Education

STUDENTS BASED STRATEGY FOR ENGLISH TEACHING

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ABSTRACT In the world of Information and technology and the smart phone obsession, English language has become the monarch of communicative language and established monolingual conversation around the globe wherein the employment and economy are subservient, and so people are after English and English medium school due to this the government and both aided and unaided Tamil medium schools are slowly brushed off. In this context, the interest of learning English is to be nurtured among these school students for which the teachers are expected to bring to the surface innovative and inspired new strategies in teaching instead of droning and ever identical method. Therefore, students based strategies are need of times. The investigator has tried to germinate new strategy, based on intercultural communication and interactions motivating students to get involved in the subject and correlate the interesting customs and events with their subject learning which stimulate attention towards the subject. This process of learning leads the students from known to unknown through interweaving the intercultural interactions with the subject and creates the culture of self motivational learning among the students. The role of teacher herein is to smooth the progress of and to make out the less stimulus attention situations and events and to engender new things in accordance with the student's level of understanding.

KEYWORDS : English Teaching, Students Strategy, and English learning strategy.

Introduction

In composite modernism and crony capitalism world, from rural to urban and from nomad to noble, cream of the crop to illiterate want to converse in English and to educate their children in English medium school consequently the government and aided school are putrefied. Albeit like mushroom, English medium schools have sprouted in nook and corner the flow and fluency of English language is underper formance. Smart class room, meadow ambiance, gorgeous infrastructure, efficient administration, etc. impress the students to learn but the question is the above said facilities make any difference in learning and teaching module? A few may say yes to this question but rebutting is reality. To face the actuality and hoist the standard we are in circumstances to create and invent new strategies for English teaching in accordance with culture and social understanding of the students.

Socio economic and cultural background determines the stimulation, assimilation, accommodation and knowledge building. Liberal social system, tremendous exposures, copious opportunities have sharpened the mind of the students to be informative and creative. Subsequently the technology and media have invoked the students to grow in self confidence and self learning. In this situation the teachers have to devise novel and alluring strategies. Keeping all these factors in mind the investigator construct strategy wherein the atmosphere and milieu stimulate the students to learn interestingly and keenly.

Purview of Strategy

Creative and imaginative activities help alleviate problems that hinder language learning. (Di Pietro, 1987). Encouraging students to concentrate and participate in the class, teachers need to be creative and innovative. The teacher sets forth the ground-breaking ideas to generate lucid understanding of rationale for what the learners are spurred to learn English from known to unknown and to bring forth the hidden to be making known (Stella Mary,2015, 27). A wide variety of materials and methods of teaching should be explored as students come in different packages with different learning styles and capabilities. Surrounding is a wealth of information that can be used and reused in the everyday English language classroom.

As language teachers we are always foraging for ideas to keep the class 'afloat' in the sea of indifference, passivity and nonchalance. How can we challenge our students to speak and to participate? How can we motivate students who are not able to visualize the importance of the English language in the everyday world and subsequently do not see the need to master it well?

Cultural Realization

India is known for multicultural life style, but now the concept of monoculture is predominant factor in the swift poignant world. Correspondingly in classroom the students are from different cultures and classes but unified in distinct.

"How can we incorporate cultural knowledge and understanding within the context of our English language classes?" Simply having an acquaintance with the grammar, syntax, phonetics, and some of the social conventions associated with English will not give learners real insights into the nuances of the daily lives of the people whose language they hope to speak. Increasingly, language teachers are recognizing the need to incorporate socio cultural factors into their classrooms (Palmer and Sharifian 2007).

One approach, though, would be to adapt Michael Paige's (in Cohen et al. 2003, 53) dimensions of culture learning model. Paige groups culture learning into categories: a. the self as cultural, b. the elements of culture, c. intercultural phenomena (culture general learning), d. particular cultures (culture specific learning) and e. acquiring strategies for culture learning.

By exploring these dimensions, teachers can help students connect to the target culture, raise their awareness of cultural differences, and improve their "intercultural communicative competence" (Byram 1997). Intercultural interactions and interrogations activate the stimulus to bring everyone attention into one focal point. It is a warming up session as well as preparatory session.

1.Pulling Out the Custom and Cultural Factors of Individuals

The ability to ask and answer questions based on their own culture facilitates the process of making connections across cultures. English teachers can help students to activate their 'cultural antennas' by making them aware of important elements of their own culture and helping them understand how their culture has shaped them (Byram 1997; NSFLEP 1999, 9). Kramsch (1993) calls this learning process establishing a "sphere of interculturality."

Byram (1997) suggests that people who are "interculturally competent" have a solid understanding of their own culture and how it has shaped them, and make connections between how cultural elements manifest in behaviors across cultures.

Allowing the students to explore and recognize their customs what they know in their respective group and asking the students to find out from every ones exploration the unique and novelty of customs and culture. The teacher has to explain about mess finding and fact finding that means to gather the data and to identify the objectives and allowing the students to interact and to get into the subject.

2. Active Engagement

In active engagement learners play enjoyable, engaging, active roles in the learning experience. Language and literacy development are facilitated by a comfortable atmosphere—not only one that values, encourages, and celebrates efforts but also one that provides the appropriate level of challenge to motivate and engage learners (Cummins, 2007; Guthrie et al., 2004; Jensen, 1998; Sprenger, 1999; Krashen, 2003). When active engagement is practiced, language is learned while doing something with it, not just learning it. Language is best viewed as a verb (language as something to use anddo) than as a noun (language as a content to be learned). School learners develop language and literacy finest first by using language as a device for creating and sharing meanings (Vygotsky, 1986); and later, as they are developmentally ready, by studying language structures and features as they are needed and used in authentic contexts(Lightbown &Spada, 2006).

The students while they express their customs and cultures they actively engaged with knowing and adopting new things, encouraging each other, getting away shyness, fear, interested in listening and learning, etc. and they get self confidence to communicate. The teacher should observe whether all involve actively in cultural sharing or not otherwise the teacher must create conducive atmosphere to engage actively in sharing.

3. Clouding Away and Understanding the Inconsistency

Teachers should take careful steps to ensure that all students understand how attention works and identify their fastidious profiles of attention strengths and weaknesses. Then, students should be taught attention management strategies. Teachers should identify and understand the inconsistency of children with attention problems. Teacher should not wrap up that the inconsistency with attention is a poor attitude or lack of motivation but rather it is a part of their biologically based attention dysfunction, and is beyond their effortless control. Subsequently teachers have to take steps in accordance with the nature of the inconsistency to take out the inconsistency and to bring them all in one square for which teachers can interrupt and break up through giving works like writing, games, discussion, etc.

4. Adjusting Frames

Teachers having observed the attention of every student examine issues that may arise in role plays so that students gain the desired perspectives for which teachers divide the students into group and availing ambience for sharing of one's own knowledge. Teachers may take into consideration the followings:

- Make a clear outline of the issues, the teacher wants the students to explore (potentialities to include cultural behavior outline, social and economic influences, important traditions, values that bind a culture together, etc.). Keep it simple but define the definite situation and motivations.
- Try to involve all your students in the process.
- Give as many students as possible the opportunity to play a variety of parts. Even if you can't give roles to everyone, make sure everyone is involved in pre- and post-role-play activities, asks questions, and gives feedback.
- Ask your students to solidify when they say or do something that you or other students find attention-grabbing and would like to give advice on or discuss.
- Get relevant feedback.
- Don't allow your students to criticize their classmates. You want their constructive thoughts on the situation.
- Design a short checklist that encourages observers to look for key cultural elements in the role play to use in follow-up discussions.
- Observers must be as attentive as those involved in the role play.

5. Culling out the Illuminations

Scardamalia and Bereiter (2003a) suggest that in general, students must collectively construct knowledge "through collaborations designed so that participants share knowledge ... that incorporates features of adult teamwork, real-world content, and use of a variety of information sources" (p.1371). The teachers solicit the students to collect the interested things of individuals to share and discuss in their respective group. After sharing and discussion escort the students to put together the illumination in their memory, the teachers may ask a few students from each group to elucidate the most interested and unmarked events.

The knowledge once constructed in the interested context, should take on a life of its own, subject to scrutiny and improvements by the community. As Scardamalia and Bereiter (2003b) frame it, knowledge building should involve "the creation and improvement of ideas that have a life out in the world, where they are subject to social processes of evaluation, revision, and application" (p. 2).

This group activity help the students to construct their knowledge based on way of life and events which motivate and make an interest over the subject in which the learning process starts from accustomed to unknown. Collection of events, exposing one's own life style and experience make the learners to be comfortable with the environment which creates self confidence that enkindle the learners for self learning. The teacher sets up the subject from the learners' exposures of customs and cultures and has to instruct the subject in crystal clear.

6. Incorporate and Integrate

In the Vygotskian view, language is constructed by interaction with others (Williams and Veomett 2007). Using the target language assists in gathering, transforming, organizing, and reorganizing the learners' knowledge of the language (Fillmore 1991). Speaking allows individuals to negotiate meaning and adjust their language to make it comprehensible to their audience (Hill and Flynn 2006). When students talk about customs, habits and interested events with other students and with the teacher, they make sense of their own thinking, listen to the ideas of others, become aware of multiple perspectives, re-think their own ideas, are able to evaluate another's ideas, and frame their own ideas (Worth 2008). To develop their own understanding of academic words, students need to actively use words and explore in language-rich classrooms that focus not only on content but also on Incorporating English Language Teaching (Fathman and Crowther 2006).

These students based strategies supported incessant assessment because students were usually placed in groups, creating a more effective forum for teachers to check for understanding, assess progress, and appropriately adjust their level of instructional speech.

The role of the teacher is to incorporate the customs, habits and interested events with the subject for example if the teacher wants to instruct grammar, poem, prose, etc. the teacher has to integrate the learners' exposures and the subject to make the learners for correlation of the subject and their attention-grabbing customs, habits and interested events. While incorporating and integrating the subject with customs, habits and interested events the teacher can make assessment of the students. If the students make any mistake by recalling their interesting events the teacher has reiterate the subject once again.

Conclusion

Every teacher and student is creative if he is given the opportunity, time and support to express that creativity. Activities for language teaching can be based on everyday materials. We should not be afraid to try out unconventional tools based on personal experience in the classroom. Both students and lecturers have creative potential.

It is necessary that teachers try using other materials as a teaching resource. The language of communication is real-life or authentic and textbook-like in design. By incorporating hands on projects into their everyday language classroom, teachers are preparing students to enter the real world. Teachers can create a non-threatening environment to encourage both shy and, talkative students to participate. In short, teachers can help students catch the passion for learning English.

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