineering schools is significantly influenced by the vernacular language in medium education. When students are introduced to English vernacular education, they face a transition problem in regions where languages are the primary medium of instruction. This poses linguistic, cognitive, and pedagogical challenges that hinder the effective acquisition of applied English skills.

According to Chauhan and Mahajan(2018), the use of conversational languages as a medium of instruction in primary and secondary education creates a comfort zone for scholars. Still, this comfort zone becomes a hedge when transitioning to advanced education in English, hindering scholars' rigidity and confidence in engaging with specialized subjects in a new verbal environment. Furthermore, exposure to English-language resources and opportunities for language practice may be restricted in educational settings when vernacular languages are used exclusively. This restriction hinders students' development of their English language skills by limiting their access to academic discourse, scientific literature, and international educational platforms.

Engineering college students' attitudes and perceptions regarding learning applied English are significantly influenced by cultural and societal factors. Students' motivations, self- perceptions, and language-learning strategies are influenced by cultural values, traditions, and social expectations in vernacular-centric societies. Cultural variations have an impact on students' communication styles and learning styles, which changes how they approach learning English, as noted by Richards and Rodgers (2001). Students' willingness to interact with the language may be impacted by pressure to put the preservation of their mother tongue ahead of learning English in societies where vernacular languages are strongly ingrained in cultural identity. In addition, different societies may have different views on English proficiency. There is sometimes less incentive for students to prioritize learning this language because vernacular language proficiency is valued more than English proficiency, especially in applied contexts that are necessary for engineering education.

The language policies and pedagogical strategies used in engineering colleges have a big impact on how engineering students learn applied English. Students' experiences learning a language are directly impacted by the teaching strategies used and the language policies set up in these institutions. Language policies in engineering colleges may not sufficiently address

the linguistic needs of students from diverse vernacular backgrounds, as some of the field's leading thinkers have pointed out. Students' difficulties in gaining applied proficiency are made worse by the absence of specialized language support programs or by the inadequate integration of language development into engineering curricula.

The pedagogical strategies that teachers use are also very important. It's possible that the approaches taken to teach technical subjects in English fail to take into account the different English proficiency levels of the students. Rajan (2019) highlights that in order to guarantee that students learn and comprehend the material effectively, pedagogical strategies that strike a balance between language support and content delivery are necessary. Moreover, students' language development may be hampered by engineering colleges' lack of a unified approach to language instruction across disciplines. According to Seidlhofer (2009), in order to support language acquisition in specific contexts, engineering faculties should collaborate with language departments to integrate English language instruction.

V.EFFECTS OF VERNACULAR INFLUENCE ON LEARNING APPLIED ENGLISH

There is a significant impact that students' native tongues have on their ability to learn applied English in engineering colleges. It can be difficult for students from vernacular language backgrounds to acquire the necessary English language proficiency for their academic and future professional endeavors. Chauhan and Mahajan (2018) claim that the effect on students' language proficiency is demonstrated by their difficulties with grammar, vocabulary, and general language fluency. Their ability to fully participate in academic discourse is hampered by the vernacular influence, which limits their ability to communicate complex technical concepts and ideas in English. Moreover, the confidence levels of students in utilizing English are impacted by this influence. According to Richards and Rodgers (2001), students' cultural and linguistic backgrounds have a significant impact on how well they perceive their own language skills. Pupils who feel that they are not proficient in English may experience self-doubt and inhibitions when it comes to contributing fully to class discussions or presenting technical projects in the language.

Teachers at engineering colleges face a number of difficulties as a result of the influence of vernacular on students' English language acquisition. Changing

teaching strategies to accommodate students with different linguistic backgrounds and English proficiency levels is a big challenge. Gupta and Bhatt (2016) point out that teachers struggle to find a balance between teaching technical subjects and removing obstacles related to language. One major obstacle in the teaching-learning process is meeting students' language needs while upholding academic rigor. Furthermore, teachers frequently lack professional development opportunities and training tailored to teaching English in engineering contexts. According to Rajan (2019), teacher preparation programs that give teachers the tools they need to effectively teach technical subjects while also fostering their students' language development are essential. The impact of colloquial language on applied learning Students' academic performance and subsequently their employment prospects can be greatly impacted by their proficiency. Low English language proficiency hinders students' ability to understand technical subjects, which has a negative impact on their academic performance. Rajan (2019) highlights that poor performance on tests, assignments, and project presentations can result from language-related obstacles. These academic difficulties could therefore impair students' general performance and reduce their employability. Furthermore, being proficient in English is frequently a requirement for employment, particularly in global industries and multinational corporations where English is the primary language of communication. Chauhan and Mahajan (2018) contend that employers favor candidates with strong English proficiency for technical roles, so students with weak language proficiency may have difficulty finding employment.

VI. STRATEGIES TO MITIGATE

To counteract the effects of vernacular influence on learning applied English, one essential tactic is to incorporate language training programs into the engineering curriculum. These courses are designed to close the gap between students' native tongues and the English language requirements of engineering education by emphasizing language proficiency in technical contexts. Sharif (2020) asserts that adding language modules created especially for engineering students aids in contextualizing language instruction to meet their requirements academically. The technical vocabulary, academic writing, and communication skills that are necessary for successful engagement with engineering subjects in English are highlighted in these programs. Moreover, the incorporation of

language training into the engineering curriculum provides a methodical way to overcome language-related obstacles without sacrificing the essential technical knowledge. In order to promote a mutually beneficial relationship between language learning and the acquisition of technical knowledge, Seidllhofer (2009) is an advocate for a curriculum that integrates language instruction with engineering courses.

Improving professional development and teacher training programs is crucial to giving teachers the tools they need to help students overcome the impact of vernacular on applied English learning.

Workshops and seminars on ongoing professional development for educators can also be very important. Richards and Rodgers (2001) support continuous professional development to keep teachers up to date on cutting-edge pedagogical approaches and language teaching methodologies, allowing them to better meet the changing needs of students from varied linguistic backgrounds. Fostering an environment rich in language in engineering colleges creates a favorable environment for the learning and use of applied English. This tactic entails creating opportunities for language practice and immersive language experiences within the academic environment. Last but not least, joint initiatives to plan multidisciplinary events between engineering faculties and language departments can aid in language learning. The authors Chauhan and Mahajan (2018) propose coordinating cooperative activities that allow students to utilize their language proficiency in authentic engineering contexts, thus fostering both language acquisition and experiential learning.

VII. RECOMMENDATIONS AND IMPLICATIONS

In order to resolve the obstacles that vernacular influence poses to the study of applied English in engineering colleges, a number of policy recommendations are essential for creating a language-learning environment. Adopt thorough language policies that take into account the students' varied linguistic backgrounds. These regulations ought to support bilingualism, support language support initiatives, and create an inclusive learning environment. Include language instruction and support services in the engineering curriculum by mandate. Make sure these courses are designed with students' vernacular language backgrounds in mind, while also meeting their technical language needs. Furthermore, mandated professional development courses for teachers specializing in this language instruction for engineering contexts should be implemented. These

courses ought to give teachers the tools they need to successfully meet the language learning needs of their pupils. Finally, promote cooperation in the creation of interdisciplinary curricula and activities between engineering faculties and language departments. Encourage collaborative projects that combine language instruction with technical subjects.

The implications for developing curricula center on how to smoothly incorporate language instruction into the engineering curriculum. Integrate language modules into engineering courses to help students make the shift from speaking native tongues to using applied English. The technical language, scholarly writing, and communication skills required for engineering studies ought to be the main topics of these modules. Present project-based learning strategies that place an emphasis on acquiring language through real-world use. Incorporate case studies, projects, and English-language problem-solving exercises to strengthen language proficiency in addition to technical knowledge. Create interdisciplinary courses that combine teaching engineering subjects with language instruction. Students should be able to use their language skills in practical engineering scenarios by participating in collaborative learning activities in these courses.

To evaluate the long-term effects of language support programs on students' academic performance in engineering disciplines and language proficiency, conduct longitudinal studies. Additionally, assess the efficacy of diverse language education approaches and remediation initiatives in diverse engineering universities with differing levels of vernacular influence. Examine how technology, including educational platforms, online resources, and apps for language learning, can help students acquire languages while they study engineering. Second, look into cutting-edge teaching strategies that combine language instruction with technical education to improve students' language proficiency while guaranteeing a solid grounding in engineering principles.

VIII.CONCLUSION

The exploration of vernacular influence on learning applied English in engineering colleges revealed multifaceted dynamics and their implications. Vernacular language backgrounds significantly affect students' ability to acquire applied English proficiency. Cultural, societal, and pedagogical factors contribute to challenges in language learning. Students encounter difficulties in grasping technical concepts due to limitations in English proficiency,

affecting their academic performance and employability. Educators struggle to balance content delivery with addressing language-related barriers in teaching.

Integrating language training programs, enhancing teacher training, and creating language-rich environments within engineering colleges emerge as viable strategies to counter the influence of vernacular languages.

Policy changes emphasizing language inclusivity, mandatory language support programs, teacher training initiatives, and curriculum adaptations are crucial for fostering effective language acquisition in engineering education.

Therefore, addressing the influence of vernacular language demands a mix of approaches, such as curriculum modifications, teacher training, policy changes, and immersive language learning environments. Together, these tactics ought to produce a productive environment for language learning. In summary, reducing the impact of vernacular on applied English instruction in engineering colleges necessitates a thorough, proactive strategy that takes into account pedagogical, cultural, and policy factors. It is imperative to embrace linguistic diversity while providing students with the fundamental language skills they need to succeed academically and improve their employability in a world that is changing quickly.

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