

# **NECESSITY OF ENGLISH LANGUAGE TEACHING AS STUDENT-CENTERED**

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## **Abstract**

Student-centered learning is a teaching ambiance where the teacher transforms instructions to the students for making them, independent learners. It is the one that focuses on the needs, abilities, interests, and learning styles of the students. This paper briefly presents the various pedagogies a teacher has to adopt in his/her classrooms for developing students' language skills. In this language teaching, the teacher is expected to be a mentor or a coach helping students achieve the learning goal and distinctly exhibit their talents in numerous activities and ultimately become the winners of communication.

## **Introduction**

In the present educational scenario, there are more than 4000 engineering colleges in India and among them, 200 are the Topmost Engineering colleges. Tamil Nadu itself has around 934 engineering colleges and stands on the 11<sup>th</sup> position area-wise. The Indian city capitals have several esteemed universities, deemed universities, Government colleges, Self-financing colleges run by both Government and private sectors. But the standard of the students in these institutions is not passable and it makes a sea of difference. Inadequate classroom conditions (too many students in class), Lack of motivation, poor quality teaching, poor quality materials, a little opportunity provided to practice speaking and, personality factors such as anxiety, shyness, etc. are said to be the factors for poor language skills of students. While teaching English to the urban students is a cinch, it is quite competent to the rural students since most of them are from Tamil medium background. Though the teachers who teach the students are highly dedicated with necessary qualifications, their teaching pedagogy contrasts. It is toilsome to handle these students because of their lack of basics and poor language skills. But nothing is unattainable to up bring the standard of these students.

## **Language Skills**

Language skills comprise three requisites - written, oral, and graphic representation. Written skills include reading and writing. While oral skills encompass speaking and listening, graphic skills incorporate sketching and drawing. The three skills are the bread-and-butter elements of a language. To master writing skills, written communication should be practiced meticulously which means students should keep on exercising it without an

interlude. Researchers say that when there is regular communication in students' learning life, they may achieve far greater success than students who do not have enough communication in their daily life. Moreover, their habitual practice in communication will certainly help them learn their subjects in a better way. To excel in communication, students have to make use of the variety of language skills known as strategizing a plan, elaborating ideas, finding and building on adequate supporting details, and consistently classifying work. The skills must be used frequently once it has been learned. They should be used in every assignment before preparing the first outline.

### **The vital role of English Teachers**

English teachers are to be highly addictive as a mark of their profession. They must know about their students' know-how or potentiality from the very beginning and involve them in several various activities. The reward they receive from those students may be late but at the same time, they will easily win the hearts of every student. Students are only good at rote memories and they are quite weak in conceptual understanding and logical thinking. This slowly poisons their creativity and as a result, they may be able to answer only the direct questions and not the analytical questions. This phenomenon has to be uprooted and the students must be motivated to attend the questions by applying their creativity.

It is mandatory to assess the language skills of students since the beginning rather than giving much attention only at the 11<sup>th</sup> hour. It is also necessary to have a transition in the teaching pedagogy as per students' level of understanding. English classrooms must have activity-based teaching and learning so that students will be more interactive and enthusiastic in attending the English classes. They ought to be practiced with brainstorming activities to enhance their creativity and cognitive skills. More importance should be given to enrich their pronunciation and accent. They have to be taught Phonetics elaborately to know about the appropriate pronunciation of words. To augment their vocabulary power, a volley of standard vocabulary may be discussed along with their origin, part of speech, synonyms, and antonyms, and they must be periodically tested in the name of word games such as hangman, anagram, scrambling, word web, crossword puzzles and so on.

As reading is the foremost language skill, students may be provided with newspaper cuttings and they have to be instructed to paraphrase the same without affecting the sense of the actual content. This will help students excel in comprehending the reading passages besides their reading strategies. Students can easily answer only factual questions. But they have to be tested with a large number of inferential and analytical questions for picking up their standard.

Students who are not able to pick up the standard of English may be bilingually trained after their regular classroom sessions. Since the first-year portions are the fundamentals of BEC, IELTS, GRE TOEFL, and other competitive exams, students must be highly motivated to speak and participate in English activities. Initially, they may commit plenty of mistakes but after their course of study, they will master it.

### **Impediments in learning English**

The most striking barrier in learning English is insufficient exposure to that language. Students learn or speak or practice English only for a limited span i.e., in the classroom. Mean while, they witness several hindrances-lack of interest, lack of praise, misunderstanding between teacher and student during the lecture, lack of opportunities to read interesting materials, way of teaching, students hesitate to respond to the queries of teachers, etc. Stage fear is paramount of all causes that prevent students from speaking English. To inhibit this problem, students may be called out to the stage and assigned some oral activities like self-introduction, JAM (Just a Minute) poem recitation, storytelling, and picture description. They may also be periodically assigned with some interesting group discussion topics for knowing about their inter personal skills including communication, active listening, teamwork, responsibility, dependability, leadership, flexibility, patience, empathy, and so on. By practicing these activities, students will easily be able to augment their interview skills and thereby get placed in elite concerns without a hitch. Moreover, this may enable teachers to identify the slow learners and once they are identified, they may be given numerous chances until they comprehend their teachers' instructions.

Students normally fail to communicate with teachers inside and outside the classrooms on account of their bashful attitude and short fall of oral communication. They have to be persistently motivated to interact with teachers only in English and students must be practiced the same with their peer students at least in their college premises. They must be propounded about the grimness of oral communication along with its repercussion. Student committees may be organized to closely monitor the students so that they may seriously proceed the same and show betterment at least in the forthcoming days.

Learning outcomes of every chapter must be persistently discussed with students to instill seriousness in learning a new chapter or a subject. Students, in general, are not good at the interpretation of charts and they just attend the questions only from the exam point of view without following any grammar guidelines. This reckless attitude not only makes them lose their grades but also affects their career prospects. They must be taught about the appropriate use of discourse markers along with the right grammar application. They do not even know about the right way of giving titles for their writings. Instead of using short direct phrases, they use elaborate phrases or sentences in a title. This will lead students to lose impressions from the examiners while evaluating their answer sheets.

### **Conclusion**

Poor communication skills are a growing concern for both educators and students. To excel in communication, students have to make use of the variety of language skills known as strategizing a plan, elaborating ideas, finding and building on adequate supporting details, and consistently classifying work. The skills must be used frequently once it has been learned. They should be consistently classifying working the first outline. We, the English fraternity must accept our students wholeheartedly and mold them to be confident speakers displaying their communication skills in the future. By dedicating wholeheartedly, we will be able to light up our students' knowledge by dispelling from their ignorance.

## **References**

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