TENTATIVE METHODS OF TEACHING ENGLISH TO DEVELOP INTELLECTUALITY OF ENGINEERING PIONEERS

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ABSTRACT

Searching for the best way to teach assumes a kind of simplicity about teaching and learning that just plain does not exist. Start with the fact that teaching is used to accomplish a variety of different educational aims. It is used to help learners acquire knowledge of a vast panoply of subject matters and is aimed at students from all sorts of backgrounds, with varying degrees of cognitive ability and at different levels intellectual maturity. Those who do the teaching share a wide diversity of backgrounds and have experiences that cross the continuum from novice to expert. The host of factors that influence teaching makes clear the preposterousness of imagining that there could be one or even several best methods, approaches, styles, or practices. However, a tentative approach to pedagogical methods feels counterintuitive. Once a teacher finds something that works with her content, her students, and her style of teaching, it is natural for her to want to recommend that way to others. Entwistle's answer is intriguing: "In the end, 'best practice' is whatever helps students to engage more deeply with the subject and to become more actively responsible for their own learning." So, all educational methods are not equal. No method is ruled out so long as it engages students and makes them responsible for learning. But some methods accomplish those goals less frequently than others. Take lectures, for example. They can be highly successful at involving and engaging students. Most of the faculty can attest to that power firsthand. However, in practice, most lectures do not engage students or motivate them to take responsibility for what and how they learn. Lectures tend to encourage passivity and make students dependent on the teacher. . It can take a career just to figure how the learning of a particular kind of content is promoted, given a particular blend of students. But the biggest challenge for an English teacher is to make the class more attractive to young learners and at the same time ensures learners excel in the competitive world. The focus of this paper is upon improving the proficiency of English through the various methods& task-based activities. Internet plays a vital role in putting these methods into practice. The paper suggests some feasible ways of improving communication skills and promoting students creative, critical and analytical thinking in ELT programmes in an interesting way. It also expores various ways by which classroom activities can be used to involve students so that they can have opportunities to act as performers themselves.

I. INTRODUCTION

Engineering students are faced with challenging and demanding recruitment process in which they have to prove their mettle with English communication skills. Besides being good at English, they need to be aware of the employability skills required at their future workplaces. The ability to listen, question and express opinions and ideas properly and produce written work that is lucid, clear and structured using correct spelling and grammar has become mandatory for every engineering student. In addition, they require exemplary English skills in listening, speaking, reading, and writing to go up the career ladder. For that many techniques, methods and approaches. This paper deals with the importance of teaching English to fulfil the ever-growing demands of English. The methods and approaches adopted or followed by teachers in the past to teach English language, the lacunae in their language teaching which is the second language for both teacher and students is discussed. Challenges before teachers in present day English language teaching, are taken up in this study. The way in which students can put their learning into practice in day-to-day use to fulfil their practical demands through effective communication skills apart from gaining command over English language is highlighted. Methods and approaches to teaching English have developed rapidly, especially in the previous four decades. It is important that language learners and training managers, as well as teachers, understand the various teaching methods and techniques so learners are able to navigate the market, make educated choices, and boost their enjoyment of learning a language. Mostly tentative methods of teaching English for the Engineering students are as follows:-

II. DIRECT METHOD

This approach is also known as the 'oral' or 'natural' method, originated around the 1900s as an alternative to the traditional grammatical translation method. This Method is based on the direct involvement of the student when speaking, and listening to the foreign language in everyday situations. Consequently, there is lot of oral interaction, spontaneous use of the language with the Inductive way of teaching .This method facilitates progressive vocabulary. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples.

2.1 Strategies of This Method

- Direct method enhances fluency in speaking and pronunciation.
- Use of Audio-Visual aids creates enthusiasm among the students.
- It bridges the gap between active and passive knowledge.
- It is a Natural method which makes the student learns the language skills in a natural order.

2.2 Audio-Lingual Method

This method is based on the principles of behaviour psychology. It adapted many of the principles and procedures of direct method, in part as a reaction to the lack of speaking skills. This method has studying listen to or view recordings of hang models acting in situations. Students practice with a variety of drills and the instructor emphasises the use of the target language at all times. New materials are presented in the form of dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorisation of set phrases and over -learning. Structures are sequenced and taught on at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided, grammar is taught inductively.

2.3 Strategies of This Method

Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2.There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

III. PROJECT METHOD

The **project method** is a medium of instruction which was introduced during the 18th century into the schools of architecture and engineering in Europe when graduating students had to apply the skills and knowledge they had learned in the course of their studies to problems they had to solve as practicians of their trade, for example, designing a monument, building a steam engine. In the early 20th Century, William Heard Kilpatrick expanded the project method into a philosophy of education. His device is child-centred and based in progressive education. Unlike traditional education, proponents of the project method attempt to allow the student to solve problems with as little teacher direction as possible. The teacher is seen more as a facilitator than a delivery of knowledge and information.

3.1 Strategies to Enhance Project Method

Students in a project method environment should be allowed to explore and experience their environment through their senses and, in a sense, direct their own learning by their individual interests. Very little is taught from textbooks and the emphasis is on experiential learning, rather than rote and memorization. A project method classroom focuses on democracy and collaboration to solve "purposeful" problems.

Kilpatrick devised four classes of projects for his method: construction (such as writing a play), enjoyment (such as experiencing a concert), problem (for instance, discussing a complex social problem like poverty), and specific learning (learning of skills such as swimming).This method trains the pupil to inbuilt innovative knowledge.

IV. HEURISTIC METHOD

Heuristic teaching students to play a subjectivity, to promote student-centered and enable students to actively participate in educational activities, to active thinking and learning purposes. To implement Heuristic teaching effectively, it is necessary to make good use of visual inspiration teaching, teaching image, visual, lively and interesting; how the layers of doubt to inspire students to set positive thinking activities; how inspiring a good discussion-style teaching, the students learn but gorgeous, learning anything; about the proper use of contrast style inspired teaching, enhance the students knowledge, understanding and consolidation of exploration were made in four areas :-

"As long-term by the 'exam-oriented education' of teachers and students are blind pursuit of high scores, and sometimes even contrary to the laws of language learning. In most cases, teachers used in class is 'into' teaching, this teaching seriously hampered the formation of self-learning ability of students "." If a student does not self-learning ability, it would not learn of the initiative and creativity, there can be no self-development. "This requires English teachers in the teaching process should focus on the implementation of heuristic teaching to stimulate student interest in learning and motivation, and enhance their commitment and enthusiasm to learn. Heuristic teaching is not a specific teaching method, but an important teaching principles and guidelines for the effective use of language In summary, the use of heuristic teaching, to update the teaching ideas, respect for the dominant position of students to maximize student learning initiative, the "knowledge-based, core competency," this policy throughout the teaching the whole process. Of course, the use of heuristic teaching a variety of diverse ways, yet to be we continue to study, to explore, and continuously applied to teaching, to better serve the teaching service.

V. CONSTRUCTIVIST APPROACH

Contemporary teaching styles tend to be group focused and inquiry driven. Constructivist teaching methods embrace subsets of alternative teaching styles, including modelling, coaching, and test preparation through rubrics scaffolding. All of these are designed to promote student participation and necessitate a hybrid approach to teaching. One criticism of the constructivist approach is it caters to extroverted, group-oriented students, who tend to dominate and benefit from these teaching methods more than introverts; however, this assumes introverts aren't learning by observing. Student-centric learning does not have to come at the expense of an instructor's preferred teaching method. However, differentiated instruction demands that teachers finesse their style to accommodate the diverse needs of 21st-century class.

5.1 Analysis of Constructivist Approach

In the constructivist classroom students often work in groups to learn social skills & to support each other's learning. It fosters future Engineers to generate new ideas and concepts. Use of role plays in the classroom caters the student to know the real life situations.

VI. TASK-BASED INSTRUCTION

Task-based instruction or TBI (also known as task-based teaching), is another methodology that can be regarded as developing from a focus on classroom processes. In the case of TBI, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. Rather than employ a conventional syllabus, particularly a grammar-based one, advocates of TBI argue that grammar and other dimensions of communicative competence can be developed as a by-product of engaging learners in interactive tasks. Task-based instruction, however, makes strong claims for the use of tasks and sees them as the primary unit to be used, both in planning teaching (i.e., in developing a syllabus) and also in classroom teaching. But what exactly many of the activities proposed in the early days of CLT can be described as tasks according to the definition above, i.e., information-gap and information-sharing activities that we find in many course books and ELT materials. From the point of view of TBI, two kinds of tasks can usefully be distinguished:

- Pedagogical tasks are specially designed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, and vocabulary).

- A task in which two learners have to try to find the number of differences between two similar pictures is an example of a pedagogical task. The task itself is not something one would normally encounter in the real world. However the interactional processes it requires provides useful input to language development.

- Real-world tasks are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. A role plays in which student's practice a job interview would be a task of this kind.

6.1 Willis (1996) proposes six types of tasks as the basis for TBI:

1. Listing tasks: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.

2. Sorting and ordering: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.

3. Comparing: Students compare ads for two different CLT, and explore the assumptions it is based on, its origins and evolution since it was first proposed in the 1970s, and how it has influenced approaches to language teaching today. Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world.

6.2 It includes the following aspects of language:

- Knowing how to use language for a range of different purposes and functions.

- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

- Knowing how to produce and understand different types of texts(e.g., narratives, reports, interviews, conversations)

- knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies i.e, everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting).

VII. ACCURACY VERSUS FLUENCY ACTIVITIES

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency

- Reflect natural use of language.

- Focus on achieving communication.

- Require meaningful use of language.

- Require the use of communication strategies.

- Produce language that may not be predictable.

- Seek to link language use to context.

Activities focusing on accuracy

- Reflect classroom use of language.

- Focus on the formation of correct examples of language.

- Practice language out of context.

- Practice small samples of language.

VIII. ASSUMPTIONS OF CURRENT COMMUNICATIVE LANGUAGE TEACHING

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.

2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.

3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.

4. Communication is a holistic process that often calls upon the use of several language skills or modalities.

5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

6. Language learning is a gradual process that involves creative use of language, and trial and error. The ultimate goal of learning is to be able to use the new language both accurately and fluently.

7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.

8. Successful language learning involves the use of effective learning and communication strategies.

9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and pro language use and language learning.

10. The classroom is a community where learners learn through collaboration and sharing.

IX. E-LEARNING PRACTICES

Digital texts and electronic books (e-books), particularly when accessed on cool, portable technologies, can inspire students to read. To teach communication skills, the authors have used the smart phones where the students are allowed to download certain apps like audio books which helps the listeners to improve their pronunciation, accentuation and intonation and they have also be given an opportunity to analyze and give the reviews. They are allowed to play the vocabulary games to enhance their vocabulary. Effective telephonic communication is a vital key to attain success in this highly competitive world. Through recording facility learners can be asked to record their communication and later on they may be asked listen and improve their weak areas. By attempting the tests and worksheets available on various topics help them to improve their comprehension skills. The record option helps them to record their voice to observe corrections. Now –a days smart phone technologies revolutionize the student's learning. The internet facility in those phones helps the students to browse instructional material without wasting much of their time. It enhances the students' motivation through the effective use of the familiar technology. This enables a teacher to mark a learner's efforts online against a range of indicators such as mispronunciation, hesitation, omission, substitution, repetition, transposition and self-correction.

Digital games, in particular, are proving popular because they can be successfully used to facilitate teachable moments: curriculum content, core skills and language acquisition. Such games can be highly engaging to the user, featuring strong narratives via a range of rich-media types such as text, audio, video and animation. They also tend to incorporate elements of problem solving that promote collaborative learning. When students work together to solve problems there are opportunities for teachers to develop well-structured language learning activities. In the modern generation it is difficult to educate without the knowledge of Technology.

X. CONCLUSION

Mostly Engineering students are faced with challenging and demanding recruitment process in which they have to prove their mettle with English communication skills so that they need proper training of language with effective and tentative teaching methods. And also English becomes a real means of interaction and sharing among people. Learning that is restricted to the four walls of a classroom cannot prove to be very effective. There is a need to connect classrooms to the world outside to realize the true potential of learning and make it effective.

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