

Compatible Learning for Compatible Employability

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One of the major fallouts of globalization is that all learners, no matter what their social and regional origins be, need to enhance their language repertoire and pin up their hard work to build their self-confidence for better employability among the top-brass corporate companies. Of all the four communicative skills spoken and written skills rule the roster and are the significant components of the language curriculum. Mastering these two major components always poses the students into the throbs of inability, shyness, fear and other language barriers. It is often said, 'All great speakers were bad speakers at first'. Such words do console the learners yet never find a solution to their hackles in acquiring communicative competence. The class room teaching and learning undoubtedly provide a strong platform for students to give vent to their sores. To enable students to speak and write well; they have to be given a wider exposure to a variety of communication ventilators in the form of regular practice. The corporate syndrome demands accurate and fluent English from our graduates. Does it worth our salt when English is taught with tiresome lecturing and dumping the text in their mind? Thus this paper relies on certain arsenals to provide comfortable tools, to students, for language acquisition and help to imbibe in them certain etiquettes and traits through language learning. "Language is a thinking process that allows students to learn and grow". The process of thinking, learning and growing with language demand the learners' involvement.

The proviso opted includes the following components:

The Role of the Teacher

As they are the prime facilitators, it is their sole duty to ensure that they should contribute highly to make their students speak and write effectively. The rapport is required by the facilitators to monitor and mend their mistakes without being critical. Teaching methodology training is recommended to make class room atmosphere heterogeneous and to become more congruent to act decisively a special training should be given to new members about the best ways to reconcile their teaching style with the text to bring about institutional changes. They should follow certain endeavors as

- To constantly encourage student's confidence in participating oral and written presentation.
- Judicious use of first language at the beginning stage is recommended.
- They should pretend to ignore student's mistakes as that will greatly discourage them.
- Grammar should be taught in a meaningful and realistic situation not as rules of a system.
- Students should be given enough opportunity to speak, to write and explore their own thinking ability.
- Teachers should be their responsive listeners first than language dictator.
- Questions can be directed on any one student on particular topic at random and then distributed among them to make the class-room more active and increase more number of participation.
- Teachers should junk out the differences between hyper-verbal students with average students.
- It is to be made mandatory to make class-room heterogeneous.
- They should correlate the text with real and contrived situation to create more chances to use language.
- Teachers should have a thorough knowledge of all technical gadgets to operate.
- Students are to be evaluated based on their oral presentation; class participation and all faculty members must provide a written comment on their performance.
- Teachers should adopt an assessing tool to evaluate the effectiveness of their learning outcome.
- Teachers should impart the knowledge of "how to think" and "what to think" and make them as active receptors.
- Training the learners to set their goals for attaining certain language proficiency levels so that each learner works for his/her goal rather than the teacher trying to meet the requirements of each individual.

Syllabus Framing

In the ever changing scenario, intellectual and compatible syllabus framing is expected to meet the needs of the core and to enable the students to face the most challenging world of today. The Content of the syllabus should focus to stimulate the language competence. Most educational researchers agree that a significant part of problem is a pedagogical diet which is excessively rich in memorization. Thus it should be realized that it is high time to show much concern on compatible syllabus framing.

- Board of studies should recommend quality education.
- A minimum of three reviews on the framed syllabus and prepared course materials have to be done.

- Always the capacity of the students should be taken into account for both syllabus framing and preparation of the course materials.
- The content of the syllabus should help the students to think and develop not merely language skills but personality traits too to face more challenging world of today.
- Teachers should be instructed to cover the syllabus evenly focusing on all the four skills rather than the contents.
- Refresher course and orientation programs will be offered along with the syllabus.
- The course material should include both traditional and modern approaches to meet the order of the day.
- All scientific aids like LCD, OHP, internet and other such technology based teaching kits will be made accessible to all students.
- Materials should be user-friendly and self-explanatory.
- Frequent nongraded or low stakes writing strategy should be incorporated in the syllabus to scaffold student as writing is a tool for thinking.
- Courses on personality development to prepare them to face interviews, public speeches, conferences etc.

The Gadgets of communication kits

Proficiency in oral and written skills has become inevitable and also a benchmark for better employability. Spot interview and campus interview mostly focus on these two skills. A prospective employer determines the communicative ability of a candidate by conducting oral interview and certain written tests. As the Greek philosopher Aristotle said “The ability to speak is a shortcut to distinction” proficiency provides a better employability and leads to head and shoulder over other competitors. Being a good communicator is often about feeling confident in all situations. Each student is trained to pick his style and hone it with the practice of intonation, stress, rising up and down of his tone etc. Following language kits help students to meet their dire needs.

Warming up Activities

Each student is asked to introduce himself/herself by answering to general questions about themselves like

Which is your home town?

Which language can you speak?

What is your future plan?

Do you want to study in further?

These questions help to warm up before more critical language practices.

Group Discussion

Motivating all students to participate effectively in group discussion is a challenging task. Since group discussion is a process of joint deliberation. The teacher must ensure that all arguments get proper representation. It is a democratic method of education and the role of the teacher is a sympathetic moderator. For smooth conduct of group discussion, an atmosphere of courteous behaviour is absolutely necessary.

Role Playing

Role play is a dramatic activity which incurs effective use of language skills and gives the learners maximum freedom to use his talents. It also improves their self-confidence and responsibility. It stimulates and enriches the scope for the exercise of language and individual's imagination while they discuss on their performance.

Gap Activity

This activity encourages learning in which students are paired and given similar but different pieces of information i.e. each member of the pair has a part of the whole information. For example an incomplete picture is given to figure out the whole picture or completing the tabular representation with information available in a group piece of text. The interesting aspect of gap activity is its elements of unpredictability which forces the students to the real use of language. This task induces them to bridge the gap through the use of language.

Speaker's Club

Each college should be instructed to organize a speech-club represented by the students and monitored by teachers. All the students are made to attend and give a speech, recitation, etc and the club grades the students based on their performance and attendance must be maintained to regularize the student's participation. No stigma is attached to any poor performance by the students.

Descriptive test

The descriptive power of learners is developed by involving them in describing a person, a place, a thing, a process, an incident and an event. It helps to learn a list of adjectives to describe persons –rich, poor, faithful, attractive, fashionable etc. learners get to know many new words by this practice.

Narrative Test

This is the most effective strategy of developing speaking skill. It arouses the imagination of the learners in a quick span of time. They can be encouraged to narrate a story. Sometimes incomplete stories are to be given to complete them with suitable ending **Oratory**

It is an art of expressing oneself efficiently. It has its distinctive feature to find immediate audience and appreciation and quick recognition. Students should make use of such competitions to get away their phobia.

Voicing an Opinion

Learners can be motivated to voice their opinion regarding the ending of a movie or certain political issues or current issues, interview strategy; a feedback on the government, a newspaper/ college magazine, an election opinion, polling system, common social problems etc. this practice necessitates the hunt for words and phrases to voice their opinion.

Mock interview

Mock interviews are conducted at regular intervals of time exclusively to the final year students by posing questions by the panel members (probably teachers or private sources) who assess their performance and function as confidence building store-house by training them to face real interviews. Inviting alumina of the college to share their experience with their juniors.

Assignments

Assignments sequenced throughout the semester allow students opportunities to accommodate their growing writing skills and knowledge of course content.

Process and Product of Communication Skills

Both speaking and writing reflect personality of an individual invariably in any language and especially in English world wide. Thus Students should be instructed to read not only local newspaper but also national newspaper. While reading books they should have the habit of underlining all the words they do not know. They can refer them later with a dictionary, and by making a list of them in a conversation during the day. Exposing students to effective strategies should be an integral part of any language program to help the learners become autonomous, self-directed, and independent by making them to read as much as they can and write as much as they can and make them exchange their written stuff among

themselves for proofreading and to find out spelling and grammatical errors. Also they should take interest in the practice of writing of summaries, annual reports, tour reports, abstract, and progress reports on their skills, lab- reports, articles, and instructions on the maintenance of library books or lab properties, on cleanliness, on afforestation within the campus, letters and E-mails, pen-friends with other universities.

Pre-writing

Students should be assigned with more formal assignments like quick notes, list taking, quick reflection on the lesson taught, free-writing on the characters of a novel or drama or poetry and taking an opposing viewpoint on the given topic for debate. This will enhance both the skills.

Minute writing

Students must be taught to write minute writing by writing on note cards. In minute writing students can post questions for the day's discussion on reading stuff. To add an oral component they can exchange responses among themselves and have a short discussion with each other.

Portfolio Launching

Portfolio of former successful students will be initiated in the department on successful students and such a portfolio will naturally instigate interest among learners and they will prepare mentally to show much interest in developing their skills to find a better employability.

Word learning

Vocabulary acquisition by students is acquired by wider exposure to the language input. The vast majority of words enter into the mind of the students through extensive and multiple practical use of language than direct instruction. Therefore exposing students to wide variety of words is imperative. They should also be introduced to receptive activities like looking up the word in a dictionary and matching words with their meaning or definition, making guess work from the context of the text and word-play to find out substitute words for the given word for the vocabulary acquisition through receptive method.

Content Based Teaching

In the contemporary world task-based learning designs are paired with content based learning but one of the strengths of content-based instruction is that of its variety i.e. any other teaching design may be incorporated with it. Therefore content-based teaching is to be recommended. Content as the source of language development is as old as humanity. By content we mean to acquire language through observation and participation in the students' surrounding language and events.

Personal Assessment

The final exercise, that students may be instructed to opt for, is personal assessment devices in evaluating their progress and to know about their personal take-outs and areas of their improvement. They are

I can present my ideas effectively for formal and spontaneous speech.

I can effectively participate in group-discussions.

I can write essays effectively without the aid of any notes.

I will effectively utilize all the sources available.

I listen carefully to others and respond positively to their messages.

These tools build a positive mind set-up and confidence in them to get rid of their shyness and fear and prepare them for better employability.

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