

Asian Resonance

To Make Learning Simple, Substitute Clauses by Phrases and Words

Abstract

Knowledge can only be communicated through a language. Technical or professional knowledge is no exception. Therefore the professional students need to express themselves in some language; it is necessarily English because of many reasons. It is recognized as an associate official language in India and spoken by many people in the world. Now, that the world has become a global village. We can communicate easily with many persons in the world through English. The students get proficiency in their subject by learning them in English medium through books written in the same. In this modern computerized 21st century world, the importance of it cannot be ignored because computer is a useful tool to a person. As a result of the above findings, a student has to improve his communication skills in English. At every stage of their studies, the technical students need English to present their papers, to explain their project works and to fare well in interviews. Most of the English medium students get better chances of employment to work abroad. English is very useful to go for higher studies or research work in getting better positions with their skill in English speaking.

Keywords: Communicated, Employment, Global Village, Interviews, Proficiency, Spoken.

Introduction

In the daily, The Hindu, May 2nd, 2000 an article entitled "English or mother tongue?", written by Selwyn Stanley was published. In it, there is a statement: "Fluency in English enhances one's employability and is desired qualification sought by employers in the corporate sector; more so with the advent of liberalization and the entry of multi-nationals. Proficiency in English is an essential pre-requisite for those seeking a placement in the booming information industry".

The logical conclusion from the above is that India will prosper if the majority of the Indian population learns their subjects in English language. Therefore, it is imperative to search for easy methods for getting proficiency in the four skills (LSRW) in an easier way.

As a lecturer of English with some considerable experience in an engineering college, this researcher observes certain facts relating to the teaching of English to the technical students.

In all the four years of their study, the students of technical colleges are exposed to study their subjects exclusively in English language, besides they have a course to study the English language during the first two years, the students are encouraged to attend and participate in the language lab activities. In the third year and final year of their study, they are given coaching in communication skills (soft skills) under the direction of JKC (Jawaharlal Knowledge Centre).

Therefore, language teaching in technical colleges is an organized planned activity, under the supervision and inspection of the management. All this shows that English language is recognized as a very important for a technical student. In practice, they can observe that all standard books on various branches of technology are in English to get knowledge of these studies; the technical student has to acquire proficiency in English language.

The objective of the researcher is to achieve new insights into the actual topic, "Substituting clauses by phrases and words to make learning simple, while teaching English to the students of technical education.

The technical students are already over loaded with a fund of advanced and latest information in their group subjects. They search for an easy approach to learn English so that they can gain more efficiency in less time through a simplified English language.

There are many aspects of the language which can make learning of English easy of all these aspects; the mastery of the use of phrases is



S.V.S. Vas Pulakhandam

Assistant Professor
Dept of English
Swarnandhra College of
Engg & Tech
Narsapuram



T. Narayana

Head/Professor
Dept of English
Andhra University
Vishakhapatnam

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an important one. A technical student does not like to complicate English by using complex sentences.

For example: I know **where he is residing.**
(Complex) I know **his residence.**

(Simple)

Importance of the study

The importance of learning English by technical students in India is beyond doubt. It is a boon if some easy methods are discovered to teach such an important language like English. It is often said that it is very easy to learn English but it is very difficult, almost impossible to learn English perfectly and correctly. The difficulty lies in learning the pronunciation of the words, the spelling of words and the appropriate usage of prepositions. Spelling, pronunciation and the usage of prepositions are no doubt difficult to learn but they are a must. In the case of prepositions, a little looseness may be allowed. Besides these three, there is another very important aspect of English language which is the usage of clauses and phrases. In the earlier grammar text books (e.g. Wren & Martin's Higher School Grammar and Composition) much importance is given for clauses, phrases, simple sentences, complex sentences and compound sentences. The problem taken up by this researcher is to make the learning of English easier by using phrases in the place of clauses without altering the meaning. Phrases are easy to learn because they do away with the complicated tense forms. If all finite verbs are replaced by the non-finites like gerunds, infinities and participles the language becomes easier. Hence, this researcher empirically suggests that the learning of English language becomes simple by substituting phrases in the place of clauses. A technical student need not complicate English by using complex sentences. If simple words and phrases can replace clauses, language becomes simple and hence easy to learn. It does not mean that all complex sentences can be totally eliminated from English language. For technical students, simple sentences give the meaning directly. As such, technical students can practice such sentences while using English language. If this empirical problem gets a positive solution, further research work is possible in this field.

Aim of the Study

- I. The grammar of a language is called language code. The different topics in this code are interrelated while making a thorough study of the clauses and phrases, the student unconsciously touches the other section of the code. Thus, enabling a level of proficiency in English language. With this objective in mind, the present problem is presented.
- II. The study of this problem also enables to evaluate the present scheme of teaching English in technical and professional courses.
- III. A critical study of this problem of research gives scope for contacting the teachers and students of technical and professional colleges. As a result, the problem can bring in a moment in the place of inertia, generating a group of teachers and students who begin to think seriously in this field.

- IV. Teachers of Core department will learn framing Simple Sentences in their teaching.
- V. Most importantly this study can give some practical suggestions for the improvement of the teaching of English language.
- VI. Students can find enjoyment in learning and utilizing English language in writing reports and facing interviews.

How To Replace Clauses With Phrases?

Understanding the difference between clauses and phrases can help improve your writing ability.

A clause is a group of words with a subject that is undertaking the action of a verb. A phrase is a group of related words that does not have a subject that acts on a verb. You can replace clauses with phrases by removing either the subject or the verb, and replace phrases with clauses by adding a subject or a verb. Yet in each instance, you will be changing the meaning and grammatical structure of the clause or phrase you are adjusting.

How to Change Phrases to Clauses

Instructions

Replacing Clauses with Phrases

1. Examine the clause to determine the subject and the verb. The subject is the noun that is doing the action, and the verb is the action that is being done. For example, in "the store sits at the end of the street," the subject is "store" and the verb is "sits."
2. Remove the verb from the clause. For example, by removing the verb "sits" in the previous example, you have created the phrase "the store at the end of the street." There is no subject that is acting on the verb; it is now simply a phrase.
3. Add another word, if necessary, to make the phrase grammatically correct. For example, to change "The girl threw the ball," to a phrase, you cannot simply remove the verb "threw." Add the word "who," and you have a grammatically correct phrase: "the girl who threw the ball." "Who threw the ball" acts as an adjective that describes the girl, and the verb is no longer directly related to the noun.

Replacing Phrases with Clauses

1. Examine the phrase to determine what information you want to add to it to make it a clause with a noun and a verb.
2. Once you decide how you want the clause to read, change it so that it includes a subject and a verb that is acting on it. For example, suppose the phrase is "the teacher who taught English." Decide if you want to add information about the teacher, other than the fact that "she taught" English, or if you simply want to say that she taught English.
3. Change the phrase to make it a clause so that there is a subject and a verb. For example, you can change the phrase "the teacher who taught English" in any variety of ways. You can use the entire phrase as the subject and add a verb, as in "The teacher who taught English lives in town." Or, you can simply delete "who" to come up with

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the clause, "The teacher taught English," where "teacher" is the subject and "taught" is the verb.

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Noun-Clause.

Definition:

A Noun-Clause is a group of words which contains a Subject and a Predicate of its own and does the work of a noun.

1. The law will punish **whoever is guilty**. (Noun-Clause)
The law will punish **the guilty**. (Noun phrase)
2. The police want to know **where he is living**. (Noun-Clause)
The police want to know **his residence**. (Noun)

Adjective Clause

Adjective-clause is a group of words which contains a Subject and a Predicate of its own and does the work of an adjective.

Examples:

The letter brought money which was badly needed. The letter brought badly needed money.

S.No	Adjective Phrases	Adjectives
1	A crown made of gold.	A golden crown.
2	A cloak of purple colour.	A purple cloak.
3	An elephant with a white skin.	A white elephant.
4	A track through the jungle.	A jungle track.

5	A boy with blue eyes.	A blue-eyed boy.
6	A village without any inhabitants.	A deserted village.
7	A page with no writing on it.	A blank page.
8	The day of greatest length.	The longest day.
9	The flag of the Spain.	The Spanish flag.
10	A load of great weight.	A heavy load.

I met a girl whose eyes are blue.
I met a girl with blue eyes.

1. He told us when he would arrive.
He told us his arrival time.
2. We admire the men who are courageous.
We admire the courageous men.
3. I like to see a face with a smiling on it.
I like to see a smiling a face.

In this way, an adjective-clause can be replaced with an adjective-phrase or with an adjective.

Look at the following table:

Sentences: Simple, Compound, and Complex

Experienced writers use a variety of sentences to make their writing interesting and lively. Too many simple sentences, for example, will sound choppy and immature while too many long sentences will be difficult to read and hard to understand.

Simple Sentence

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. In the following simple sentences, subjects are in yellow, and verbs are in green.

- A. Some students like to study in the mornings.
B. Juan and Arturo play football every afternoon.

The three examples above are all simple sentences. Note that sentence B contains a compound subject, and sentence C contains a compound verb. Simple sentences, therefore, contain a subject and verb and express a complete thought.

Compound Sentence

A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of each of the coordinators spells *FANBOYS*.) Except for very short sentences, coordinators are always preceded by a comma. In the following compound sentences, subjects are in yellow, verbs are in green, and the coordinators and the commas that precede them are in red.

- A. I tried to speak Spanish, and my friend tried to speak English.
B. Alejandro played football, so Maria went shopping.
C. Alejandro played football, and Maria went shopping.

The above three sentences are compound

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sentences. Each sentence contains two independent clauses, and they are joined by a coordinator with a comma preceding it. Note how the conscious use of coordinators can change the relationship between the clauses. Sentences B and C, for example, are identical except for the coordinators. In sentence B, which action occurred first? Obviously, "Alejandro played football" first, and as a consequence, "Maria went shopping." In sentence C, "Maria went shopping" first. In sentence C, "Alejandro played football" because, possibly, he didn't have anything else to do, *for* or *because* "Maria went shopping."

Complex Sentence

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because*, *since*, *after*, *although*, or *when* or a relative pronoun such as *that*, *who*, or *which*. In the following complex sentences, subjects are in yellow, verbs are in green, and the subordinators and their commas (when required) are in red.

- A. When he handed in his homework, he forgot to give the teacher the last page.
 B. The teacher returned the homework after she noticed the error.
 C. The students are studying because they have a test tomorrow.
 D. After they finished studying, Juan and Maria went to the movies.
 E. Juan and Maria went to the movies after they finished studying.

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in sentences B, C, and E, no comma is required. If a comma is placed before the subordinators in sentences B, C, and E, it is wrong.

Complex Sentences / Adjective Clauses

Finally, sentences containing adjective clauses (or dependent clauses) are also complex because they contain an independent clause and a dependent clause. The subjects, verbs, and subordinators are marked the same as in the previous sentences, and in these sentences, the independent clauses are also underlined.

1. Conversion of Complex sentences into Simple sentences:

Noun clause

- He liked what I suggested. (Complex sentence)
He liked my suggestion. (Simple sentence)
- What he advised did not prove successful. (Complex sentence)
His advice did not prove successful. (Simple sentence)

Adjective clause

- There I saw a girl who was beautiful. (Complex sentence)
There I saw a beautiful girl. (Simple sentence)

- A tiger that is wounded is very fierce. (Complex sentence)
A wounded tiger is very fierce. (Simple sentence)

Adverb clauses

- She was so poor that she could not educate her children. (Compound sentence)
She was too poor to educate her children. (Simple sentence)
- When they were challenged they ran away. (Complex sentence)
On being challenged they ran away. (Simple sentence)

Simplified Content by the Researcher:

The researcher recognizes the difficulties of the students in understanding the content with Complex and Compound sentences in their prescribed Text Books for their study. Hence, the researcher simplified some of the content in the Original Text Book by changing the Complex and Compound sentences into Simple Sentences by using the technique of transforming clauses into phrases. They are as follows:

- Name of the Text book: Mechanical Engineering, Modern Machinery Processes**
Author: P.C.Pandey, H.S.Shan. Mechanical processes

Page No: 7,

Original text :-

The present trend is towards the development of material removal processes that employ primarily non-mechanical energy. 'Abrasive jet' and 'ultrasonic' machinery methods are important because of certain special characteristics with which electrochemical, chemical or thermal processes cannot compete. The mechanical processes described in the following pages, namely, ultrasonic machinery, abrasive jet machinery and water jet machinery have been developed for commercial applications in engineering manufacture.

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2. Mechanical

Name of the Text book: Thermal engineering in S.I units
Author: P.L.Ballaney
Page No: 116 3.10. Carnot theorem or corollary 2

Original Text :-

No engine working between two temperatures can be more efficient than the reversible engine working between two fixed temperatures, is the most efficient.

Refer figs.3.11 and 3.12. This theorem is proved by reductio absurdum. Let engine *I* which is irreversible be more efficient than engine *R* which is reversible. Both are working between the same temperature limits of source T_1 and sink at T_2 . The heat applied to the two engines will be same. Let it be

denoted by Q_1 (let us say 100 KJ, since irreversible engine is assumed more efficient, work done by it is denoted by W_I (let us say 60 KJ) will be more than the work done by the reversible denoted by W_R (let us say 40 KJ). Now let us assume the reversible engine, and couple it to the irreversible engine as shown in fig.3.12. Since R is a reversible engine, its quantities of heat and work remain unchanged except for direction. This leads to the conclusion that the reversible engine, besides being able to drive the reversible engine, gives an additional net-work ($W_I - W_R$) = W_{net} (i.e., 60-40=20KJ) as shown in fig.3.12. Also the heat rejected, Q_{2I} (100-60=40 KJ) by the irreversible engine.

Simplified text by the researcher

No engine works as efficient as the reversible engine working between the same two temperatures. Among all such engines, Carnot engine is the most efficient.

Refer figs. 3.11 and 3.12. This theorem is proved by reductio absurdum. Let the irreversible engine I be the more efficient than the reversible engine R . Both are working between the same temperature limits of source T_1 and sink at T_2 . The heat applied to the two engines is same. Let it be denoted by Q_1 . The Q_1 is 100 KJ. Denote the work done by irreversible engine I as W_I . It is 60 KJ. Denote the work done by the reversible engine as W_R . It is 40 KJ. Now reverse the reversible engine. Couple it to the irreversible engine, as it is shown in fig.3.12. R is a reversible engine. But its quantities of heat and work remain unchanged except for direction. This gives the conclusion that the irreversible engine drives the reversible engine. And it also gives an additional network ($W_I - W_R$) = W_{net} (i.e., 60 - 40=20KJ) as shown in fig.3.12. The heat rejected is assumed as Q_{2R} (100-40=60 KJ). The less efficient reversible engine will be more than heat rejected Q_{2I} (100-60=40 KJ) by the reversible engine.

2. Name of the Text Book: C programming - Data Structure Author: Behrouz A. Forouzan, Richard F. Gilberg Page No: 136, 4.3 shift operators

Original text:

The shift operator move bits to the right or the left, when applied to unsigned numbers, these operators are implementation independent when used with signed numbers, however, the implementation is left to the discretion of the software engineering who designs the system. It is often predicated on the hardware for which the compiler is being written. Therefore, they must be used with caution with signed numbers. Because the C standard leaves the implementation up to the compiler writer (there is no standard) code that shifts signed negative numbers may not be portable to the platforms.

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numbers. Because the C standard leaves the implementation up to the compiler writer code. It shifts signed negative numbers. They may not be portable to other platforms.

2. Name of the Text Book: C programming - Data Structure Author: Behrouz A. Forouzan, Richard F. Gilberg Page No: 251, program 6-15

Original Text:

This program has several interesting aspects. First, note the data validation that we use to ensure that the binary number that we read consists of nothing but zeros and ones. We used this series of modulus and divide statements previously in program 6-13 and program 6-14.

Then, note how we enclosed the call to the validation function in a do...while that allows us to keep reading input until the user gives us a binary number. Again, note how we display an error message when the number is not valid, this is a standard date validation technique. Next, study the binary to the decimal function that converts the binary number to the decimal value. Note that when we extract a digit, it is either a zero or a one. We then multiply the extracted digit by 2 raised to the digit position. We are currently evaluating, which gives us the binary value is then added to the decimal number. Of course, if the digit is a zero, the product is zero and value is unchanged. It is only when the digit is a one that we add to the decimal number.

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This program has several interesting aspects. First, note the data validation we use in ensuring the binary number consists of zeros and ones. We used this series of modulus and divide statements previously in program 6-14.

Note, have we enclosed the call to validation function in a do...while. It allows us to keep riding input to get a binary number. Note, how display an error message with the invalid number. This is a standard data validation technique.

Next, study the binary to decimal conversion function. Note, we extract either a zero or a one as a digit. Multiply the extracted digit by 2. It raised to the digit position in the current evaluation. It gives us the binary value of that digit. The value is added to the decimal number. If the digit is a zero, the product is also zero. Add to the decimal number if the digit is a one.

Interview With The Students:

Procedure:

There are 100 students selected for the interview of the four colleges. The students belong to various branches such as MBA, MCA, B.Tech, polytechnic. It is beautiful attempt made by the teacher to interview the students of various branches as it helped them to know their efficiency and difficulties in learning and using English language to be successful in their career. The information from the interview gave a lot of enrichment to the data collected through the interview. The students are very cooperative and interesting to be a part of the interview by answering to the questions.

Summary Of The Students Interview:

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The query is focused to elicit the response on students' knowledge, opinion and recommendations towards the researcher distributed two papers with the same data- one is the content of their subject in the original text- another is the same content simplified the researcher. They are asked to read the original text at first. After ten minutes of reading, they are requested to explain the data. But most of them failed to explain it properly as they can't understand it properly. Later, they are asked to read and explain the simplified data. Now, they are very confident in expressing the data accurately. The inquiry is based on their knowledge in framing simple sentences to be successful in preparing project works and facing the interviews by explaining the concept in a meaningful way to get better placements. They are asked whether they are encouraged to use simple sentences.

The final year students are enquired what they strongly need to be successful in their group discussions, debates, and interviews. They said they should have English communication skills lab in third B.Tech and fourth B.Tech level to improve LSRW skills.

The third year students are asked to explain what a simple, complex and compound sentences and the number of clauses they have. They failed to answer properly as they have no proper knowledge in them.

The second, third and final year students are asked to pronounce some simple and general words like "exam", 'biscuit', 'engineering', 'kitchen'. Almost all of them failed to pronounce them exactly so we can understand they have not trained properly in their lab sessions. And they are not concentrating on phonetics. Therefore, there is a lot of chance that they will fail in interviews.

No of times faculty encourage the students to frame simple sentences in their presentation:

S.No	No Of Times Encourage To Frame Simple Sentences	No.Of Faculty	%
1	Always	17	42.5
2	most times	12	30
3	Some times	06	15
4	Never	05	12.5

Students need to be improved in the following areas:

S.NO	AREAS TO BE IMPROVED	NO.OF FACULTY	%
1	Framing sentences	18	45
2	Vocabulary	13	32.5
3	LSRW skills	09	22.5

•18 faculties mentioned the students need to be improved in framing sentences meaningfully, 13 said students need to improve vocabulary, 9 said they need to improve LSRW skills for writing reports and projects.

Analysis on the Questionnaire of Core faculty

The researcher collected the data by conducting of four different colleges namely Swarnandhra College of Engineering & Technology, Narsapur, Swarnandhra Institute of Engineering & Technology, Seetampuram, Sri Vishnu Engineering College for Women, Bhimavaram, Sri Vaasavi College of Engineering & Technology, Pedatadepalli . The questionnaire consists of 20 different questions. The first three questions are for getting general information of the faculty like his/her name, college name. The questionnaire was conducted to understand the difficulties faced by the Core faculty in teaching to the Professional students effectively in understanding the lectures and representing the data in their project works and at the time of facing Interviews. The data was analyzed and presented clearly both in the text format and graphical format.

8 find Compound Sentence as the easiest one, 6 find Complex but 26 find Simple Sentence is the easiest one.

Type of sentence faculty use in teaching:

S.No	Type of Sentence	No. of Faculty	%
1	Simple	29	72.5
2	Complex/compound	11	27.5

Faculty problems in teaching:

S.No	Name of The Problem	No. of Faculty	%
1	Vocabulary	10	25
2	Communication	07	17.5
3	Framing simple sentences	15	37.5
4	Pronunciation	08	20

Type of text books referred by faculty:

S.No	Type of Text Book	No. of Faculty	%
1	Content explained in simple sentences	27	67.5
2	Content explained in complex sentences	03	7.5
3	Content explained in compound sentences	09	22.5
4	Content with different sentences	01	2.5

Conclusion:

Technical Students need to play a vital role in serving to the society with their valuable practical knowledge in creating the better world. They must have the capability of fluency in using the language skills effectively. In the present scenario, they should enrich their language skills to be successful in the job market. Hence, they have to improve proficiency in communication skills.

When they enter the job, they should ready to face different situations. They need to give seminars on their projects. If they are able to create a new design for a machine, they must ready to explain it effectively to the Government or the management in order to get acceptance for the development of his/her work which can be useful to the society.

Results of The Study:

The following are the results of the study:

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1. The study explains that students with English Medium background can be successful at some extent in their career.
2. The study shows different ways of teaching methods to teach Telugu medium students to be in the line of successful professionals.
3. It reveals that the students of technical institutions realize the importance of communication skills.
4. The students will be benefited if they are encouraged more to participate in interactions. They are ready to be a part of the different seminars and conferences.
5. Students must improve their communication skills to become good speakers by challenging the barriers of the communication.
6. They should be careful in drafting a project or report with the message they want to give by writing simple and meaningful sentences.
7. They must pay attention to the Lecturers in the Class to understand the concept completely.
8. Students must develop reading skills. They should read the text books to be the better reader.
9. They should practice writing letters to the business people and sending e-mails for their job search.
10. Students have to learn English Grammar, especially, simple, complex and compound sentences. They should aware with the phrases and clauses.
11. They need to improve their vocabulary by reading newsmagazines to collect and understand various new words and their usages.
12. Teachers of English must concentrate on making the students in learning how to frame simple and meaningful sentences by teaching grammar and usage effectively.
13. They should conduct Role plays, Group discussions and Debates more often to enrich the LSRW skills among students during English lab sessions.
14. Teaching must be practical oriented than theoretical students can be encouraged to share his views on the subject.
15. Students have to be taught how to change phrases to clauses and classes to phrases with beautiful drillings.
16. The syllabus of the theory should be decreased to give time to the teachers for encouraging the students to enrich their LSRW Skills in English Lab sessions by increasing lab hours.
17. Teachers of the core departments have to teach more in English than in their Regional Languages. They should be trained in English communication skills.
18. They need to learn how to simplify complex and compound sentences by changing clauses into phrases.
19. They should even concentrate on framing sentences by taking care of grammar. Otherwise, they may give wrong notion to the students in conveying the message.

Hence, the researcher suggests that the students must be encouraged to write Simple and meaningful sentences instead of creating confusion with their complete sentences. They should be well trained by the teachers of English. Even the teachers of care departments learn phonetics and grammar as they need to pronounce the words accurately and giving Lecturer meaningfully.

Students must be trained in changing the clauses into phrases and phrases in to clauses to avoid complexity in their presentations.

Finally, the researcher also recommends that the board of JNTU, Kakinada has to introduce simple, complex, compound sentences in English Grammar to make the students simple, in their presentations. English labs should be re-introduced for II, III, & IV B.Tech and First and Final years of M.B.A and M.C.A. to give specific support for the enrichment of their language skills to be successful as good professionals in their career.

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