Teaching English Grammar (To Large Groups of Students with Different English Language Abilities) for the Engineering Students in Short Period of time

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Abstract:

I would like to share my teaching experiences and I hope these will be useful and interesting for any other Lecturers of English. The technique I am going to present comes from my own teaching experiences. Since last 4 years I have been teaching English at the Engineering College. I worked in groups of 20 students whose levels of English proficiently varied; some of them just completed high school in Gujarati medium, while others were also come from English medium Schools. Their English was pretty poor, and there were students who were not interested in studying English. According to the official curriculum, I had only 48 academic hours for English instruction. It was rather difficult to solve the problems I came across. It is devoted to the idea of teaching students of different levels of English. These Engineering students are participating in large classes and study English for short periods of time. The basic curriculum we had to follow in our English classes was in accordance with The University Standards of Education and these standards had little to no guide lines on the structuring English courses. Students were not given any textbooks, so we have to follow our own curriculum activities in the class room. Behalf of that I am also design my own curriculum and to create all the material myself. However, it was time consuming to prepare for us, but it was a very important to our students. The following curriculum is based on the ideas from various Grammar References books.

Keywords: *Curriculum, Education, Grammar*

1. Problems in Effective Teaching of English

English is taught as a subject in our schools as a medium of instruction from secondary stage. It is six for three periods a week and throughout the session. But research has shown that by the time the student joins the colleges he hardly knows 1500 words, and is not able to use English effectively in day to day communication. In fact there are many problems that confront us and we are not able teach English effectively. Some of them are:

1. The size of our classes.
2. The physical condition of the classrooms.
3. Lack of facilities in colleges.
4. Using traditional methods of teaching.
5. Unsuitable textbooks.

2. Curriculum for English Grammar Teaching for Engineering Students

1. Prepositions 2.Articles 3.Noun 4.Word Order (in statements, questions and negative sentences) 5.Adjectives and Adverbs 6.All types of the Verbs (regular and irregular, auxiliary, modal verbs) 7.Tenses 8.Active and Passive voices 8.Phonetics 9.Types of Questions.

Conventional teaching methods are difficult to apply when teaching grammar for short periods of time and to large groups of students with different English language abilities. However, after 4 years of teaching, I have concluded that an integrated approach to teaching and the 5 steps mentioned below are the most effective in teaching English as an improving Communication Skills.

2.1 The importance of Native Language while explanation

Native language is necessary in explanations of topics because the language levels of students vary greatly. That is why I some time speak Gujarati language when giving any kinds of explanations. Lack of motivation is one of the main problems for teachers of non-linguistic faculties. If any misunderstanding takes place in the classroom, motivation of students immediately disappears. it is difficult to create such an environment for students of mixed language abilities in large groups.

2.2 The importance of the Transcription

The ability to read English words by transcription is also one of the main ways to increase motivation. This gives opportunity for everyone to believe in himself/ herself. To explain all the reading rules during one or two lessons is impossible, but to introduce all the transcriptions for the same period of time is possible, it is very important to read the transcriptions at the beginning of every lesson (phonetic description) and to work with texts and grammar tables containing transcriptions.

2.3 The importance of Computers and Printers

All the material like texts, grammar tables, cards with exercises, tests must be typed and printed for every student in order to save time during the lesson.

2.5 Writing Designing

Lexical themes must be placed on separate sheets of paper typed with Times New Roman and 1.5 line spacing. This allows students to write transcriptions or translations of the words between the lines. It is very important and useful for the future work of teachers and students. This way of organizing the texts helps teachers to save much time during lessons and allows students to complete their home assignments successfully. Sometimes, for a change, you can ask students to find and write down the translations and transcriptions to the vocabulary words by themselves.

2.5 Grammar Exercises

Finally, to motivate students and to help them in studying English successfully we have to select or create our own training exercises in accordance with the some pointes out to presented. To do exercises for short periods of time; To pronounce sentences correctly; To understand the structure of affirmative, interrogative and negative sentences; To learn the new vocabulary with prepositions and articles required; To make up their own sentences using the examples!

3. Conclusion

At the end of we conclude that our students' abilities, different grammar exercises for Pre- School, upper- School and intermediate levels should be prepared. It will help to encourage everyone in the classroom and to teach all the students without any different stages. In conclusion, I want to underline that the technique presented in the paper comes from my own teaching experiences. However, it would be impossible without using any literature. I would like to share my teaching experiences and I hope these will be useful and interesting for any other Lecturers of English.

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