Autonomous Atmosphere Approach for Teaching English

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ABSTRACT　In the globalised society the second language has turn out to be primary to communicate, sometimes it tosses the mother tongue as secondary. But the teaching methodology of English is sluggish, lackluster; teacher centered and droning rather to be innovative, participatory, students centered and allowing students for self learning. Environment is very important for learning second language especially English because sitting in the class room and listening to mono teaching make the students to be despondent. To avoid this situation the teacher should create or find an ambiance that is wide open in which the students are get into the learning of the subject. The atmosphere which the students select at their best choice, wherein the students are autonomous and being involved in some activities for self learning, interactive learning, group learning. Here the teacher guides, facilitates and consolidates the autonomous atmosphere learning of the students. This approach enkindles which is within the students themselves. This approach may be risky to the teacher but easy to the students.

KEYWORDS :

Introduction

The impact of colonization and globalization, web techno society, supremacy of multinational company in commerce, eye-catching media have created thirst for learning second language. In today's trend focuses assurance of job does not lie on the subject knowledge but in fluent communication for which English plays vital role. All people are crazy about learning English consequently parents hunger for putting their children in English medium schools but the widespread condition in the school is not so conducive and subsequent approaches are not so catchy which may sometimes lead to boring or aversion towards second language.

Innovation has been identified as the main engine for future development. It has been recognized that the current pattern of growth is unsustainable. Most educators do not know how to use innovative teaching practices in the classroom. However, innovative practices in schools and teaching can change children's lives. Students need to have the ability to drive their own learning journey, regardless of classroom size, and teachers must be ready to facilitate that. The support of teachers is key to student-driven learning, but teachers should also have the support of school leadership.

Analyzing Indian situation, the clutches of villages' setup, illiteracy variables, deficiency in infrastructure, mono teaching method, and result orientation classroom make students to learn by heart instead of learning with understanding. This method of learning or teaching is not so effectual rather creates fear, shyness, aversion among students and make them inability to speak and write but any way they complete the study. Having in mind the above said situation, I try to create attractive atmosphere which may bring attention of students as well interest and involvement in learning with understanding.

Pre Condition for Method

Times have changed, teachers have evolved, and we now have a new breed of learning approaches. Learning a language is an active, mainly social process where a learner develops and builds his own constructs through interacting and using the language. Language is not handed down to the user from the teacher; rather it is learned and built up through the interactions with other learners (O'Dwyer, 2006).

However, Krashen seems to imply that teaching children, who don't have this filter, is somehow easier, since "given sufficient exposure, most children reach native-like levels of competence in second languages" (p.47).

We must discard the misconception which is that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and fun it is not learning. This assertion is entirely faulty simply because it is possible to learn a language as well as enjoy oneself at the same time.

- The teacher might study the socio economic and cultural background of students.
- The teacher should know the literate status of parents of students.
- The teacher should be aware of the infrastructure availability in the school premises.
- The teacher should be acquainted with the possible atmosphere inside the classroom and outside the classroom. The teacher should be cognizant of natural and artificial atmosphere.
- The teacher should recognize the understanding capacity and interest of every student. The teacher should make out the challenges of accomplishment which motivates students to display the mental, emotional and physical effort in teaching and learning process.
- The teacher should assume the forthcoming problems in view of that should prepare some techniques to overcome.

Learners are encouraged to work out rules deductively for themselves. It focuses on building a learner's experiences and providing learning tasks that can challenge, but also function as 'intellectual scaffolding' to help pupils learn and progress through the curriculum. Broadly speaking, cognitive theory is interested in how people understand material, and thus in aptitude and capacity to learn and learning styles. As such it is the basis of constructivism and can be placed somewhere in the middle of the scale between behavioral and constructivist learning. The art of teaching does not lie in accessing a checklist of skills but rather in knowing which approach to adopt with different students, in different curricular circumstances or in different cultural settings (Klapper 2001:17).

Spurring

English language environment requires a dual focus of helping students to develop both the language competency and study skills which will help them to succeed. Starting points of not only an understanding of what characterizes the learner, but also of a 'pedagogy of particularity' (Kumaravadivelu, 2001). Learners may have provided very different accounts of the 'possible and practical' (Kumaravadivelu, 2001). As well as boosting the children's self-confidence, it provided them with opportunities to be independent learners. It also built on prior knowledge, setting high expectations for learners at very different stages of acquiring English, and, rather than focusing on what each child could not do, uncovered personal strengths. Above all, it valued the children as individuals.

Cummins (2001) argues that when pupils' language and culture are incorporated into the school curriculum, they are more likely to receive an inclusive and transformative education that advocates for

them, rather than against them. Who we are as individuals is too complex to be shared in a day or even a week of multicultural activities.

The teacher sets forth the ground-breaking ideas to generate lucid understanding of rationale for what the learners are spurred to learn English form known to unknown and to bring forth the hidden to be making known. The important role of teachers in this approach is to facilitate and to foster independent and autonomous culture of learning. The flexibility and feasibility are underlying principle for autonomous learning. One of the most obvious is the lack of motivation of the students. This is really a problem because when students lack motivation there is nothing that the teacher can do to help them no matter how courageous he or she may be. Teaching English when students are not motivated is really a boring task and this will not give the teacher the strength to continue what he or she is doing.

When students are reluctant to learn it will not easy for the teacher to provide knowledge with the students because students are not in a position to acquire knowledge. When students are not motivated in the class they disturb the classroom atmosphere and this may have negative impact on the learning of the motivated students. Lack of motivation of students is really problematic in our classrooms and it due mainly to many factors which are internal and external to our school system. It is imperative that today English teachers should take into account this problem because it is really an impediment and an obstacle to our teaching system.

Apart from this fact, there are other problems that teachers of English meet. We can lay the stress on the fact that today most schools are ill equipped and this really a problem. Another problem of the English teachers is that the national syllabus does not sit with our cultural, values so much so that it will not be easy for the teachers of English to teach students realities different to the ones they know. When cultural realities are so different, students will have problems to get sense of direction and to know where the teacher wants to lead them. Culture is something that is very important in such extent that when students are estranged from their culture, they will be at a loss and under such circumstances learning is so hard.

Autonomous Atmosphere
Allowing learners to choose the atmosphere and which direction to go and to do this at their own pace, is in line with constructivist learning theory and enables learners to become autonomous (Luzón-Marco, 2002), which is one of the skills students need to develop today (Felix, 2005). Students are also shown what kind of atmosphere are available to them in the school premises (for example, dictionaries) and how they can use them, in order to help them become more autonomous learners.

There has been a lot of interest in autonomous learning, in making learning more authentic and related to real situations or work-related contexts (often called task based learning) and in social interactions that aid learning (Vygotsky, 1962). Social constructivists see the individual as an active participant in their own learning, bringing to the table their prior knowledge and experience. The importance of autonomous learning, learning based around tasks and real situations, the ideas around constructivism, the role self-reflection and peer reflection can play in learning, and the issue of motivation to name just a few (Stoynoff, 2012). We need to consider the influence of all these areas. They may bring about new, participative learning models in the most deprived areas. Advances in cognitive science may offer insights into the processes and functions of learning, or games technologies may be integrated into education. These innovations could well be the first tentative steps towards major advances in the design and delivery of education. The real challenge will be to share, manage and upscale these quantum leaps in thinking.

The educator permits the learners to choose their ambiance for learning. A learner can prefer any spot according to his interest that means he can be in the class or out of the class. The occupied space of the learner divulges his interest and his likeness. He can do whatever he wishes. Here the teacher should not instruct anything to the learners. Some learners go out of the class and see the nature and watch the happenings in surroundings and some play with each other. Some learners remain in the classroom and busy with writings, drawings, singing, etc. After a few minutes the teacher asks the learners gather in the classroom.

Flashback
The teacher asks the learners sit by three in round and to share in English, the engrossed things in their activities (seeing, listening, watching, singing, drawing, writing, etc)and reasons for prettiness which correlate the known if the learners find difficult to express in English they can share bilingual. Correlations make the learners to identify and enlist the similarities and divergences that lead them to understand the grounds for attractiveness. This stage enables the learners to express their opinions and their observations without any kind of fear or shyness, etc. and to elicit self-confidence. The teacher has to observe all the groups what they do? How they do? What are the difficulties they face? How do they overcome the difficulties? Etc.

Collaborating
Through engaging and working with others, sharing ideas and collaborating, students learn. Of course constructivists are not suggesting that we can't learn from reading or listening (a type of dialogue takes place in our mind when we read or listen to something), but the emphasis does centre on the social impact of learning.

Collaborative learning is important for the acquisition of any additional language and became a significant strategy during the learning process. The children even though having many different opportunities to talk about and share their work, discussing and rehearsing their ideas are important strategies. Having planned their opinions, experiences, feelings, reasons, etc. the children talk through their ideas, developing a conversational dialogue with a partner who act as their audience and offer comments and immediate feedback.

Role of Travel Guide
By and large the teacher agonizes about finishing the lesson in time or ahead of the time whether students understand or not in other words the content and time consciousness prevailing the mind of teacher. But in this method the teacher should be free from the content time consciousness and allowing the students to progress in their interested ambience and giving necessary introduction and explanation to the content what they want to insist on or what they know about the subject as travel guide does to the sightseers.

Travel guide never compel or force anything to the sightseers but allowing them to enjoy and experience their ambience in the same way the teacher should not compel or force students but allowing them to learn, interact, share, listen, question, clarify in their own attracted atmosphere that means to be one with the subject. The teacher should be one among the students where he/she should play both role of learner and teacher as travel guide learns new thing every time from sightseers. Here the teacher understands and identifies the learning interest of individual student and status of learning process accordingly explicating the content.

Return Back
The students or travelers when they return from the excursion they speak about the experience or share their excitations with friends or parents similarly after the above said process the teacher can ask the students to gather in the class and to recall, remember the learning and to highlight a few important points. If the teacher feels to explicate some points he/she can do if not necessary the teacher can solicit the students to write what they observed in the attractive atmosphere, shared in the group, the understanding of the content with examples and also the new words which learned in collaboration with the application of grammar that learnt in this process. After giving enough opportunity for writing the teacher may request the students to read out what they have written if the student is ready to present if not the teacher should not compel rather personal evaluation is palpable.

Returning back is a process of evaluating the learning process and understanding capacity of the students. Here the teacher should be acquainted with whether the approach he/she followed is attractive or not by creating exposure space for the evaluation of the approach in the process.

Conclusion

In the present educational scenario, students have more accessibility and viability to learn and to get knowledge. Different methods, creative approaches, innovative strategies are in bloom. Modern technologies and mass media have created the innovative new culture among the students. Thus the teacher should create not only spellbound atmospheres in the classroom as well in the school premises also awe-struck approaches that is poignant and adoptive to the students for which the teacher is to think ingeniously and innovatively.

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