



Assessment of English Language Teaching in Institutions

V.Pavithra,

II M.A English Literature, Kongu Arts and Science College (Autonomous), Erode.

Abstract

English is a Universal language. It is the language of international business, international traffic control and the official language of many professional and international organizations. The present study attempts to know the level of English Language Teaching (ELT) in educational institutions, in addition it also aims at give some idea to institutions about the development of language among students. The data for the study was collected from twenty English literature and language teaching faculties. I hope this study will help the institutions to develop the language of their students.

Keywords: English Language Teaching (ELT), Students, Institutions.

Introduction

“With languages, you can move from one social situation to another
With languages, you are at home anywhere”.

- Edmund De Waal

Language is the medium to reveal our thoughts, imaginations etc. English language is the most essential to communicate with one another in a wide variety of situations and for variety of purposes. It is seen to be the key indicator of economic prosperity and prestigious lifestyle. Literature is the mirror of life. It has the power to direct our mystics in the right way. According to me, teaching is not a profession; it is a hallowed service. It has the power to bring up the gospel things in everything.

Methods of Teaching Language

There are different methods of language teaching.

1. The Direct Method

The teaching is done entirely in target language (English). The learner is asked to use only the target language. This method is used to develop the pronunciation.

2. Grammar translation method

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long list of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.



3. Audio Lingual method

The roots of the Audio-lingual method can be traced back to the language teaching programs devised in America during the Second World War. Its focus was on the learner's ability to gain the communicative skills required in everyday discourse particularly the skills of listening and speaking in the target language.

4. Bilingual method

In this method, the use of the mother tongue is allowed (but strictly controlled and limited to concept translation).

5. Suggestopedia method

Suggestopedia is a teaching method, which is based on a modern understanding of how the human brain works and how we learn most effectively.

At present, the student's knowledge was equivalent to the scientist but they did not come up with the talents because of the lack of language skills. They need proper guidance and support to develop their communicative skills. There are certain institutions to enrich the language skill, among the people. The role of schools and colleges are essential in developing the language skills of students.

The English Language Teaching (ELT) differs from institution to institution and person to person. We cannot satisfy all the needs of learners. As Marshall Gregory wisely notes, "we can't assume that one method or another will solve all problems. No one teaching methods can meet all the demands of learning". The effectiveness of English Language Teaching (ELT) can only be judged on the basis of optimal language learning by students who are taught.

To meet the objectives of assessing the language teaching in institution level, the data were collected from twenty literature and language teaching faculties from various colleges. They were asked to answer some questions, which are related to the study. From the data collected, I assumed that maximum number of teachers have an effective knowledge for teaching language but the syllabuses framed by the institutions are not adequate to satisfy the needs of language teaching. The prescribed syllabus is like India, covered with three sides of old writings with one side of contemporary writings. Old writings are adequate for the past generation but the present generation needs updated things in everything i.e., lifestyle, education etc., Old writings include old language and words. Approximately, for every year



thousands of new words are added in the OXFORD Dictionary. The teachers are trying to use contemporary writings in their classes but their using is like a one chapter in novel. They do not have enough time to complete their prescribed syllabus in a short period. So they concentrate only in completing the syllabus. If the syllabus adopts maximum of contemporary writings, it will be easy for the students to learn the current language. If the institutions bring some changes in syllabus, it also may useful for students to develop their language.

The gap between English language teaching and learning is bridged by evaluation or assessment. The language trainer must assess the ability and knowledge of the learners before starting the class. The trainer must know that his/her teaching is adequate for students to understand or not. If the learners are not able to understand the target language, the trainers explain the course by using the primary language. After seeing some improvement in learners knowledge he/she can use the target language for teaching. For assessing the knowledge of students, the institutions are conducting only written test. The questions framed for tests are not adequate to make the students to think and write. The valuation of exam papers also differs from valuator to valuator. Several valutors provide marks for presentation and several for content. Therefore, we cannot assess the knowledge of students by analyzing their marks.

Instead of just conducting written tests, the institutions may conduct oral test, grammar test, debate, group discussion etc..., in target language to develop the language skill of the students. For language learning, vocabulary is most essential. "Learning vocabulary lists indeed formed the core of language learning". Therefore, they may also conduct vocabulary test for students to enrich their language. The institution must encourage the students to read newspapers, novels, poems, stories and make them to speak only in target language. Before doing the development process, the institutions should create awareness about the importance of target language, among the language learners. Without the interest of learners, it is not possible to make the language learning as an effective one.

Conclusion

Language learning and teaching is such a complex process that it is impossible to offer a single solution to all our problems. Along with the steps taken by the institutions and teachers to teach the language, the learners should also cooperate with them.



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