

## **REVIZUALIZING THE METHODS IMPLEMENTED IN TEACHING ENGLISH AT THE TERTIARY LEVEL**

**SADHNA V.  
LECTURER  
TERESIAN COLLEGE  
MYSORE  
INDIA**

### **ABSTRACT**

The purpose of this analysis is to project the methods implemented in the course of teaching English at the tertiary level. A method as an educational tool to imbibe effective teaching/learning, allows a student to adjust to the teaching material, to socialize in a group, to acquire the skill to creatively and critically think. The conceptual change from subject-centered to student centered has brought a transformation in the role of the method adopted in the learning/teaching process. This article highlights the shortcomings and possibilities involved in the process of teaching and learning. The methods adopted should enhance the student to promote oneself towards development and reveal the role of the teacher as a creative mediator. A teacher can adopt his/her methods of instruction that makes the teaching/learning more effective.

It is important that the teaching, desired at the collegiate or the tertiary level should primarily be of the remedial type for though the learners have learnt enough language, but in the course of learning, they might have learnt it wrongly or poorly. At the tertiary level, the responsibility of the teacher is to correct and strengthen the language already learnt at the secondary level and make the education process more efficient.

**Keywords: educational tool, conceptual changes, subject- centered, student- centered, remedial type.**

### **INTRODUCTION**

The importance of language learning strategies in foreign language learning and teaching is undeniable as foreseen by all. This paper portrays the historical background of language learning [www.ijellh.com](http://www.ijellh.com)

methods along with the underlying concepts, and outlines the key principles and techniques that are widely used in the classroom. It also considers the teacher's role in the classroom environment for achieving a more effective language teaching.

Language teaching in India goes back to the Vedic days. Later Persian and Arabic were taught as a foreign language with the invasion of the Persian and Mughal rulers. The method adopted then was the Grammar-Translation method. What followed with the introduction of English education is that the same method continued and was in practice for a long time--till the Direct Method was introduced where it involved a lot of exposure and direct contact with the language. In order to help Indian students to learn English effectively and quickly Michael West proposed the Reading Method which later proved ineffective. Lastly the Bilingual Method was adopted giving priority to the teacher to aid learning through the use of the mother tongue.

In the global scenario English is the most widely used language. In many countries it has already been given the status as an official language and as a medium of communication. Having been accepted as an official language it projects clarity into the fact that English language plays a major role in the educational field.

Teaching of English, whether, simply as language or as literature is distinct from the teaching of a "content subject". In either event, the teaching of English is a specialist activity for it entails the transmission of content to the learner and the developing of certain enabling activities. In language learning, competence or knowing implies that the learner is able to do things with language, using his passive knowledge at the same time strictly abiding by the norms of language use in real communication.

Teaching is an on-going process that does not easily lend itself to analysis and it gives rise to the supposition that Teaching is an art. A teacher is born, not made, but the analogy is that all one needs to be a college teacher of English is the knowledge of the subject and natural teaching talent.

#### **A REVIEW OF THE METHODS ADOPTED AND EXPLORED**

Different methods accompanied by different approaches have been enforced to meet the inadequacies of existing methods. While the method refers the overall planning for the final presentation, approach focuses on the nature of language and language learning which involves using the language to speak, to understand and to analyse with the grammatical rules. History reveals the methods adopted in the teaching of English which are as follows.

#### **Grammar translation method**

This method shadows much earlier from 1840s to 1940s but continues to be in usage to the present day. The technique employed was that with the knowledge of in depth grammar and its correct usage, the sentences were produced in the right sequence. The purpose of this method was to

lead to better understanding so that it enabled the learner to benefit in the course of learning a foreign language. Their reading and writing were focused upon, with less emphasis on speaking and listening. Vocabulary was limited basically with only the text concerned, with a little assistance of their meanings. The students thus are passive with little participation in the classroom.

Explicit grammar is taught inductively and sometimes the mother tongue is employed as a medium of instruction. Anyways a strong instinct is that a foreign language can be best learnt through the Grammar translation method. This method further makes one to accept that any foreign language can be efficiently learnt through the principles of this method. It simply involves assimilation while interpreting, and then translating the necessary phrases to the required target language. One of the best acclaimed possible ways of learning is when the mother tongue is enforced where ever the need of comparing and contrasting arises.

The advantages of the GT method is that it has been accepted to the present day as it is simple and can be easily taught and the objectives can be achieved. It involved reading and understanding and then interpreting it to produce the required language. It enhances the student vocabulary and thereby helps in the betterment of framing the sentences and later producing the passages. This method is rather easy and is quiet effective for reading and translation.

The disadvantage is that, this method to a certain extent is mathematical which stresses only on reading and writing with little importance to speaking thereby is difficult for beginners, also that the language they are exposed to is completely new. As students are passive listeners it fails to produce oral fluency in English. Memorization cannot be employed by the students and more over it is found to be of little help during the process of learning a new language. Another drawback is that it cannot be related to real life happenings, also the learner does not communicate in English on a daily basis, and therefore it fails to create a bond between thought and expression.

#### **The Direct Method:**

This method branches out from the indigenous attempts that have been made to see that a foreign language is learnt more or less like the first language. The principle involved here is the natural way of learning which is more or less psychological just the way a child learns its first mother tongue due to constant listening. Hence this method lays emphasis on oral skills. Concrete meanings are taught through situations or references while any abstract meanings are taught through the association of ideas. The method entitles the teacher to encourage the student to use the foreign language inside the classroom so as to encourage thinking and further use the same to speak the target language fluently and correctly.

The main feature of this method is that it enhances oral communication skills during the teaching-learning process. The focus is primarily the usage of the target language as means of

communication and visual aids enhances learning clearly. Emphasis on grammar is inductive and the students are made to think and analyse what is to be learnt only in the target language. Stress is laid on phonetics right from the beginning thereby vocabulary is attained the natural way with no room for memorization. In order to strengthen and develop the students skills in attaining the target language, classroom interaction, intensive classroom drills, question and answer sessions, free composition are implemented.

The advantages of this method were that it was quiet successful and was accepted by the teachers. It inculcated interest in the students as it involved learning through audio-visual aids, classroom interactions made learning more interesting and lively, thinking was enhanced thereby learning proceeded from the visible domain to the invisible domain, also conceptual teaching aided students to use the language without any hesitation. The exposure given to the students in understanding the word and its meaning helped the students to speak and write in English.

The limitations of the Direct Method was that it laid emphasis on oral communication where in it failed to reach the requisite goal, it was not accepted by all, though it enhanced thinking, still it did not follow a particular methodology. Reading and writing was neglected to a great extent and teaching abstract ideas was a difficult task, so there was a lot of stress involved in explaining difficult words. This also involved greater competency level in the teachers which was not to be easily seen. So in a country like India this method saw little success.

This method gave rise to various questions with reference to the goal that needed to be achieved, if teaching would be effective enough, whether the right teaching technique was being implemented etc. Therefore even though it was widely accepted it failed to strengthen and gain importance.

### **Reading Method:**

Also known as the West's New Method after Michael West had argued on the basis that reading was an equally important component in learning the target language. The foremost ability of the student was to read fluently and this was considered to be more important than just communicating in English. Hence this method focussed on comprehending wherein the student would read the passage and comprehend. Classroom work would involve either the teacher or the student having to read the text with deeper concentration or on a wide basis. In common it is divided into intensive and extensive reading.

Based on the acceptance level English Language Teaching is constantly changing. Very few have accepted as the outcome of this method is merely comprehending and not reproducing. However it is still a part of the development process inside the classroom.

**Bilingual method:**

Bilingual as the term suggests incorporates the use of two languages ie:-The mother tongue and the target language. Therefore the method is a unison of the Direct and Grammar Translation method. Dr. C. J. Dodson developed the Bilingual method which uses various techniques and approaches to make teaching effective inside the classroom. It is bi-linguistic at the beginning and becomes monolingual at the end.

This method furthermore allows the teacher to use the mother tongue while communicating and explaining. It is restricted only to the teacher but occasionally a student is allowed to use when he is to be a translator or interpreter. The target language is achieved by using this method in promoting the students to speak and write fluently and accurately .Finally the student is able to interpret the target language in the mother tongue and reaches a stage where it enables the student to shift from the mother tongue to the target language easily. The main aim of teaching is to evoke responses from the students in the target language while she herself stimulates them with the mother tongue. Experimentation using this method has proved quiet effective.

**CONCLUSION**

To live up to the present day challenges in teaching English, first and foremost English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. Conventional methods encourage maximum portion of the class time to be wasted in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. The purpose of these methods were mostly used in order to develop basic skills of language learning such as Listening, Speaking, Reading, and Writing, but by following these methods listening and speaking skills were neglected as students cannot put their language in practice.

In today's competitive world, where the majority of the students foresee GRE & TOEFL to build their career, good listening and speaking skills become an absolute necessity. Communicative approach has been totally neglected by teachers and learners where students are supposed to communicate across the globe. Teachers as facilitators should observe how well students organize their thoughts while speaking with their fellow members. Since language changes environmentally due to dialectical variations, the teacher should teach their student about neutral accent and their importance while communication. Pronunciation should be clear. To achieve the goals of language learning today every college should be provided with language lab, sophisticated equipment like computers, LCD Projectors.

Volume V, Issue II  
February 2017

**IJELLH**  
International Journal of English  
Language, Literature and Humanities

**ISSN** INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INTERNATIONAL CENTRE  
ISSN : 2321-7065

Indexed, Peer Reviewed & Refereed Journal

After every couple of years, methods of teaching English are revised, new syllabuses are imported, and adapted, but even after passage of years, “the desired goals have not been achieved at the full extent.”(Shinde&Karekatti 2010).

**References:**

- Allen and Campbell (eds) 1965, Teaching English as a second Language, McGraw Hill Book House, New York. Print.
- Agarwal, Pawan. Higher Education in India. The Need for Change. New Delhi, India: Indian Billows, F.L. The Techniques of Language Teaching, London : Longmans, 1961. Print.
- Council for Research on International Economic Relations, 2006. Print.
- Carbone, Angela., Conway, Damian., Farr, Graham., “ Techniques for Effective Tertiary Teaching” ELT Journal. Print.
- Central Institute of Education 1959 ‘The teaching of English’ (A report), Department of Extension Services, Central Institute of Education, Delhi. Print.
- Timpson, W., Teaching as Performing: A Guide to Energizing your Public Presentation, Prentice-Hall, 1982. Print.