

Importance Of Teacher Training For Technical Teachers In English Communication Skills In Andhra Pradesh

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Abstract:

Students are missing out the natural way of language learning because of a lack of trained teachers, who can speak fluently with accepted accent as regional speech habits influence their English language. As such the students are deprived of learning through listening to good English. There is a growing concern for quality teaching in higher education to meet the contemporary academic standards and industry requirement. There are a very few trained teachers in Engineering Colleges of Andhra Pradesh. Their proficiency in English is inadequate, and their pronunciation falls short of the expected standard. Honestly speaking, some of the technical teachers in Engineering Colleges lack mastery of English language. In post-graduate programs such as M. Tech, M.Sc., and others, students, who will become future educators, acquire a deep understanding of core concepts but often lack the practical skills to effectively impart them in a classroom setting. When they come to engineering colleges to impart the technical concepts to students, they battle with language proficiency to deliver their technical concepts in English effectively. Hence, Technical Teachers in Engineering Colleges should receive training in communication skills to effectively impart complex technical concepts to their students. Without this training, they may face challenges in imparting technical knowledge to their students.

Key Words: *Language Learning, Technical Teachers, Regional Speech Habits, Quality Teaching, Higher Education, and Technical Knowledge*

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I. Introduction:

The pivotal role of a teacher in any education system, including Technical Education, is crucial. When we examine the Technical Education system as a whole, it becomes apparent that the teachers occupy a paramount position in imparting the technical concepts to their students. Teachers are the cornerstone of any education system, and this holds especially true in technical education (Ryoo & Jang, 2018). In tandem with students and curriculum, teachers serve as an indispensable input element which enhances the quality of education. Their role goes beyond simply conveying technical concepts. They, along with the curriculum and students themselves, form a vital triad that determines the quality of education (Hodkinson, 2013). Consequently, the role of a teacher as a classroom manager is of prime importance. Effective classroom management is essential for teachers in this field (Emmer & Stough, 2001). English is a valuable tool for teachers who are teaching technical subjects. Furthermore, effective English communication skills are an invaluable tool for classroom instruction. Technical subjects often involve intricate concepts that demand clear communication. By possessing a firm grasp of English, technical instructors can effectively explain these ideas, address student inquiries, and foster rich and meaningful classroom discussions.

II. Literature Review:

The Need of English Language Skills for Technical Teachers: English language skills are crucial for technical teachers for various reasons. To begin with, many technical subjects have a significant amount of their literature, textbooks, and resources available in English. Proficiency in English allows technical teachers to access and utilize these resources successfully. English proficiency can enhance career prospects for technical teachers. English is measured the global language of business and technology. Technical teachers require proficiency in English to keep up with the latest trends in their field and communicate with experts worldwide (Smith, 2017). Secondly, English is used as a medium of instruction in higher education. Technical teachers need to be able to effectively convey complex concepts and ideas in English, both in written and spoken forms, to ensure effective classroom instruction. In an increasingly diverse classroom, English can serve as a lingua franca for communication among students from different linguistic backgrounds. Proficient English-speaking teachers can

bridge communication gaps (Johnson & Lee, 2020). In addition, as technical fields are becoming increasingly globalized, the ability to communicate with colleagues, researchers, and professionals from different countries and backgrounds is essential. English proficiency of the technical teachers can enhance their ability to prepare students for jobs where English is the primary or secondary language of instruction (Wilson, 2018). Being able to communicate fluently in English enables technical teachers to participate actively in these global networks, share their knowledge, and stay updated with the latest advancements in their respective fields. Many technical textbooks, research papers, and online resources are available in English. Teachers with strong English language skills can access a wider range of educational materials (Brown, 2019). Furthermore, English language proficiency enhances technical teachers' career prospects, as it opens up opportunities for international collaborations, research grants, and teaching positions abroad. It also allows them to build a strong professional network and gain recognition within the global academic community. English proficiency enables technical teachers to engage in international conferences, collaborate with colleagues worldwide, and contribute to cutting-edge research in their field (Smith & Johnson, 2016). English language skills are indispensable for technical teachers, as they enable access to resources, international collaborations, career development, professional success, and effective classroom instructions in the constantly evolving and interconnected world of technical education.

Importance of Teacher Training: "To teach without training is to fail in your task" as we cannot drive a car by reading book on how to drive a car. Teachers must be trained to achieve the higher academic excellence (Muhammad Hafeez, 2021). Teacher training is of utmost importance in any education system. It equips teachers with the necessary knowledge and skills to effectively educate and support students. A trained teacher possesses more skills and techniques that can be effectively employed to enhance the academic success of students (Ulla, 2018). Through professional development programs, teachers gain expertise in instructional strategies, classroom management techniques, and assessment methods. The most important among these is perhaps to formulate and implement a 'Comprehensive Training Policy' for technical Teachers (AICTE, 2018). Training enables teachers to stay updated with the latest trends and pedagogical approaches, allowing them to adapt their teaching methods to meet the diverse needs of their students. In addition, teacher training fosters a continuous learning environment, where they can collaborate with their peers, exchange ideas, and enhance their teaching practices. A well-trained teacher is better equipped with the skills to instruct students and proficiently employ a wide range of teaching methods (Saira et al., 2021).

Importance of Teacher Training for Technical Teachers in Communication Skills: Teacher training for technical teachers on communication skills is highly valuable. There is an urgent need to design a comprehensive training program for effective classroom interactions and to bring tangible improvement in the quality of technical education in the country (AICTE, 2018). As technical subjects often involve complex concepts and technical terminology, effective communication becomes essential in helping students understand and grasp the material. Training in communication skills enables technical teachers to convey information clearly, use appropriate language, and adapt their teaching style to different learning styles and abilities. Teachers who lack communication skills are unable to convey their technical concepts effectively during the teaching and learning process (Murwatiningsih & Wahyuningsih, 2009). Moreover, effective communication skills enable teachers to establish positive relationships with students, encourage open dialogue, and create a supportive learning environment. Effective communication is the life-blood of education, and hence teacher needs the ability to transfer ideas, views, attitude and feeling etc., effectively and efficiently, through all forms- speaking, reading, writing, listening etc. (AICTE, 2018). By investing in training for technical teachers in communication skills, educational institutions can ensure that students receive high-quality and standardized instruction and have a greater chance of success in their technical studies.

Need of Teacher Training for Technical Teachers in Communication Skills: Although most of the Engineering Colleges underscore the fact that the training on Communication Skills for technical teachers has a paramount significance in technical education, yet they often prioritize the educational qualifications of the technical teachers while hiring, overlooking their proficiency in English communication skills. Language, often regarded as one of humanity's most remarkable achievements, is so deeply integrated into our daily existence, much like the air we breathe. Consequently, it is easy to take language for granted and fail to fully appreciate its unique characteristics Nirupama Patel (2015). Even after being hired, they are often not allowed to receive training to better their communication skills. In fact, there is a lack of consensus on areas of teacher training for technical teachers in regard to communication skills. Mere updating a teacher's content knowledge through training will not necessarily enhance their effectiveness of teaching. Training technical teachers on communication skills is also equally important domain that needs to be considered.

For successful teaching in a technical field, technical teachers require English language training that caters specifically to their needs. Technical teachers should develop their ability to explain complex concepts in a clear and concise manner, ensuring effective communication with their students. Fluency in English grammar and syntax is also vital to enable teachers to deliver their lessons with precision and accuracy. Furthermore, language training should emphasize effective written communication skills, as technical teachers often need to prepare reports, documentation, and instructional materials. By acquiring these language skills, technical teachers can facilitate a more comprehensive and successful learning experience for their students.

S. No	Statement
1	I strongly believe that English Communication Skills will elevate my technical teaching.
2	I am good at English language proficiency.
3	I am confident enough in conveying technical concepts effectively in English.
4	I engage in meaningful classroom conversations with students in English at ease.
5	I encounter challenges in connecting with the students due to lack of adequate communication skills.
6	What specific challenges do you face when communicating technical concepts to students in English?
7	I need a communication skills training to enrich the learning experiences of students in technical subjects.
8	It is essential for technical teachers to undergo training program on communication skills.
9	I have already received a formal training to improve my English Communication Skills.
10	If yes, briefly describe the type of training you received.
11	Would you be interested in participating in a training program specifically designed to improve English communication skills for technical teachers? (Yes/No)
12	If yes, please specify the skill you should develop refine your language skills. - LSRW
13	If yes, please mention that what kind of delivery mode you would prefer for such training.
14	Do you have any additional comments or suggestions regarding the training you need for improving your language skills?

III. Research Methodology:

Research methodology provides a systematic approach to conducting and analyzing studies, ensuring accuracy and credibility of results. It assists researchers in the development of efficient procedures for the collection and interpretation of data, thereby minimizing biases and errors. It enables the replication of findings across future studies, as well as the assurance of reliability and validity. In the final analysis, it functions as the bedrock that directs researchers in the development of trustworthy and significant results.

Research Sampling: In this study, the researcher opted Survey Method. To ensure robust data collection and facilitate hypothesis testing, a random strata sampling technique was employed. This method was chosen to ensure that each stratum within its respective population was adequately represented, enabling more precise and conclusive results. Stratified random sampling was selected as it would accurately capture the population's characteristics. The random strata sampling also allowed more accurate conclusions and reflected precisely the characteristics of the population.

Research Instrument: The research instrument holds a pivotal role in gathering data to address the research questions. For this investigation, the researcher crafted a questionnaire tailored to meet the specific criteria associated with English language proficiency for technical educators. The researcher opted Survey Method to administer a questionnaire to teachers teaching technical subjects at engineering colleges in Andhra Pradesh.

Demographic Details: A questionnaire consisting of 14 statements was administered to 50 technical teachers working in engineering colleges in the Andhra Pradesh region. The participants have an average age of 40.4 years and an average of 12.28 years of teaching experience. The group includes 8 women and 42 men, comprising 22 Assistant Professors, 16 Associate Professors, and 12 Professors. Among them, 28 hold Ph.D. degrees, while 22 do not.

IV. Result Analysis:

S. No	Statement	YES	NO	May Be	Total
1	I strongly believe that English Communication Skills will elevate my technical teaching.	80%	14%	6%	100%
2	I am good at English language proficiency.	22%	66%	4%	100%
3	I am confident enough in conveying technical concepts effectively in English.	22%	76%	2%	100%

For the question one: 80% of participants said YES, showing a strong belief in the value of English skills for teaching technical subjects. Only 14% said NO, and 6% were unsure. This implies that most respondents clearly recognize English proficiency as crucial for effectively delivering technical content in an engineering context. For the question two: Only 22% felt they are good at English, while 66% admitted they are not proficient, and 4% were uncertain. This signals a significant skills gap: although teachers see English as important, most do not feel personally equipped with strong English abilities. For the question three: 22% expressed confidence, while a striking 76% did not feel confident, and only 2% were ambivalent. This highlights a lack of confidence in using English for technical instruction, which could impact classroom effectiveness and students' learning outcomes.

S. No	Statement	YES	NO	May Be	Total
4	I engage in meaningful classroom conversations with students in English at ease.	16%	78%	6%	100%
5	I encounter challenges in connecting with the students due to lack of adequate communication skills.	72%	20%	8%	100%

The analysis of your survey results highlights critical communication issues among technical teachers in engineering classrooms, particularly concerning English language use. These findings reveal both discomfort in using English interactively and acknowledgment of communication barriers impeding effective student engagement. Most teachers acknowledge communication inefficiency as a major challenge, particularly in interactive and student-centered teaching. The high percentage (78%) of teachers not comfortable conversing in English mirrors findings that engineering educators often suffer from low communicative competence and rely on traditional lecture formats instead of dialogic learning. The majority (72%) admitting difficulty in connecting with students suggests not only language insufficiency but also reduced interpersonal engagement, affecting teaching quality and motivation.

S. No	Statement	YES	NO	May Be	Total
7	I need a communication skills training to enrich the learning experiences of students in technical subjects.	74%	20%	6%	100%
8	It is essential for technical teachers to undergo training program on communication skills	72%	22%	6%	100%
9	I have already received a formal training to improve my English Communication Skills.	24%	76%	0	100%
11	Would you be interested in participating in a training program specifically designed to improve English communication skills for technical teachers? (Yes/No)	70%	26%	4%	100%

The analysis of your survey results reveals strong recognition of the need for communication skills training among technical educators, alongside a significant gap in actual training provision. A substantial majority (74%) recognizes that communication skills training would directly improve their ability to enhance student learning experiences in technical subjects. This reflects awareness that effective pedagogy in technical fields requires not just subject mastery but also the ability to communicate complex concepts clearly. Nearly three-quarters of respondents (72%) view communication skills training as essential for technical educators. This strong consensus aligns with research showing that technical professionals require communication competencies for effective collaboration, and knowledge transfer. Only about one-quarter (24%) have received formal training, while three-quarters (76%) have not. This represents a significant training deficit, indicating that most technical educators are operating without structured communication skills development. For the question – 6, the technical teachers mentioned the following difficulties they face due to lack of effective communication skills:

1. Inadequate contextual explanation or paraphrasing in general English
2. Good at but academic English but limited conversational English Proficiency
3. Feeling Difficulty in explaining abstract and complex concepts
4. Pronunciation and Accent Barriers
5. Fear of Making Mistakes, and anxiety about grammatical or technical errors,

There is almost universal agreement that English proficiency can enhance technical teaching, but most respondents do not feel personally proficient or confident in using English for such tasks. The gap between perceived importance and actual skills suggests the need for targeted professional development and training focused specifically on technical English and communication skills for technical teachers. If left unaddressed,

these self-reported deficiencies could limit both teacher effectiveness and student engagement in technical subjects.

V. Practical Recommendations:

Institutions should consider investing more in English communication training modules tailored for technical educators. Professional development programs could focus on practical strategies and technical vocabulary to bridge the confidence and proficiency gap. Ongoing support networks and mentorship could further help teachers develop and maintain these vital skills, leading to improved teaching outcomes. This analysis can guide decision-making around curriculum enhancement and teacher training to improve both teacher proficiency and student learning in English-medium technical education.

Skill Development: Teachers need structured English-for-specific-purpose (ESP) training emphasizing conversational fluency, classroom discourse, and interactive strategies. **Methodological Shifts:** Integrating methods like Communicative Language Teaching (CLT) and group discussion practice can reduce hesitation and enhance mutual understanding. **Institutional Support:** Continuous professional development, mentoring, and peer-observation systems can help teachers become more confident in using English during instruction.

Institutions should prioritize developing comprehensive communication skills training programs specifically tailored for technical educators. Training should focus on practical application in technical contexts, including explaining complex concepts, facilitating discussions, and engaging diverse learners. Regular assessment and refresher programs should be implemented to ensure sustained skill development.

VI. Conclusion:

Success in teaching technical subject requires a harmonious blend of technical expertise, pedagogical skills, and effective communication skills. Technical teachers must possess the essential aspects of language training to excel in their profession. Technical teachers should have a deep understanding of the subject knowledge they are teaching, and this includes proficiency in the technical language and terminology associated with their field. In tandem, they need to be able to explain complex concepts in a clear and concise manner. Clear and effective communication is essential in the classroom. Technical teachers should work on their speaking and writing skills to ensure that they can convey information to students in an easily understandable manner. They should also encourage open communication with students and be approachable for questions and clarification. In diverse educational settings, technical teachers may encounter students with various linguistic backgrounds. Proficiency in the English language equips technical teachers with an advantage when working with students who may not be proficient in local languages. Hence, there is a need for a study for the purpose of enhancing communication skills among teachers teaching technical subjects (Jamil Abd Baser, et. al., 2018). In conclusion, technical teachers require a combination of technical knowledge and pedagogical skills, along with effective communication skills. These training programs empower teachers to enhance their teaching skills and deepen their understanding of the subjects they teach. As a result, their students benefit from improved learning experiences and are better equipped to meet industry demands.

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