

Think India (Quarterly Journal)

ISSN: 0971-1260 Vol-22, Special Issue-07

Two-Day National seminar on "Artificial Intelligence, Multimedia and ICT in Teaching, Learning and Acquisition"

sponsored by

Indian Council of Social Science Research, New Delhi
on 23rd and 24th September 2019 at Department of English,
SRI S. Ramasamy Naidu Memorial College, Sattur, Tamilnadu, India



The Art Of Teaching English

C D Aniruthan

II BA English, A.V.C College, Mayiladuthurai

Abstract

Teaching continues to be an art and it largely depends on the passion to teach. The real issue of teaching is that teachers who are not toppers and teachers who are not highly qualified teach effectively than rank holders and highly qualified teachers. It is the involvement and the art of teaching that makes the teaching and learning process interesting. An understanding of each and every student and the blending of the art of teaching with the science of learning can make every precious moment spent in the classroom all the more impactful. A great teacher motivates students and explores teaching applying different innovative solutions to instill the passion of learning. The interaction with students, how they learn, how to impart knowledge of content, verbal and non-verbal teaching and monitoring the learning contribute to good teaching.

Keywords: Art, passion, innovative, impactful

1. Introduction

English is a vast sea and to sail in the sea we need skills and to acquire the skills we need perfect guidance rather than perfect teaching. Teaching English is an art and the art is not about spoon feeding. Every teacher must be a facilitator and just be a tool to bring out the latent skills from the students. The teacher must point out the skills and the learners must analyse their skills and they should work hard to bring it out. Language is not science to provide notes and make them reproduce. Even science needs practical exposure. So the language, a medium to gain all knowledge needs lots and lots of practice. This paper focuses on the art of teaching.

The Decline of Teaching

Since every child is born with a built-in language learning mechanism, exposure to the rich variety of linguistic materials of the language helps in its activation. In this sphere also, the students of rural areas lag far behind the students

Think India (Quarterly Journal)

ISSN: 0971-1260 Vol-22, Special Issue-07

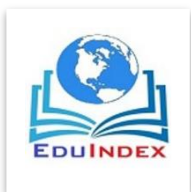
Two-Day National seminar on

"Artificial Intelligence, Multimedia and ICT in Teaching, Learning and Acquisition"

sponsored by

Indian Council of Social Science Research, New Delhi

on 23rd and 24th September 2019 at Department of English,
SRI S. Ramasamy Naidu Memorial College, Sattur, Tamilnadu, India



of English medium schools. It is revealed that the students studying in English medium schools have far better exposure to English. They use English with their teachers, friends, read newspapers and magazines.

The curriculum and the method of teaching is a great failure in imparting language skills to the students of rural areas. The examination system is more achievement oriented rather than performance oriented. The traditional chalk and talk method is based on grades and positions rather than issues of fluency or proficiency. Indirectly, the teacher remains in many classrooms even today, the facilitator of examinations rather than of communicative proficiency. The teacher decides whether to complete the prescribed materials and make the learners ready for the examination or make judicious use of innovative techniques and methods to uplift language proficiency and competence of the learners. The restrictions imposed on the teacher by the examination system to cover the syllabi make the teaching of English a teacher-centered rather than a learner-centered activity. The learner remains a mere passive receptor receiving the content delivered by the teacher which he/she has to regurgitate in the examination hall to score good grades or marks. At this time the teaching of English declines.

2. Remedial Measures

In this regard, the parents and administrators of schools should change their attitude. The head of the school as well as the parents of the pupils should approach the English teacher with constructive criticism. They should encourage the English teacher to teach this language by new techniques and methods. Hence, reform in teaching language is the need of the hour. Due stress should be laid on testing of oral work and pronunciation. Fruitful efforts should be undertaken to improve Listening, Speaking, Reading and Writing (LSRW) skills, Study skills, and Dictionary skills etc. of learners. The students should test their listening and speaking skills and record it at definite intervals of time to self assess their improvement in proficiency of language. There should be questions on the listened texts and passages to test listening ability, speaking ability and reading comprehension and appreciation. Instead of explaining everything to the student the basic idea must be given and the student must be given a chance to read their textbooks on their own and explain it to the class. By doing this an individual can develop both reading and speaking skills. If some students are unable to read they must be guided to do it and not helped by the teacher. At a certain point of time he can develop his skills. There are only 5 years provided for most of the individual to learn as most come from Tamil medium schools. So spoon feeding the students may not help them and while they become teachers they would feel difficult to learn the prescribed textbooks and delivery it to their students. Even if they manage to do so they would feel irritated to read extra literary books and this it will lead to the decline of their English knowledge.

This is a world of internet and technology, robots and exciting media presentations but the teaching culture is still 'stagnant without any innovation'. English teaching needs to be entertaining and interactional in addition to being instructive as well as informative. Here lies the inculcation of various teaching techniques such as role play, pair work and group work, information exchange, interaction through discussion, conversation and so on. Learners should be engaged in debate, extempore speech etc. thereby making them ready to communicate in real life situations which is authentic and unpredictable. Audio cassettes providing speech practice should be used to train the learners adequately in the spoken form of the language. Modern innovative interactive devices like Computer-Assisted Learning or Computer-Assisted Language Learning should be provided for which

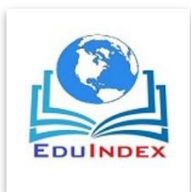
Think India (Quarterly Journal)

ISSN: 0971-1260 Vol-22, Special Issue-07

Two-Day National seminar on "Artificial Intelligence, Multimedia and ICT in Teaching, Learning and Acquisition"

sponsored by

Indian Council of Social Science Research, New Delhi
on 23rd and 24th September 2019 at **Department of English,**
SRI S. Ramasamy Naidu Memorial College, Sattur, Tamilnadu, India



adequate funds should be given for providing teaching aids and to equip the English class-rooms. A few aids like tape-recorder and linguaphone etc. can be provided and aids like pictures, flashcards, charts & models etc. can be improvised by the teacher himself.

Learners should be encouraged, if possible facilitated, to listen to watch English news, movies, and other programs telecasted in English. Listening to BBC program, reading English newspapers etc. can be an added advantage for the learners in mastering the skills of English language. Low cost audio materials like radio, tape-recorder, audio discs; audio-visual materials such as television, printed materials with recorded sound etc.; and visual materials like pictures, flash cards, charts, posters, models etc. should be supplied in order to make English teaching-learning a pleasant and fruitful experience. With the help of such materials learners can easily comprehend what they listen, speak, read and write; resultantly they help the learners to be proficient in using the language in day-to-day social context.

Teaching of English should not aim at teaching only about the language; rather it should involve presentation and practice of such linguistic items which are closely related with real life situation. At the same time, teachers should be well-aware of their role and internalize the fact that learning is a bidirectional process. "Silence" inside the classroom should not be regarded as a positive sign; rather it should be treated as an indicator of failure of teaching-learning process. Teachers, as a counselor or a manager in the process of teaching-learning, should create a congenial atmosphere wherein students feel at ease to open up their mouth. At the same time, teacher - as a role model - should possess enough proficiency in the language, and use proper pronunciation, stress and intonation so that learners can inherit those qualities from him/her easily.

The students should be encouraged to communicate in English with friends, if possible with parents and other members of their family and society. The class-size should be smaller so that games can be conducted. Games like hang man, anagram, palindrome, flash card, story telling, word game and quiz can be conducted. These activities promote a communicative competence, create a meaningful use, increase learning motivation, reduce learning anxiety, integrate many various linguistic skills, encourage creativity and spontaneous usage of the language, construct a cooperative learning environment and foster participatory attitudes of the students.

For the teaching of English the physical conditions in schools should be improved. Enough lighting arrangement, proper seating and other necessary facilities should be provided in English Classroom so that the pupils may be motivated and take interest in learning English.

The teacher should actively create and build intrinsic motivation in their learners, to empower them with the ability and confidence to "learn how to learn", to develop a sense of responsibility for their own development, and to regard peers as possible sources of learning as well. The idea that errors are a natural and even necessary part of the learning process needs to be encouraged and supported. English language teaching should be incorporated from school. The art of teaching english is not only for college teachers but it is also applicable for school teachers. Every teacher concentrates on science and maths and forgets about English. Whatever may be the field English is important.



Think India (Quarterly Journal)

ISSN: 0971-1260 Vol-22, Special Issue-07

Two-Day National seminar on "Artificial Intelligence, Multimedia and ICT in Teaching, Learning and Acquisition"

sponsored by

Indian Council of Social Science Research, New Delhi
on 23rd and 24th September 2019 at **Department of English,**
SRI S. Ramasamy Naidu Memorial College, Sattur, Tamilnadu, India



3. Conclusion

As English is a skill rather than a knowledge, the teaching of English should also be the same. We all know delivering a speech needs practice. Likewise teaching English needs practice as every teacher are great orators inside the classroom. Teaching is an art and with high scores and medals one can never become an effective teacher. A best teacher of language must be the master of the four skills and not the master of literature. Language is the basic need for a human to survive in this world and the language must be taught with deep knowledge and skills. The art should be imparted for the betterment of youngsters.

4. References

4.1. Journal Article

[1] Basanta, C.P. "Psycholinguistics and Second Language Vocabulary Teaching" Indian Journal of Applied Linguistics. Vol.29, No.2, July-Dec 2003, pp.35-47.

4.2. Book

[2] Allen, V.F. Techniques in Teaching Vocabulary. Oxford: Oxford University Press, 1983.

[3] Bruton, J.G. "Some common misconceptions about the English language and about language teaching current in India". Central Institute of English Bulletin, No. 1. 1961.

[4] Crystal, D., English as a Global Language. London: Longman.2003

[5] Freeman D. Techniques and Principles in Language Teaching, Oxford University Press, New Delhi.2007. Goodwin, Arthur B.; Handbook of audio-visual aids and techniques for teaching elementary school subjects, Unknown Binding, 1969.