RESOUNDING MECHANISM OF ENGLISH LANGUAGE TEACHING IN THE ENGINEERING CLASSROOMS

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ABSTRACT

Since the literature of foreign language learning and teaching has developed, English language education has witnessed the implementation of the different methods and approaches. Teaching English as the second language to the engineering students in the classrooms has been the utmost difficult task for the instructors. They face complications especially while the students of different diversions look for the innovative methods and approaches. The achievement of the curriculum designed by the university has not been accomplished and elevating the attitude based language skills in the classrooms is still an unachieved goal. This paper focuses on the comprehensive study of the new ELT methodologies in engineering colleges with the usable applications of it which can mark a great impact in English language acquisition.

INTRODUCTION

If you find yourself saying "I can't speak English…,' try adding the word…yet"

- Jane Revell and Susan Norman

Globalization marked the great impact on education system since 21st century. This is due to the advancement of science and technology. In the field of English teaching, the change is required since the students of all diversions are well equipped with ICT type of education. English language teaching has undergone tremendous changes over the years. Engineering students are burdened with studying, learning and grasping the materials and lectures from the prescribed text. Students come with an opinion of completing English as study not as a skill. But the global market is in great demand only for the candidates who are at communication skills, soft skills, and technical skills with the right interpersonal skills. It is the responsibility of the teacher to give up the traditional concepts in the classroom teaching and should show transition with the usage of recent and innovative techniques. By accepting some novel idea of the teaching field, teachers can make them believe English is not the subject but a skill for successful communication. It is believed that success with English is a flexible course and the language teachers must know best at what pace they can it. In the following paragraphs, I include the methods like Novel Translation, 3R Method, Classroom language Association, Visual Vocabulary Learning centre, Storyboard teaching, Grammar Based Apps, Skype for real conversation and classes outside the classroom.

NOVEL TRANSLATION

This method is just the reform of Grammar-Translation method which has been taught for many years. It is believed that the engineering students can come out of their discomfort through entering to the world of literature where they can read and appreciate the foreign novels and short stories. Though the students may not develop the fluency in English, they would become flexible with process of using it. In this method, students are given few basic rules of grammar and asked to read the novel or the story and replace with their own language.

Learning will be facilitated through attention to similarities between the target language and the native language. In the process of doing so, students will be encouraged to learn grammar rules, memorizing long lists of vocabulary without preparing them to communicate in a given situation.

ACTIVITY

A class of students is asked to read a passage from Shakespeare's book, "The Tempest" in English and then few lines to be selected by the English teacher and given to the students to translate into their mother tongue. For understanding the new vocabularies, the teachers can give equivalent words in Tamil. While translating the lines from English to Tamil, students will find difficult to write the sentence correctly. But they will be familiar with few words and some usages to be very new to them. Students who are able to translate will be considered successful language learners. In this method, students' native language is used more rather than the target language. Students are encouraged to understand the target language by translating it into their native language. Only grammar and vocabulary should be emphasized while giving less importance to speaking, listening and pronunciation.

3 R METHOD

Method of Repeating, Replacing and Rephrasing is focusing on learning new vocabularies and the different structural patterns of the language through dialogues. These dialogues are supposed to be derived from the famous plays and acts. The mode of imitation plays a significant role in the method. This involves with understanding of parts of speech without basic grammar rules. **You become what you repeat**. By repeating a sentence number of times can involve students more into the sentence pattern, through that they can learn the parts of speech too. Through the method of repetition, the students may understand how the sentence is structured. As the next step, they should be given practice to replace with the different use of vocabularies. This mode of teaching can make the learners to understand new vocabularies and the usages of it in a sentence formation. The final step is all about understanding the meaning the sentence through rephrasing it.

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With the knowledge which gained in the first two steps, the learners will able to restate the sentence with the original understanding of meaning of the sentence.

ACTIVITY

In this method, Grammar rules are not provided directly, it is induced through the examples given. Students learn the language patterns the way it is presented in the dialogue. There is student to student interaction but mostly it is teacher directed. The student is the controlling authority.

Repeat: A teacher assigns the students few sentences in the use of grammar by asking them to repeat a sentence word to word. Each part of a sentence should be given the identity too.

Teacher- I want to speak English.

Students- I want to speak English.

Replace: The teacher says a sentence and students replace a word in the sentence. The word which gets replaced should be taught with the meaning and usage of it.

Teacher- I am applying for the exam.

Students- I am qualifying for the exam .

Rephrase: The teacher says a sentence and the students rephrase the sentence. The teacher should verify whether students can understand the process of language learning.

Teacher- Ask me to read loudly.

Students- Read louder.

CLASSROOM LANGUAGE ASSOCIATION

"The Student's command of a language will therefore be judged not by how much he knows but how well he/she can perform in public." (Alexander, 1967, p. vii)

Classroom Language Association is one of the finest ways of bringing out the lingual ability of the students. The association will involve all the learners into it. It is a kind of an event where students have to expose their interpersonal skills between each other. Teachers should create the

opportunities to all the students in this system. I suggest that all the engineering colleges could conduct this kind of association meeting to enhance the lingual ability.

ACTIVITY

It is the role of the teachers to select the student representative as secretary and a few members to coordinate the association programmes. A kind of full cooperation could be received from the students, who themselves involve in it to have the good interactive and oral skills. Classroom Language Association programmes initiate the students to acquire the following skills;

- Students could get equal level of opportunities to show up their talents and their intensive oral skills.

- It is conducted in classroom itself, so the students at all levels can have the fear free expression among the classmates and the chair person, the English teacher.

- The classroom environment allows the participants to get the right kind of motivation from the friends and teachers.

- The concepts like Minutes of meeting and report writing can be explained with the right implementation of exercise.

- To avoid the fear and lack of confidence, some of the interpersonal programmes like, singing, elocution, magic shows and so on are conducted by the learners. It will enable the learners to have the right mind set about learning English without hesitation.

- To encourage the learners' ability in language acquisition, the credit can be given to them by the teachers by appreciating them and praise them with valuable prizes.

- The language association aids the students to prepare the required contents like, welcome speech, motivational speech, tongue twister, talk on current trends, news reading and vote of thanks. Even though there are mistakes, the

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teachers should be so freely to express the faults and to solve it without hesitation.

- The major advantage of the event is that it will build the kind and constituent relationship between the teachers and the students. Students can have the right way to move on the right path towards success of the language acquisition.

"The best teachers are those who show you where to look, but don't tell you what to look"

- Alexandra K Trenfor

VISUAL VOCABULARY LEARNING CENTRE

Infusing real-world experiences into your language classrooms will make teaching moments fresh, and enrich classroom learning. It will spark their interest and get the students excited and involved. In view of this, visual vocabulary centre can be more effective in bringing out the right involvement of language learners. Visuals are an important aspect of an eLearning course that communicates the key concepts and engages learners throughout the course. This centre allows the students to get exposed with British accent of the English language. When the students are given opportunities to observe the movies and short plays with right British accents, they will be able to bring out the same aspect in their life. For learning vocabulary, pronunciation and intonation the subtitles could be displayed.

ACTIVITY

Teachers have to choose a movie with right British accent and better proceeding with subtitles could be more effective. Choosing historical movies like Julius Caesar and Troy would be more effective than selecting the non-fictional movies. Non-fictional movies may give diversions in learning. By using video and audio tools, a movie should be screened in VVLC (Visual Vocabulary Learning Centre). Short movies are also the best way to use this method. The Students should be asked to listen to the movies and comprehend the new words they come across with the use of subtitles. In order to understand the usage of vocabularies, the scenes and incidents of the movies would be a right teaching module. At the end of the session, the students will be presenting the

vocabularies and usages they learned from the movie to everyone. It is definitely going to be acknowledged as the most popular method by the engineering students.

The purpose of this method is to produce fully competent English knowing bilinguals rather than the imitation of the native speakers.

STORYBOARD TEACHING

Storyboard teaching strategy helps engineering students keep track of a narrative's main ideas and supporting details by having them illustrate the story's important scenes. Storyboarding can be used when texts are read aloud or when students read independently. Checking the thoroughness and accuracy of students' storyboards is an effective way for you to evaluate reading comprehension before moving on to more analytic tasks. The activity involves three main elements, providing a storyboard template, drawing the main ideas and sharing storyboards

ACTIVITY

Share with students the storyboard template in the handout section below, or design your own. The template should have several blocks that are large enough for students to draw pictures, with room for captions below. The teachers should ask students to draw the main ideas of a story. Students could do this after hearing a story aloud or while reading a story to themselves. Each drawing should have a short caption explaining what is happening in the picture. Teacher could also have students use relevant quotations from the story as captions. Teacher can ask students to compare storyboards with a partner or a small group. How are their storyboards similar? How are they different? This discussion can help students clarify basic ideas in the text and can also help them analyze which ideas are most important.

GRAMMAR BASED APPS

"Learning a language has much in common with learning a musical instrument. The drills and exercises a student does have one end in sight: to enable him to become a skilled performer. A student who has learnt a lot of grammar but who cannot use a language is

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in the position of a pianist who has learnt a lot about harmony but cannot play the piano." (Alexander 1967)

Learning exercises through Grammar based apps can be more effective in language teaching. Engineering students will definitely take this process to have quick online search through apps in identifying the meaning of the words they learn. The apps like, Ginger, Whitesmoke, Grammarly, Hemingway and ConnectEnglish would be easy to access at anytime and highlight the errors we make during the learning acquisition. It would be more flexible for teachers too to verify the language updates.

For instance, *Whitesmoke* is a pretty useful app. It identifies any stylistic errors so students can improve their tense usage, and its language database is constantly updated so their writing always moves with the times. It also comes with a plagiarism checker and can translate into over 50 languages. It checks grammar in real-time, highlights errors clearly so students can see exactly where they are, has Android keyboard integration so students can avoid typos on their phone, is an affordable option for students.

Grammarly lets students pick the types of errors they want to catch. So, whether it's their use of tense, spelling, stylistic errors, repetition, or contextual spelling, whatever they need, they can make sure they're covered. The handy style-checker lets them keep their writing in line with the tone they're after, so they can set it to check for academic reports, business memos, personal blog posts, and lots more, and Grammarly will suggest where you need to make changes so their work reads in their chosen tone.

One smart feature is its language feedback in all the apps we use. Learners also get a template list of commonly-used documents, so they'll always have an idea of how to write what they need. Moreover, the language teachers can encourage the students to develop new apps based on their attitude and understanding towards the language learning.

VIDEO DEMONSTRATION METHOD

Video demonstration method is someway related to audio-visual courses. The learners learn by observation, especially by hearing. Video demonstration method allows the students to get generated and clarify the meaning of each word. Teachers make the learners practise the pronunciation of the list of words prescribed. Through this method, students can easily participate to give efficient participation in watching and speaking like the visuals. Students can effectively practice the words and pronounce the words effectively. A kind of imitation can be interpreted by the learners in the classroom. Students feel at home and express the thoughts to their fellow students easily. This method helps the pupils to learn about each other's words and feelings. It gives a united atmosphere in a classroom. Teacher will get a strengthened community in the environment. The role of a teacher in this method is highly essential. Teachers ask the students to work in pairs and take turns to describe the students' childhood experiences and speak much time. Teachers' duty is to remind the students to follow correct pronunciation in the same way as how they actually interpret the video clips.

LANGUAGE MAGAZINES

An opportunity to read language magazines is a kind of way to provide the students a suitable system of language learning. Teachers are responsible to provide such opportunities to the learners. Offering bright and interesting materials like language magazines encourage the people to enhance the skills in reading the target language. In addition, teachers provide highly typical background information. Language magazines consist of so many articles and illustrations. The management of the schools have to afford with the allowance of magazines to the language learners. A magazine lesson for a period will encourage the learners to make the necessary modest contribution. It develops the inner ability of the learners in writing and reading skills. Thus, it makes sharing arrangements highly possible. As much as the learners used to be involving in reading the language, teachers have to

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be always in the right side for providing valuable motivation and ideas for conversation work.

CONCLUSION

English language has been in engineering studies for many years now. Teaching of English, as an activity and a sensible discipline has continued in India for more than a century. The language has gone through numerous stages of development, recognition and non-recognition. Certain grade of Indian rural society has accepted it as the first language; some see it as the principal second language whereas few people regard it as a link language, both at the national and the international level. The people believe that effective communication skills surface the way to success. Communication skills can be distinctive or can be learnt. One who knows the situational approach of the global language never fails. An effort to plug the communication development has to be initiated by the involvement of the teachers. The methods discussed illustrates that the teachers have to facilitate the students to become absolute observers for developing the instructional quality which is entirely away from their personal activities. Thus, the implication from the research is that skill unification is vital. Instead of traditional methods which have been in existence, innovative skills should be used in every engineering classrooms in practice which will bring out the initiate the integration of the related and required skills of instruction.

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