

## TRANSFORMATIVE POWER OF ENGLISH

<sup>1</sup>Dr. Joen D Joselin, <sup>2</sup>Amal J Eronimus

<sup>1</sup> HOD, Dept. of English, Annai Velankanni College, Tholayavattam, Kanyakumari Dist, TamilNadu, S. India

<sup>2</sup> Research Scholar, M.S. University, Tirunelveli

### Abstract

Learning a language first hand or second, it needs a set of rules and regulations to be followed. Some rules are framed with a structure and many a rule is spontaneous as per the need of the students and teacher's rapport. The following article focuses on the practical skeleton of phenomena for the learning of a language. From personal to interpersonal relationship, there are various methods to be grasped for the better performance in life as well in language, which are from the author's point of view dealt for the future researchers to go on.

**Key terms:** phonology, Audio-Visual, sender-receiver, cognitiveabilities, self-motivation.

In the globalized world, English is the language used most often. English, the lingua franca of the global conscience, is being used for communication, business, education and opportunity in general. Though the mother tongue is predominant in most parts of India, English occupies a place of prestige in the country. The latest and the most accurate information about the advancements of science and technology is immediately available to us through the medium of English and information are inextricably interwoven.

India is a multi-lingual country, where people speak more than 350 languages and dialects. Indians are used to a particular pattern of pronunciation, intonation, stress and phonology of their mother tongue. When they start learning English language with its own set of patterns and rules, it results in the problems in teaching and learning process of English language. Corder mentions on changes as a learning experience and evaluation with a special mention to the objectives of education as: Every educational system has certain objectives, which aim at bringing about desirable changes in pupil. In order to bring about those changes, the institutions arrange learning experience. The success of learning can be judged only in terms of the changes brought about by this experience (S. P. Corder, 1981).

Concentrating on the factors that affect the teaching-learning process in India, there are numbers of categories applied. The students community in India can be categorized as the one having the regional language as medium of study from the primary level and the other is having English as the medium of study. Hence, the problem of teaching English as a second language, to the Indian students starts from the pre-schooling. Barson has stated on education with the stress free atmosphere for learning as:

English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. Aspiration of such magnitude is a heavy burden for any language, and for those who have responsibility for teaching it, to bear. The challenges of providing universal access to English are significant, and many are bound to feel frustrated at the speed of progress. But we cannot ignore the way that the English language has emerged as a powerful agent for change in India (Barson, 1996).

English is, practically known as the most widely spoken language in the world standing out as the most popular language on earth. Since each language has its own peculiarity and uniqueness, no language- ancient or modern- can be compared with English in the number as of geographical distributions. Apart from being native or the first language in countries as widely apart as the United Kingdom, The United States of America, Canada, Australia, New Zealand and South Africa, English is a n important second language almost everywhere in the world with different articulation.

The Sahitya Academy of India recognizes English as one of the Indian languages with the statistics shown that over half the world periodicals are printed in English; three quarters of the world's mail is written in English and three fifth of the world radiostations broadcast in English.

The teaching of English in our schools is far from satisfactory that the students learn English for about six periods in a week for six year hardly know hundred and fifty words by the time they join a college. It is quite evident that they are not able to learn English words at the rate of one word per period. Having not known the how and the when to use the common structures in English, the conditions of teaching English are different from State to State being pathetic in condition.

The performance of the students in urban schools is better than the students in the rural schools, which is known that it is due to the mixing of multi linguistic approach in the way of life. Likewise, the attainment of students in public schools /model school is better than that of their counterparts in ordinary schools. For this, it could be enlisted by some of the shortcomings.

With the effects of 'Mass Education Policy' of the Indian Government, classrooms are overcrowded. In the government schools of Tamil Nadu, a teacher is expected to manage hundred students. Within the time slice of the period (45 Minutes) a teacher is expected to check the attendance, verify the given home-work, keep up the discipline of the class and finally the expected general introduction to the topic followed by lecture/ discussion or demonstration and feed-back. There are many other techniques applied according to the classroom environment of the teacher and the students. These multiple load of works pulls the teacher back from paying individual attention to students.

Having no supervision on the work of the English teachers, they have no opportunity to get any guidance from experts. Finding no symposiums/seminars are conducted for the teacher to update and enrich the subject knowledge, which has to be the basic principle of teaching English.

Most of the government aided schools in India do not have the facilities of Audio-Visual aids, Linguaphone records, Filmstrips, Radio, Television and other latest tools to teach English. Even the schools that have limited aids, still, do not make use of them. Though keeping away from all the electronic media, a teacher could perform with multiple modes of techniques, the teachers themselves need orientation on teaching and understanding students from their side.

The factors that influence the acquisition of English as a second language is understood as the 'internal factor'. Internal factors are those that the individual language learner brings with him or her to the particular learning situation, which usually does not take place in the Indian system of education, since the concentration on the marks and the placement – even the pressure from the parental side. Ohta presents the situation of learning the second language with the comparison of skills as:

As a need for the second language, the acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently (Ohta, 2011).

Based on the words above, the motivated older learners can be very successful and it is a struggle to achieve native-speaker-equivalent pronunciation and intonation. The need to have time management is the essential notion with regard to the learning of second language and the teaching guide as well.

Keeping in mind the slow learners, the introverted or anxious learners usually make slower progress. In the development of oral skills, the exposure of the pupils with opportunities to speak, or to seek out such opportunities. The outgoing students do not worry about the inevitability of making mistakes, however they concentrate on the 'sender-receiver' mode of communication, even in the field of education.

Specific notions on the motivation that the student need is far away from the performance in the subject they make. T. Rogers and J. Richards have been framing results out of their research as, "...to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than others (14). The basic environment of the self for the performance is the skill that is modified in the language English, for which the pupils have to be made prepared and performed.

There is a sense of extrinsic motivation, which is a significant factor. ESL students, for example, who need to learn English in order to take a place at a well-known university or to communicate with people, are likely to make greater efforts and thus greater progress. Finding the learners who have acquired general knowledge and experience, exposing themselves to the society with warmth of outward ambience is in a stronger position to develop a new language, whether it is English or any other language.

The student who has already been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences. It arises out of the passion for learning and the interest to maintain a skill. In general, it seems that students with greater cognitive abilities will make the progress faster. Some linguists believe that there is a specific, and innate language learning ability that is stronger in some students than in others. Whether it is from the source of heredity or from the learning environment, it has to be taken into consideration from the individual point of view, research or study.

Native language students who are learning a second language, which is from the same language

family as their first language feel much easier task than those who are not. Concerned with the external factors, the student whose are characterized with the particular language learning situation is the key role for the learning environment that frames the personality of the individual even.

For ESL students, it is important to know the totality of their educational experience, which has to be appropriate for their needs. Still, it has not been maintained by the number of institutions and the policy makers - the government of the States. The basic principle of learning a language is considered to be easy and adaptable to their practical day-to-day life.

There multiple variations in the teaching style of the teacher that have direct and indirect influence on the students. Clearly, some language teachers are better than others, with regard to language and the skill on the subject, providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress.

Stating the evidences, the students in situations of their own culture and the custom in the society have a lower phenomena. It could be inferred that the students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who are not minded. The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. It is not every time possible in all countries, other than hiring a native. However, there are online web sites to have regular practice of the language as the native speakers do in their conversation. Still, native speakers are linguistic models and can provide appropriate feedback. It is not clearly proven, whether the second-language learners who have no extensive access to native speakers are likely to make slower progress. It depends on the individual's interest and passion.

Having understood the difficulties in learning, the second language, the forces that account for the arousal, selection, direction, and continuation of behavior are much to have care. To a certain sort of behavior, motivation can be defined as a concept used to describe the factors within an individual. It is a goal that is being set and the motivation is goal-directed behavior, developed by continuous practice and concentration.

Motivation is considered as a significant element both in internal and external factors with regard to the acquisition of new language learning. It is also known as 'Truscott's thought', "... neglected heart of language teaching. As teachers, we often forget that all of our learning activities are filtered through our students' motivation" (23).

The learning situation or the learning environment plays an important role to motivate the students for learning language as second one. According to Williams and Burden's (1997) framework of motivation in language learning, the learning environments should be considered following aspects to make the learner to produce a desired result as: Comfort, Resources, Time of day, week, year, Size of class and school, and Class and school ethos.

Finding the properly un-trained younger students, however, often do not have a high degree of self-motivation. Due to the parental stress or the social crush, they are enforced to be in the learning environment. To create a positive classroom environment that could engage and motivate the students externally. This arises by casting away of fear making the students feel comfortable, safe and engaged - something that the students deserve.

Supervision on the work of the English teachers could guide them perform in a better manner the learning skill to the students. Teachers could use the opportunity to get any guidance from experts. Needed symposium or seminar is considered as the basic need to update and enrich the subject knowledge. The known modernized method of teaching commences with the facilities of Audio-Visual aids. It comprises of Linguaphone records, Filmstrips, Radio, Television and other latest tools to teach English. To start with, the schools could have the start with the available aids.

The functional factors that influence the acquisition of English as second language with the internal and external factors accommodated with the particular learning situation. Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own

language, seem to be in the best position to acquire a new language efficiently (Ohta, 2011). Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

It is the personality that awakens the introverted or anxious learners usually makes lower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities (J. Richards, 2011). More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

The explicating of motivation to the students is the high want of the learning environment with future framing. Applying intrinsic motivation has been found to correlate strongly with educational achievement. Students who enjoy language learning. Taking pride in their progress will do better than others (T. Rogers and J. Richards, 2014).

Extrinsic motivation is also a significant factor. Students who need to learn English in order to take a place at a well-known university or to communicate with people, are likely to make greater efforts and thus greater progress. The student who has already been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences. "Learners who have acquired general knowledge and experience are in a stronger position to develop a new language" (Sheen Y, 2009).

In general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

Language learning should be easy and adaptable to their practical day-to-day life. Students who are learning a second language which is from the same language family as their first language feel much easier task than those who aren't, for which the external factors characterize the particular language learning situation. "It is important that the totality of their educational experience is appropriate for their needs" (H.H. Stern, 2013).

Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The evidence found among the students prove that the situations of the students where their own culture has a lower status than that of the culture in which they are learning the language makes lower progress. This thought could lead to further research.

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