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## INNOVATIVE METHODS OF CONTENT BASED TEACHING

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**Abstract:-**Teaching technical English to the engineering students in the colleges of Tamilnadu is to be redesigned in reference to the needs of the students of present day academic scenario. The principle of 'Need Analysis' is to be upheld. It is chiefly due to the present shifting of emphasis from teachers in charge to students in pursuit of autonomy for themselves. According to the modern approach the educational philosophy is that learning of English by the semi-adult students in the colleges is to be in humanistic orientation. Therefore the students will learn English on their own effort, under the counseling of the teachers in their moderate profile of being empathetic facilitators. This kind of radical change in the approach of teaching has brought up no change in the stature and performance of the teachers in respect to identifying the areas of content in English

**Keywords:**Innovative Methods , Teaching technical English , educational philosophy .

### INTRODUCTION

The students have to improve the levels of comprehension while learning English literature through its three major components namely Prose, Poetry and Drama. During the discourses on literary themes the students are to learn engagingly the English words and phrases as related to the three fold content of the linguistic presentation like Prose. They will be imaginative minded to understand Poetry if not to enjoy it as a thing of beauty likely to be a joy forever. In case of Drama the students are to develop psychological perspectives so as to assess the various nuances of characterization. Contextual generalisation here is that the students have to learn English words and their manifold usages. This study is mainly focused on the advisability of adopting the content based syllabus for teaching technical English in the engineering Colleges of south Tamilnadu.

### CHALLENGES IN CONTENT-BASED TEACHING FOR TEACHERS

There is a controversy whether learning English Literature by the college students in the hands of erudite teachers does serve the sole purpose of learning English words and their grammaticality. It may be absolutely true in the case of the native learners in the English speaking areas. The non-natives could not get into the genuine spirit of English because of the presence of cultural barriers. Learning a language is essentially a subjective experience. The non-native users of English like us in India could not reach even the goal of new perspectives in learning and using English. It is a stark reality in spite of tall claims of intimacy with English as the second language in India for more than 75 years.

Study of English is taken up in reference to its content of linguistic tonality as an associate segment of literary piece in its liveliness. The linguistic feature of English such as grammar and etymology, philology and phonetics are in their respective scientific moulds of optimal objectivity. In relevance to the above theoretical framework, the conditions of teaching English presently in Tamilnadu are to be assessed as follows:- Teaching of English by the Macaulay model of 1835 AD is carried out in reference to the elemental content of English literature namely the words. Integral to the feeding style of teaching grammar its allied linguistic tenets are being taught

imposingly through literary discourses. English words as of the content of its literature in various thematic projection and romantic artistry are taught to the students with none of the English idiom of native spirit or tradition for free thinking.

### **CHALLENGES ENCOUNTERED BY THE STUDENTS**

The present students are to learn such words by mechanical rote and for the award of marks. It goes on with the age-long oral tradition of our country. However grammar and other outfits are taught to the students so overwhelmingly that grammar is found enthroned. Therefore academic learning of English is made non-creative. Under these conditions student learners are not to assert their self-will so that they are to learn English by self-direction rather than by external stimulation. Most of the student learners are to learn English by themselves while making an effort of will in terms of humanistic orientation. There upon, they could empower themselves with the communicative talent to be made use of by them in making better comprehension of their course studies in the medium of English. Also, they will be as well planning for future employability as sustained by their attainment of a high degree of communicative competence.

Content based learning of English is necessarily utilitarian in its conceptualisation. It is result-oriented. Therefore it admits into its range of concerns no luxury of appreciating English literature for its own sake. It forbids Oscar Wilde's dictum 'art is for art's sake.' Classicists have concern for the celebrated literariness of English and it is an act of cultivating social relevance to such personal gratification. There is no need for disinvestment of interest for the literary values of English. Because, study of English Literature will bring in refinement of human character and cheer of romantic outlook. According to Somerset Maugham art saves human life from its meaninglessness. Therefore the content of literary features of English has its own practical value though literary taste for its own sake is exclusively a private concern. It is too subjective and introvertly personalised.

### **METHODS OF ACQUIRING CONTENT – BASED TEACHING**

In contrast to the luxury of literary thematic content of English, there is English in selectivity of words with scientific connotation of specific reference. Such words are in scientific mould. It forms a separate genre of the English language known as ESP (English for Specific Purposes) and its allied versions like EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). These are the recent arrivals of English in scientific preciseness. This adds more significance to English which is known as language of science in the modern world of paramountacy of science.

In fact ESP and other sub genres hold out English in epistomisation in terms of selection of apt words and phrases, which will serve as a proper vehicle of scientific thought. Such aptness of words in scientific orientation is secured in academic embodiment. Following this accomplishment the format of ESP is preferred to the desultory diffusion of general English. Seeking appropriate words of scientific description and communicative content is made easier while characteristic and not random selection of words is put through. This will be in reference to the cognitive code of linguistic specification.

### **FINDINGS**

Linguist John Munby (1968:2) refers to content–analysis of the English as an entity of ESP. The content–based teaching is to combine in itself the content analysis of the subject of choice and the process of analysing the linguistic constructions for serving specific purposes. Subject-wise communication is to be the rationale for such language formations. It is carried out inductively from the micro level of particularisation to the macro level of generalisation. John Munby makes a distinction between ESP and English for special purposes. This is inclusive of matters like grammar and philology in the wider perspectives of macro survey.

Explaining the basic logic of ESP for specific particularisation of communicative content of English, John Munby (1968 P.2) refers to Noam Chomsky's demarcation of English into communicative competence (the thematic content in terms of structurality of the language) and communicative performance (the situational content of functionality as of performance). Therefore the content based teaching of English to the students in the colleges in Tamilnadu is to be in the dual design in terms of teaching English in its form of thematic content, and also, in its function (of situational content).

Furthermore, the content based learning by thematic form will be meant for academic institutions of expansive study like Science and Arts Colleges. The next approach of learning English by situational content will be in terms of occupational performance of language which is suitable for the Colleges of professional courses. It is similar to Task based learning involving the learner student into learning English by his / her own effort. Similarly the students take part in the mock sessions of interview, business conference while using their own English enterprising users of communicative English.

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