

A Pragmatical Perception on Pedagogical Performance to Practise Protégé' in the Province of L2

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Abstract

Promoting industrialised competences among potential, acclimated, imaginative engineers, Engineering institutes are under pressure all over the world, due to the landscape of a technological revolution that is accelerating in speed, the emerging complexity of engineering culture, and the demand for inventive engineering in the face of universal race. These skills should be viewed as productive in any engineering industry, i.e., a manifestation of taking advantage of opportunities, initiating and managing conceptual and empirical assets in the face of uncertain risks to increase multidisciplinary extensiveness in the industrial engineer and bolster their technical knowledge and competence. It requires a shift in the way engineering is practised as well as the way courses are created and assessed in order to intensify such capabilities in engineering graduates. Engineering education has been linked to exclusivity by this educational modernity, which has been documented as a separate study fragment. The emerging knowledge has pushed for the progressive engineering strategy, which entails kicking off initiatives, working on real problems, visualising novel ideas through structures, and forming alliances with corporatists (Baillie and Walker, 1998). It resonates with academic considerations of the educational framework in profession engineering research, where expeditious training has been the ideal pedagogy for up to the board advancement. Briefly put, experimental andragogy emphasises concentrating primarily on student-centered projects, absorbing the student's full commitment, and utilising relevant teaching-learning processes in line with palpable applications of real life. In order to facilitate the development of professional competencies and andragogical skills in the specialism of Advanced Engineering English, this article investigates and explains a concomitant pedagogical ethics. The engineer should act as a mediator between both the logician and the artisan, similar to an exponent between two aliens, by pragmatically and ideally integrating the dialect of both.

Key Terms: Engineering Pedagogical Practice, Communicative Language Teaching, Learning and Teaching English, Information and Communications Technology, Computer-Assisted Language Learning

Introduction

The age of pedagogy is upon us. Parents who are worried about their children educate them to an ever-greater level at younger ages, until they are reading to unborn babies.

Gopnik

The engineering sector is working harder than ever to provide outstanding teaching and learning opportunities that will elevate, deepen, and broaden students' knowledge in preparation for a competitive career. This effort is being driven by

the changing socioeconomics on a worldwide scale. The effectiveness of an instructor's use of different acceptable teaching methods to help engineering students adapt well is crucial to practical teaching and learning procedures. For instance, the effective teaching that leans toward overcoming the course's indulgence, remembering the records longer, and putting into practise effectively, is similarly approved with the learning type of the pupils (Jordan RR, 1997). It follows that efforts must be made to extend more exceptional teaching strategies that successfully support manufacturing practical labor in manufacturing

classrooms, specifically on the key component and defining characteristic of achievement in the 21st century: English language, the dominant language. This is because the disparity between instructional methods and pondering style impacts in fruitless teaching and learning. It is our responsibility at this point to give our pupils the opportunities they need to develop this exceptional gift. English education gives students the opportunity for global presentation in addition to ensuring success on the academic and professional fronts. Knowledge of the English language equips them with a reviving outlook on the entire world. Despite the divergent opinions that have been developed on the use of different languages, similarities can also be seen among the linguistic systems of the twenty-first century. Understanding many other countries, their customs, and social traditions is ensured by having a working knowledge of English in this way. In this way, English language androgogues have a better chance of becoming proficient pupils (Kachru B, Kachru Y & Nelson C, 2006).

Learning English provides opportunities to connect with and comprehend developed, expanding, and underdeveloped networks around the world, making it essential to succeed in achieving in worldwide academic and scholastic upbringing. Regarding the teaching and study of the English language, it is crucial to recognise that communicative ability and linguistic aptitude are intertwined and together contribute to the command of the language necessary to take a bullet in the chest in one's future career (Donough, 2000).

Communication skills

In India, pupils typically continue to get instruction outside of the classroom. But modern methods for teaching English ensure that students have stronger communication skills since they are more integrated into the practical mastery vibration, which encourages increased involvement from their facade. English language proficiency is crucial for their academic and professional success. The capacity to communicate effectively through the English language is crucial to one's academic and

professional success in the twenty-first century world, which demands profitability and implementation. A solid foundation in the English language is therefore crucial from the very beginning of education. It is practically required that English language education and learning be reinforced based on open aptitude and competence throughout tutoring (Jordan RR, 1997).

Only if proper consideration is given at the educational level will any efforts toward teaching and mastering the English language at the undergraduate level postpone desired results. Propelled level proficiency in English at the graduate level depends on how English is taught to students in the classroom. The instructional approach and methodology for the equivalent have undergone enormous changes that began early in the last quarter of the 20th century along with innovative advancement in technology in order to encourage students with satisfactory levels of proficiency in English language as well as open skill. Since the advent of novelty in educational principles, as in other areas of knowledge, teaching and learning of English language and literature have undergone a series of contemporary pedagogical and teaching method experiments. The process of teaching and learning has been attempted to be outlined. Theoreticians, however, largely accept one aspect of the approach to teaching English as a foreign language, a puzzling phenomenon that comprises of the following perspectives:

- (a) Introducing concepts and providing clarifications
- (b) College students are invited to participate by performing
- (c) Assessment, evaluation, and appraisal lead to linguistic profiling of students.

A successful Teaching And Learning (TLP) of English occurs in the modern day when tutors and students actively participate, sharing duties and frequently determining the ratio of requirements and regulations. It is expected of an English school in India to accommodate the academic requirements of college students who fluctuate in both numbers and aptitude levels.

Students agree that the teacher also plays a key role in enabling persuasive learning on their behalf. The approaches used, in addition to the trainer, also make a significant difference. As a result, the topic of the tutor's importance in the learning process is brought up for discussion. On the other side, students aspire to overcome challenges, engage in linguistic tasks, overcome their barriers to learning, and go above and beyond expectations. By accurately identifying their strengths and weaknesses and contrasting them with their aspirations and opportunities, this can be achieved.

The ability to speak another language also requires a higher level of responsibility, optimism, and strong effort output. As a result, English teachers must motivate their pupils by igniting a fundamental enthusiasm among them in learning a foreign tongue. On the one hand, if the faculty makes clear his academic goals, the androgogues cannot avoid their target-focused attention. It is equally important to come up with a plan that integrates dynamic lesson plans with language exercises in order to give the students the tools they need to continue studying when the instruction is over. The instructor must apply cutting-edge techniques that are beneficial to the students' learning preferences in order to inspire the students. A direction in at least one of the numerous insights is suggested by the learners' learning preferences. English teachers seek to develop a plan that incorporates the intellectual, sociocultural, and psychological components of diverse student groups. The teacher can design his lesson plans based on the learning preferences of his students so that the students collaborate in groups of peers who have similar learning preferences. For example, while visually intelligent students are more interested in using books and comprehension material, visually intelligent students prefer learning through drawing, outlining, and pictures. Students that are physically intelligent desire to include physical activities with their academic pursuits. The musically inclined pupils like to study while listening to rhythmic noises. While self-smart students prefer to work alone, people-smart students tend to prefer interaction. While

philosophy smart individuals enjoy learning via reflection and deliberation, nature-savvy pupils enjoy working outdoors among the wonders of nature.

Sharpening LSRW skills is used to determine how language is used for interpersonal, societal, academic, and professional contexts. To say that a student has the capacity to learn would mean that they are able to comprehend what they are learning and evaluate how well they are becoming experts at it. The instructor can design the organisation of the delivery of the subject matter, the ability to carry out lesson plans, and the choice of metrics for student evaluation simultaneously by using a crucial skill. Along with these skills, the educator must also be able to study, evaluate his professional development and instructional progress, and incorporate what he is learning into his real teaching strategy. Teachers who possess the aforementioned skills transform their class into a place where students enjoy learning freely according to their learning preferences (Lewis M, 1997).

The teaching methodology incorporates the skills that educators need in order to actualize effective learning strategies among pupils. Learning and Teaching English (TLE) in India might be considered as having begun with the aforementioned considerations. In light of this reasoning, the Language Teaching approach to TLE is briefly described and examined.

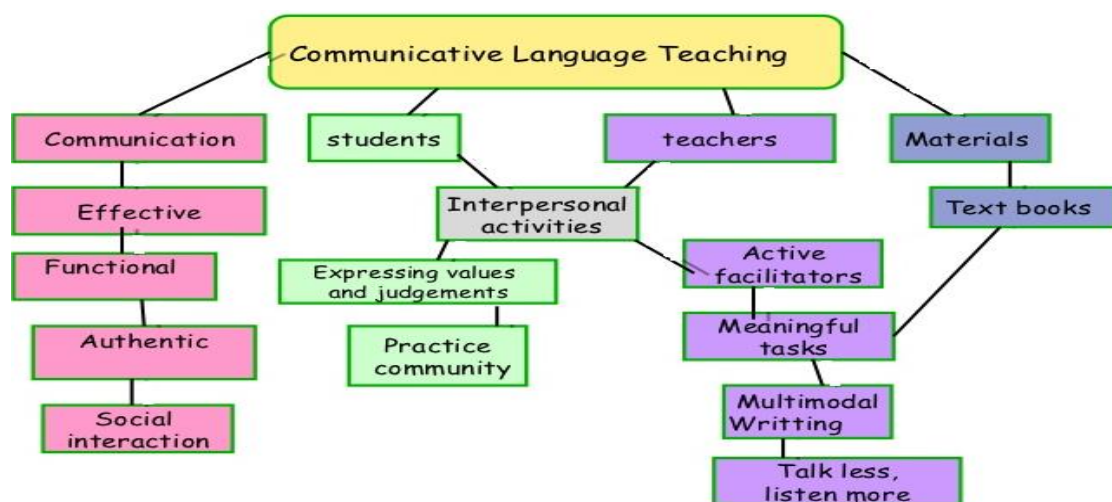
Communicative language teaching (CLT)

English learning and teaching are becoming increasingly popular around the world, which recognises the importance of communication in modern culture and the growing need for greater informational skills in English. The twenty-first century has also seen a massive influx and spread in the number of people who are required to achieve English language proficiency for a variety of purposes, from academic pursuits to professional objectives. People in advanced nations learn English on purpose through human endeavours like studying abroad, travelling, participating in international trade programmes, reading formal, informal, and academic literatures, as well as through

multimedia, sound, and the digital information and communication technology universe (ICT). English teachers and students had to provide a subjective response to the general interest in English proficiency. The technique, sources, appraisal, and assessment must also be of high quality. To the required level of accuracy and familiarity, the students aim to be English aces. Excellent English communication skills are also highly valued in the workplace as a success factor. For one to move forward and advance in the academic realm, precision and fluency are necessary. Considering the communicative aspirations of English language learners is necessary in such a situation. It is unfortunate that the design of the English curriculum places a heavy emphasis on encouraging students to spend money on communicative strategies and a commitment to instructing English in an

illuminating manner. However, after initial zeal, they falter when asked to clarify their conversational approach when pressed for answers (Lewis M, 1997).

Language mastery is a matter of experience; merely having knowledge of the theory does not translate into aptitude. CLT emphasises speaking ability over the other three core skills of listening, reading, and writing. The classroom is bustling with student participation and genuine conversation. The CLT aims for accuracy alongside fluidity, not at the cost of pupils' sensible cognizance. Based on the CLT's aforementioned characteristics, it is determined that this structure values pupils' need for acclimatisation highly. Not only that, but it also discusses the top dynamic classroom activities that support student mastery.



The apex of the CLT stream is communicative proficiency. The CLT emphasises the communicative aspects of English rather than the idea of grammatical competence, which calls for specialist knowledge of the English language. The emphasis on rules, structures, and the simple replication of correct expressions and sentences are suggested impediments loomed by the structural and syntactic methodology; however, the CLT empowers students to create and gift their ideas, thoughts, and perspectives through meaningful correspondence as it goes beyond the principles of grammar and transforms ordinary language students into perfect performers of English (Lewis M, 1997). The CLT incorporates

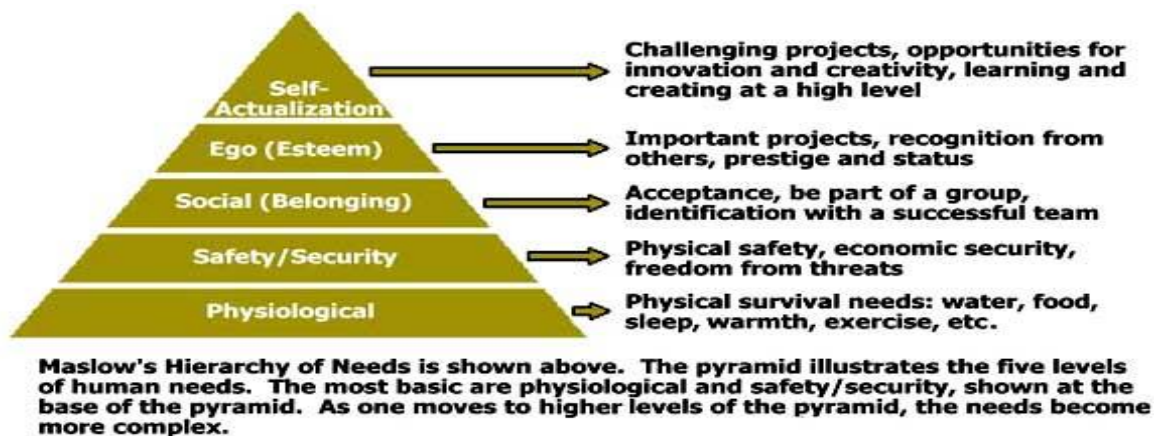
subsequent language components while taking into account that beyond learning, so it does not completely ignore or undervalue the area for grammar or practicalities of speech included in that. This argues that the new paradigm brought about by CLT has influenced the ensuing modifications in approaches to teaching and learning English:

- a) Learner autonomy: It advises moving away from an instructor-driven approach to dealing with student-friendly situations where students can practise making decisions regarding subject matter, learning technique, and even reality-related learning modalities.

- b) The CLT method makes the assumption that learning may be accomplished through cooperation and teamwork. Among students from different backgrounds and different aspirations, it supports character and network.
- c) Curricular Integration: This calls for the organisation of the English educational programme in relation to other curricula in order to ensure that language studies are not always disjointed from the main thrust of

teaching and learning taking place in educational institutions. It consists of a selection of writings that are recommended for the stated purpose of English language instruction.

- d) Acceptable knowledge of the material being taught forms the basis of learning. One of the most important components of the CLT approach is substance-based teaching, which carries out the analysis of importance.



In keeping with the topic of Abraham Maslow's Pyramid of Educational Needs, it is to be understood that language should foster thinking skills, notably critical and diagonal thinking. With regard to language education and learning, this suggests that students must move above the first outcomes of linguistic analysis to their development and use of intuitive skills in real-world situations, whether academic or professional.

- a) Any group of students is distinguished by some degree of variability in terms of how the students' demands and approaches to language learning are adapting. Any teaching strategy must take into account the wide range of student personalities, never attempting to confine them to a single rigid method. Therefore, when developing learning procedures for students, it is crucial to encourage feedback from them.
- b) Eccentric Assessment includes task-based learning and provides students with a variety of learning resources outside of books and issues that are presented in a predetermined

order, such as multimedia, interdisciplinary compositions, and journalism snippets. Student acquisition of the second language is encouraged when evaluation is based on such a variety of sources.

- c) The teacher as a co-learner: The CLT procedure sparked a shift in perspective that takes into account the educators' evolving role as learning facilitators. More proactive responsibilities have taken over the outmoded role of educators. The modern educator, in addition to serving as a facilitator, also needs to engage with him to discuss the levels of subject improvement, teaching methods, ICT use, and creating evaluation designs for accurate student assessment. So, rather of focusing solely on syntax and structural conventions, the CLT emphasises the functional aspects of language (Lightbown PM, 1993).

The CLT's emphasis on the applicability and consumption of the various languages that students learn is what defines it as an excellence

in the industry of language teaching. It enables students to create language proficiency in real-world situations and use it to communicate effectively (Donough, 2000). To concern teaching and learning English, the standards and practises of the CLT strategy reveal the following highlights:

- a) Classroom interaction through communication
- b) Students' active participation
- c) Flexibility in learning methods and tools
- d) Learning while feeling joy and reward
- e) Educating oneself in the target language
- f) The method of trial-and-error learning
- g) Choice from a variety of study materials
- h) Highlight meaning at every stage of the learning process.

The aforementioned characteristics underline the fact that CLT method includes communication that is based on real-world situations, in which English teachers and students rely on their own TLP. Despite this analysis, the CLT method has produced encouraging results due to the students' accuracy, fluency, and profitability in their enlightening abilities when using English as a common language.

Innovative Methods for Teaching English:

An enormous amount of knowledge, skills, and expertise on the part of English teachers is necessary to successfully teach English. Due to numerous factors including cultural, social, economic, and generational characteristics present around the world, the job of an English teacher has remarkably evolved. Every industry is changing swiftly as a result of globalisation; as a result, educators must keep up with these changes and teach material in new ways to meet the demand for innovation over change (Mohamed, 2013). Modern, inventive, and futuristic teaching methods for English are required. They should be completely knowledgeable about the subject and be open to trying innovative ways to share information about the country's social and financial statistics. Here are the fundamental responsibilities that English language teachers have:

- It is important to recognise context-based resources that are in line with students' associations and to develop activities that are appropriate for them in order to generate

opportunities for bolstering computerised and linguistic abilities.

- Desire to teach the abilities necessary to function in the digital age, such as reading and creating virtual literary works, conversing and sharing online.
- Digital education skills are applied consistently and comprehensively, ensuring that the language path is sound in respect to various separate portions.

Teaching English as a second language with a focus on ICT and multimedia:

ICT literacy is essential for everyday living in our modern technology culture. To improve teaching and learning, it is a priceless legacy. ICT serves as a professional advisor, a method for resolving lecture room traffic, and a repository for reliable and priceless text types for educators. ICT provides opportunities for effective communication between teachers and pupils as well as the expansion of competency skills like gifts in essential literacy (Hedge, 2000). The use of ICT in the English classroom goes beyond its persuading incentive to meet important curriculum targets and give students the opportunity to become more proficient speakers and writers of English.

According to research, integrating ICT into the English teaching programme can:

- ❖ Improve writing and analytical skills • Improve speaking and listening skills
- ❖ Encourage coordination, creativity, impartial learning, and introspection.

ICT, as an interactive and communal medium, enables in responding, forming, and digital book to be successfully shared and gives students the chance to find the language of texts more imaginatively and expand as sound framework, authors, and readers for an ever-expanding assortment of purposes and audiences (Ewer, 1983). However, the discussion of access and fairness should be expanded to include a discussion about access to viable designs of ICT for teaching and learning. The use and assimilation of ICT devices can actually assist educators in trying to secure English Language proficiency while also enhancing their best learning opportunities. This approach shifts the

focus of the conversation from comparing PC architectures, evaluating the cost of technology, and calculating the number of hours that students spend using PCs to one that differentiates between the various ways that the current age is used (Cropley, 2000). In our increasingly digitalized society, computer-assisted language learning must be expanded as a useful component of daily life. English-speaking countries have developed significantly thanks to personal computers (PCs). The English-language commands that the PC admins used to communicate with the apps. The web is a symbol of how several technologies have been combining, including the telephone, television, and new client technologies, which includes multimedia computer systems. In light of this, it might be said that PCs have simplified language concentration and made language learning fun and interesting for every teacher and student eventually of the division (Catford JC, 1969). With the advent of Computer-Assisted Language Learning (CALL), instructors no longer had to teach language to a technologically savvy society using antiquated instructional methods. It serves as an illustration of one of the irrational plans that could support an androgogue's ability to research, which improves his ability to help in language. The student is allowed to use both the modern self-learning approach as well as the conventional teaching methods, according to CALL (Chan, 1999).

Conclusion

According to the principles of the multimedia age, which consists of the fusion of various computerised media that incorporates written text, images, audio, and video into a fused multi-tangible interactive software or presentation to convey realities to the audience, multimedia presentations are becoming more and more common. The main goal of this is to recognise the audio, written material images, animation, movies, and intriguing background that can be created and accessible from electronic devices like computers, mp3 players, mobile phones, and iPods. The teacher modifies the texture's topic matter using multimedia. It will help the teacher illustrate the use of notable

media elements in a more meaningful way. These media elements can be converted into computational structures that can be customised and altered for the presentation's final product. Additionally, by integrating multimedia into the classroom, the researchers can better understand the instruction by fostering a capacity for self-questioning while integrating four talents, such as LSRW abilities. In light of the current situation, it is necessary to put our postcolonial outrage aside and start down the path of effective language acquisition (Chenand, 2006). Any of the accessible language education methods can be appropriate in a variety of circumstances. Since each student's proficiency level varies, no one method can be categorically recommended for teaching English. As a result, it becomes unavoidable for a teacher to be knowledgeable about several methods for educating and training students in a variety of strategies, which will enable him to successfully implement a key strategy in his classroom. Any specific methods that meet this demand without obliterating the target could be viewed in this light as creative teaching methods. In addition to improving teaching, the use of innovative ideas in academic institutions has the power to engage people, support administration, and energise the effort to advance human development (Stimpson, 2013).

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