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“Joyful Teaching Strategies for the Constructivist Classroom-The Coordinated Effort in English Language Teaching In Schools”.

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ABSTRACT:-

English Language Teaching in the school level had been an area of experiments and applied with various pedagogical approaches and methods. Many of the new methods and practices have dominated and taken place of old or traditional methods of classroom teaching due to various factors. The reason is-"Learning Language naturally from the environment is effective and effortless ".

This paper will focus on the "Derivative" Learning which is the combination of instructional and non-instructional and experiential methods like:-

- The process of following Discourses like conversation,Description, rhymes/Poems/songs,Letters,Dramas,Slogans/Placards, Narrative story, Write up/Feature articles etc.
- The process of reading and learning.
- Grasping from experiences and exposure in conversations.
- The correlation between language proficiency.
- How to link language skills with intelligence functions.
- Use of ICT in English Language Teaching.

This kind of Transactional process of English Language Teaching will definitely strike as an acceleration tool where student is allowed to learn from:-

1. From Teacher-Instructional method.
2. From ICT-A.V aids, e-learning:Non-Instructional methods
3. Independent Learning during conversations and communication activities:
written and orally both- Experiential method.

KEYWORDS:- Derivative Learning, Pedagogical approaches, Instructional method, Non-Instructional method and experiential method.

INTRODUCTION:-

English Language Teaching in the school aims at effective Teaching Strategies for the Constructivist classrooms with imparting information and provides a context for theory, memory expressions through practical teaching by various discourse orientated pedagogical approaches and develop the skill of experimentation, observations, reasoning and logical inputs.

English Language Teaching is often criticized for being too prescribed, lacking in language fluency and proficiency even after more than schooling of ten years.

To bring in desirable behavioral changes in Learning ELT among the learner's of School level, the teachers have to adopt innovative methods and approaches in the teaching. It has been experimented by many academicians that student grasp English Language concepts better through "derivative" learning by TLMS, Practical works of discourse practices, demonstrations such as Role-playing, skit, conversations, project work, etc ,the usage of technology like ICT, etc otherwise they find school activities full and dreary and hence cause them to low-achievers in English Language acquisition. In this context ,innovative techniques for teaching ELT concepts in the learner's that means infusing attitude and English Language spirit among them.

ELT aims at making children capable of becoming productive and useful members of society as English language is needed for higher Education, jobs etc. knowledge skills and attitudes are built through Learning experiences and opportunities created for learner's in School.

It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question, to investigate and to think independently In English language.

Globalization in every sphere of society have important implications for education and English language is the main source of communication throughout the world in larger

context so along with traditional methods of classroom Teaching, ELT should be done naturally with the students by making them practice them through Rhymes/Poem, articles, story, write-up etc activities such that they gain experiences by conversation in English

OBJECTIVES:-

1. To understand the importance of effective teaching Strategies in ELT in the classroom for school children.
2. To understand the Discourse oriented pedagogy like conversation, Description, Rhymes, write-ups etc.
3. To understand about Teaching Learning Processes of Discourse oriented pedagogy so as to how to make the students understand the concepts of ELT in a practical and useful way.
4. To know about ELT and its features in secondary level students.
5. To understand advantages of Discourse oriented pedagogy.
6. To teach ELT by instructional methods and non-instructional methods and experimental methods.
7. To link the English language skills (LSRW) intelligence function in school children
8. Use of e-learning, ICT, etc for taking up ELT classes.

METHODS AND PROCEDURES:-

English Language Teaching discourses will be taught in

1. Transactional process by the means of teacher (instructional method).
2. From ICT, A.V aids, e-learn (non-instructional method).
3. Independent Learning by students both orally and in written form (experiential method)
4. ELT focuses on written or spoken communication development of basic skills in language learning listening, speaking, reading and writing. Learning experience should be continued. English language learning experiences should be targeted to provide the learner sufficient scope for the integration of basic skills in their English language acquisition process.

“Method” emphasizes that Learning is not Teaching it natures learner’s curiosity supports co-operation and collaborative learning ensures the transaction of English through integration of various skills of a language the most natural way and bridges the gap between so called “good” and bad performers of language. A student of secondary class should be able to communicate ideas easily and effectively in English.

RESULTS AND DISCUSSION:-

- Discourse-oriented pedagogy can be adapted to suite any level of learner. The plot is to be selected taking into consideration of the nature of learner’s and their cognitive ecology.
- The role of teachers in this method of ELT is minimal, students are taken individual space for English Language acquisition.
- Alphabet, word, sentences, phrases are not presented in isolation, they are integrated in various Transactional methods.
- This type of independent learning is in conformity with the whole language philosophy
- .The focus is on the process of ELT and not on the product
- It is important to realize the 21st century classrooms demands and students aspirations. We need to bring learning to people instead of people to learning to people instead of people to learning. To apply the different methods will

definitely result in better ELT approaches.

CONCLUSION & IMPLICATION OF THE STUDY

English language teaching with various pedagogical approaches and methods are effective and effortless which leads to “derivative” learning by adopting the transaction method of approach in ELT. It’s discussed that students learn easily and perform better and acquire the English Language skills of LSRW rather than just audio (Teacher centered).

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