



Strategies for Success in English Language for the Science Students

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Abstract

The English language, in particular, has become essential in the lives of college students who aspires to advance their careers anywhere in the world. Comprehension is a key component in language teaching. Language programs with a communicative goal should focus on the quality of listening tasks based on authentic materials as well as appropriate audio-visual equipment. The English professors have more responsibilities for teaching English for science students.

Keywords: English; Language, Students

Introduction

The most challenging task constantly facing language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn. Good communication skills are indispensable for the success of any professional. If one wants to reach out to people, he or she has to speak their language. The English language, in particular, has become essential in the lives of young people who aspires to advance their careers anywhere in the world.

College education gives the completeness of student. Hence students at the college level can be motivated towards self directed learning. It is a highly demanded practice. Students must be directed towards “learning to learn skills. It is a foolish act to cover the syllabus and conduct exams without knowing whether the student is benefited or not, the faculty and the institution may have a universal vision towards educating people but it ends in vain if the students have not participated fully. These learning to learn skills enable students to use their learning time effectively. Self regulated learners are flexible.

Self regulation refers to the use of processes that activate and sustain thoughts, behaviors and affects in order to attain goals. Since they take charge of their own learning by co-coordinating

the thinking skills, Students need to understand themselves as learners in order to understand their needs as self directed learning students. Students are supposed to substitute the teachers with advising faculty members. Students are getting themselves shaped up by the influences of their teachers, directly or indirectly. To suit with the mind and spirit of the young students' teachers are supposed to play the role of a guide and facilitator not as a strict instructor. Because many times motivation itself gets a negative response now a days.

Reading habit

Reading can enhance ones learning skills; this can augment knowledge and understanding. It can help create new ideas for advance. Expand their milieu awareness by reading newspapers, magazines and books. Become interested in world enthusiasm, mental frameworks for holding ideas, attentiveness and good study techniques. Considering language it adds your vocabulary. There are others who are willing to help and lend a hand for the listeners to achieve and maximize learner's skills. Listening to them and picking their great ideas and apply it on their own. Developing effective learning skills are just as important as developing their speaking skills. Without efficient listening skills the proficiency to communicate significantly is lessened.

As students start to feel responsible for their own learning projects, they get to decide on what and how they want to learn. This generates a process of self awareness, where they begin to reflect upon their goals and desired outcomes. We have usually found that this process is one of discovery, as they seem to be able to describe their objectives and take decisions about them very clearly once they have been helped to focus. This shift in decision making power, in turn alleviates the syndrome of putting the blame for their lack of progress on external factors. Self monitoring is integrated in this system and students are encouraged to take responsibilities for measuring their advances and to develop their own benchmarks. The fact that they set their own criteria for success greatly enhances their feeling of control over their learning progress.

Comprehension

Listening comprehension is a key component in language teaching. Language programs with a communicative goal should focus on the quality of listening tasks based on authentic materials as well as appropriate audio-visual equipment. In terms of the authenticity of the content of listening activities, Kilickaya (2004) explains that language "*learners feel better with authentic*

materials helping them involve in the 'real' language as long as we, as teachers, provide them with pedagogical support". Instructors may create tasks from short academic lectures, radio programs, authentic conversations, audio-books, songs, or short stories. In addition, audio-visual equipment should be part of all language courses in which technology facilitates the teaching-learning process. In regard to listening comprehension, most language programs include tape recording, digital data or even computer software in their curriculum. Carter and McCarthy (Bygate, 2001) point out that *"since the mid-1970s tape-recording has been sufficiently cheap and practical to enable the widespread study of talk—whether native speaker talk or learner talk—and use of tape recorders in language classrooms"*. Besides tape recorders, the audio-language laboratory has been highly used in language teaching to make students aware of the characteristics of spoken discourse.

Language Lab

In recent years, educators have come to focus more and more on the importance of lab based experimentation, hands on participation, student-led inquiry and the use of "manipulables" in the class room. The underlying rationale seems to be that students are better able to learn when they can control the flow of their experience, or when their learning is self-directed. Some researchers have highlighted the motivational component of self-directed learning arguing that this kind of learning is effective because it makes students more willing and motivated to learn.

Audio-language lab

The audio-language laboratory has played an important role in language teaching for a long time. Its main objective was to help language students improve the aural-oral skills. With the implementation of the language laboratory, many language teachers developed new techniques in order to derive all possible advantages of this tool in the field of applied linguistics. Bygate (2001) expands on this and says that *"when tape recorder and language laboratories gradually came into existence in the 1950s, they were mainly used for pronunciation, grammar and translation practice, often in the context of courses named as such"*.

During the 1960s, the language lab rapidly became one of the most innovative audio components ever built; however, just as it became popular among some language teachers, others strongly criticized its use. This situation occurred for two main reasons. Certain language teachers who used the lab failed to implement appropriate activities especially designed for language lab

sessions. Other teachers confused its role in the language classroom. Howatt and Widdowson (2004) indicated that audio-visual methods had their own technological rival, however in the form of the early language laboratory which came on to the scene at much the same time. It was a major installation and the cost distorted school equipment budgets for a long time, but its initial impact was weakened by the rather old-fashioned drill-based learning which it promoted.

It is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. The language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The laboratory's collection is designed to assist learners in the acquisition and maintenance of oral and written proficiency. In short, a learner can get the experience of having interaction with native speakers through the laboratory.

Smart class teaching

When computers are used in language teaching, all the learners have to participate in the classroom activities. As Selinger (2001) says that 'the Learners in their interaction with the computers are active, and knowledge is discovered and negotiated. Computers can present information in ways which teachers are unable, they can present information in multimedia formats allowing users to select and experience new knowledge in text, graphics, sounds or video, and make use of hyperlinks to link concepts together. It allows the learner to make choices about the medium through which they learn and presents them with a wide range of hitherto unimaginable resources.

However, turning these experiences into meaningful knowledge and understanding relies on the support or scaffolding of another. This other is usually a teacher who has some understanding of the learners' preferred learning styles and can help them make appropriate choices and decisions/ can teach the learner to question the validity of new knowledge and help them to assimilate it into existing schema. Since, there is no need for the learners to answer in front of their co-learners. Therefore, the learners tend to prefer technology enhanced classes in the place of teacher led classes.

CALL

Computer Assisted Language Learning (CALL) is a relatively new and rapidly evolving academic field that explores the role of information and communication technologies in language learning and teaching (Garrett,2000; Joint Policy Statements of CALICO, EUROCALL and IALLT.1999). CALL has evolved into something that is both inherently multidisciplinary and academically substantive and has become intrinsically linked with the area of Second Language Acquisition (SLA) and has influenced research in various other fields including cognitive science and psychology.

The importance of setting the foundations for sound pedagogical practice has been consistently referred to in SLA and CALL literature over the past three decades (Hubbard 1996 and Breen *et al* 1997). The evolution of CALL and its close relationship to SLA have been explored elaborately in the works of Warschauer (1996) and Chapelle (1998).

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Self-designed electronic material in the form of Power point presentation was developed as part of the present work for use in both a self access situation and a General English course. Attention was focused primarily on grammar Exercises, with the objective of making the associated lesson as interactive and communicative as possible and thus providing an evaluative perspective for developing tasks and evaluating performance.

Sample materials were developed in Asymetrix Tool book and intended for use as effective aids, in order to allow learners to gain a better view of a small part of the curriculum. Utmost care was taken to successfully integrate the awareness of CALL into the existing framework of language teaching methodology in the present study so that it is possible subsequently to evaluate the success rate of the endeavor at each stage in the process of development from the conceptualization of the project to the post-design integration of the software into classroom activities. The students, whose learning needs formed the basis in framing the design of the electronic courseware were, from a diverse range language backgrounds.

Keeping in mind the assertions of Chapelle (1998) it was important to design activities around the needs of learners. Asymetrix Toolbook which allows both author and reader to work through a series of interlinked pages was employed. It is to be noted that this package is already widely used in the design of educational software but, in the present endeavour i.e., language teaching

posed new challenges than simply the creation of web based materials. The material was developed in such a way that it offers plenty of scope for communicative interaction.

Levy (1997) was of the opinion that "even if CALL materials are designed to be stand alone, students are more likely to use them when encouraged by their teacher.*" Therefore, the materials developed were best translated' into the medium of Toolbook because this is a powerful package that offers a solid professional appearance and is capable of utilizing a diverse range of media to enhance communicative interaction.

Concepts of learner centre

The English Language teaching pedagogies whichever focused on developing learners' communicative competence and on promote learning strategies and learner autonomy in language classrooms. Two key concepts of the learner centre classroom are first, placing more responsibility in the hands of the students to manage their own learning, and second, teachers taking roles as facilitators of knowledge to help learners learn how to learn rather than being the source of knowledge. The following qualities the learner should develop: (a) Showing a high degree of motivation; (b) having self-confidence; (c) demonstrating an awareness of learning needs and of the role of language learners; (d) being strategic and enthusiastic in learning; (e) being curious and creative in thinking; and (f) holding democratic, open-minded, and critical attitudes were identified by the participants as essential attributes of positive language learners.

The learners' needs motivation and confidence were positively affected by their awareness of learning: (a) a thorough orientation at the beginning of the program, (b) the teacher mediation in the process of learning, and (c) the self assessment of strengths and weaknesses, most of the students said that they knew what to learn and what to do in order to improve. They were aware that being involved in the learning process was crucial for successful learning.

There is no single most excellent way of teaching foreign languages. The successful language teacher will not confine himself to only a single method. A method which is appropriate with one class on one occasion will not necessarily suit to the same class at another time. Likewise, a method which is suitable for one language teacher while teaching a particular language item may not be applicable for other teacher in the same or similar context. There has been a gradual

shift from a literature based foreign language to equipping learners with communicative skills for interaction globally.

Most English language teachers and more significantly most teacher trainers adhere to communicative methodology today. A large number of articles and conference talk's have been devoted to exploring precisely the communicative approach of language teaching. Nonetheless, ELT practitioners have not remained reliant on fixed prescribed and imposed practices. Instead, ELT practitioners around the globe put into practice a great deal of diverse activities to keep themselves up-to-date and enhance their practices which have been dealt above.

Conclusion

I concluded that language lab as well as smart class vicinity plays a vital role in easy understanding of English language for science students.

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