

TEACHING ENGLISH GRAMMAR TO ENGINEERING STUDENTS AND IMPROVING ITS EFFICIENCY.

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ABSTRACT

Teaching English grammar to engineering students is becoming increasingly important due to the global demand for effective communication skills in the engineering industry. However, the traditional methods of teaching English grammar have been criticized for being ineffective and un engaging. This research paper aims to evaluate the efficiency of teaching English grammar to engineering students and to identify methods that can improve its effectiveness. The study analyzed literature on the topic, conducted surveys among engineering students and English teachers, and observed English language classes. The results suggest that interactive teaching method, incorporating real-world engineering examples and using technology, can lead to improved efficiency in teaching English grammar to engineering students

Keyword: - English grammar, engineering students, teaching methods, efficiency, technology.

1. INTRODUCTION

Effective communication skills in English are essential for engineering students in today's globalized world. English grammar is an essential component of effective communication, and its teaching is a vital aspect of the educational program for engineering students. However, traditional methods of teaching English grammar have been criticized for being un engaging and ineffective. This research paper aims to evaluate the efficiency of teaching English grammar to engineering students and to identify methods that can improve its effectiveness

2. LITERATURE REVIEW

The literature on teaching English grammar to engineering students indicates that there are several challenges in teaching grammar to non-native English speakers. These challenges include students' limited exposure to the English language, differences in sentence structures and syntax, and lack of interest in the subject. Furthermore, traditional methods of teaching English grammar, such as lectures and textbook-based approaches, have been criticized for being un engaging and unproductive

2.1 Sub Title-1

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Recent studies have suggested that more interactive approaches to teaching English grammar, such as using real-world engineering examples, games, and technology, can improve students' engagement and learning outcomes. A study conducted by Kaur and Saini (2020) found that using engineering-based examples in teaching grammar helped students understand the concepts better and increased their motivation to learn. Similarly, the use of technology, such as online resources, interactive games, and mobile applications, has been found to be effective in teaching English grammar to engineering students (Abdelraheem et al., 2018).

3. METHODOLOGY

This research paper used a mixed-method approach to investigate the efficiency of teaching English grammar to engineering students. The study was conducted in three phases: a literature review, surveys of engineering students and English teachers, and classroom observation of English language classes.

The literature review involved a systematic analysis of existing studies and research papers on the topic of teaching English grammar to engineering students. The review aimed to identify the current methods used to teach grammar to engineering students, the challenges faced, and the effectiveness of these methods.

In the second phase, surveys were conducted among engineering students and English teachers to gather their opinions on the current methods of teaching English grammar and their suggestions for improvement. The surveys were conducted online and included both closed-ended and open-ended questions.

In the third phase, English language classes were observed to gain insights into the teaching methods used in practice. The observations focused on the level of engagement of students, the teaching techniques employed by the instructors, and the use of technology in the

4. CONCLUSIONS

The literature review showed that traditional methods of teaching English grammar, such as lectures and textbook-based approaches, have been found to be un engaging and unproductive. On the other hand, more interactive approaches, such as using engineering-based examples, games, and technology, have been found to be more effective in teaching grammar to engineering students. The survey of engineering students showed that they found the traditional methods of teaching English grammar to be dull and un engaging. However, they expressed an interest in using engineering-based examples and technology to learn grammar. The English teachers surveyed also expressed their preference for using interactive teaching methods and technology. The classroom observations showed that instructors who used

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