

TEACHING THE ENGLISH LANGUAGE AT THE COLLEGE LEVEL: A BRIEF OVERVIEW

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Abstract

The history of language teaching presents a captivating diversity of techniques. The method that works well for one person may not be suitable for another. The different methods can be used in different contexts. There cannot be one program that can work in every situation. The teacher must recognize what is required in a given situation. It is rightly said that language learning is a complex activity. In the teaching of English, Grammar Translation method indicates that the target language is taught by translating it into the mother tongue.

Each word, phrase or sentence of English is taught by translating it into the mother tongue. In the Direct method, the use of L1 and translation are rigorously avoided. In Communicative Language Teaching Method, the teacher sets different tasks and activities to facilitate English in the class.

Keywords: Grammar Translation method (GTM), direct method, Communicative Language Teaching (CLT), Target Language.

Introduction:

At the college level, English language teaching continues to be largely context-based rather than skill based, in spite of the attempted reforms by both universities and state bodies. The English language is one of the most important languages of national communication and business. It is also one of the most important international languages. Students who become fluent in English can have the opportunity to contribute to the development of our country.

Methods of Teaching English

While teaching the English language in the class, the teacher adopts different types of methods to promote learning. All the methods are being practiced today. It is also true that they are not equally distributed in the classrooms. In some colleges, certain older language methods such as the Grammar Translation method, the Direct Method have been practiced. The predominant view is that language learning is best served when students are interacting- completing a task or learning content or resolving real-life issues.

With the increasing influence of technology, classroom instruction is supplemented with computers. It is observed that culture is included in the language teaching, it may be seen as a fifth skill, another skill to teach in addition to reading, writing, speaking and listening. There are also differences among the methods, while each method may emphasize a different perspective on a learner, a teacher, learning etc.

Analysis of the study:

Teachers World Health Organization square measure managers of learning acknowledge normally that variety of method choices exist. But they are guided in any particular moment by a compass consisting of a set of values, some knowledge and experience, and a commitment to learning outcomes. Such lecturers don't despair in method profusion; they welcome it. Much is unknown about the teaching/learning process, and those teachers who approach it as a mystery to be solved will see their teaching as a source of continuing professional rehearsal and refreshment. They need to be open to learning about the practices and research of others. They need to interact with others and need to try new practices in order to continuously search for or devise the best method for their teaching.

There is no single way to learn English. Throughout the world, millions of students are learning English in many ways and in many different contexts. Some students see and hear English every day outside the college. So they begin to understand and see in English books in college. Their teachers may not speak much English, so it is more difficult for them to learn to use English.

Three of the main teaching methods are

1. Grammar Translation
2. Direct Methods
3. Communicative Language Teaching (CLT) How do these methods differ?

Grammar Translation: Students study grammar and learn lists of vocabulary in order to translate texts. In the classroom, the teacher uses the student's first or main language to explain the grammar and vocabulary in the text and then helps the students to translate it. When students know the rules they write well in English.

Direct methods: The two main ways of teaching which make up the direct methods are the Audio-lingual method, which emphasizes repetition, and the Audio-Visual method, in which repetition is based on a visual stimulus. Direct methods strongly emphasize the skills of speaking and listening. Writing and reading are considered less important. Students improve their language skills by practicing response to the teacher's prompts or cues. In this way, students can memorize phrases and dialogues. Language laboratories are effective teaching and for students learning to listen and repeat in this way. This method was based on the simple belief that a learner learns the language simply by listening to it and speaking it a great deal.

Communicative Language Teaching (CLT): It is based on the way students learn their first language. In the classroom, the teacher sets different tasks and activities to encourage the students to communicate in English, using the language they have already learned. For example, they exchange information, discuss and solve problems in pairs and groups. The students' English improves the more they use it, in the same way as children learn the language. They may need to give more guided practice and teach grammar and vocabulary first, to do these communication activities.

Conclusion: Language is best learned in lifelike, meaningful and creative situations rather than

through repetitive pattern practice. One of the key responsibilities of the fashionable teacher of any discipline is to actively produce and build intrinsic motivation in their learners, to empower them with ability, and to make them internalize. Learn how to learn and to develop a sense of responsibility for their own development, since there is no wonder drug to learn a language. The only mantra for it is "use and learn". Teachers continue to teach English through verbose and morose methods. The English language cannot be taught in a vacuum. So there is a need for a multi-disciplinary approach that can help fill the vacuum. If the teacher can understand the

student, then learning a language will come as naturally as leaves to a tree. So teachers act like doctors, otherwise, they cannot remedy their students' problems.

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