

Diffidence as the Intruder of Communication in English among Students of Vernacular Medium in Tamil Nadu

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Abstract

It is impossible to question the all-pervasive role of English language in India. English is the lingua franca and most importantly the official language of our country where the legislation is framed in English. In such a scenario, it is good for everyone in India to have some knowledge of English in order to understand and convey at least basic day-to-day communication. Student-Centered Learning strengthens student motivation, advocates peer communication, reduces disruptive behaviour, builds student-teacher relationships, and promotes active learning and responsibility for one's own learning. This paper aims at identifying the inhibitions that students from vernacular medium of education encounter at collegiate level education and also proposes solutions for the same using different types of teaching methods.

Key Words: Diffidence, result focused education, lack of opportunities, vernacular medium education, student inhibitions, student-centered learning

Introduction

Lack of familiarity with English Language from the young age hinders the Indian students from articulation of the same. English has become a part of the syllabus in almost every school in India. Therefore, English is not an alien language to people in India as it is the part and parcel of the society. Language learning ability is inversely proportional to the age of a learner. According to John Locke, language is acquired through sensory perception. Therefore, the senses are highly receptive when the age of the learner is between 2 and 10.

A major role of sensory receptors is to help us learn about the environment around us, or about the state of our internal environment. Stimuli from varying sources,

and of different types, are received and changed into the electrochemical signals of the nervous system. This occurs when a stimulus changes the cell membrane potential of a sensory neuron. The stimulus causes the sensory cell to produce an action potential that is relayed to the central nervous system (CNS), where it is integrated with other sensory information—or sometimes higher cognitive functions—to become a conscious perception of that stimulus. The central integration may then lead to a motor response” (Sensory Perception, n.p.).

The character and personality of the learner exerts insurmountable influence in the development of oral skills. Many learners are either introverted or anxious, and fear that they could be laughed at by others for their mistakes. Despite possessing deep thoughts and ideas to share, students of vernacular medium couldn't express themselves due to psychological constraint. Therefore motivation and cooperation are the factors that would promulgate confidence among these learners. Students who have gained worldly experience show better progress in language learning in comparison to students who lead a compartmentalized life. Therefore cognition becomes vital in language learning process.

Educational Influence

The major hurdle in English language learning is the methodology of starting with the reading and writing of the language components. Listening is neglected and its invaluable role is undermined and similarly there is very little scope for speaking. Even if they are made to speak it is only the reiteration of topics included in the syllabus.

“The field of language and development is complex, with numerous interconnections and links. This is a further challenge: to recognize complexity and to avoid simplistic solutions to problems, but also to try to manage solutions out of the chaos that lead in some way towards a positive beneficial outcome for participants”. (Larsen-Freeman and Cameron 2008).

Activity-based teaching and Learning for non-native speakers of English focuses on the ways to improve self-confidence, Interpersonal skills, willingness to participate in group activities, on intellectual improvement, on enhancing students' understanding to communicate

Language in India www.languageinindia.com ISSN 1930-2940 16:9 September 2016

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quantitative ideas orally and in writing, and a scope for creativity. This method aids in battling shyness and reticence among learners. This mode of teaching involves students in many activities whereby they get a chance to interact with other students, which in turn opens room for friendliness among learners. In this type of learning process, the learner role is transformed from that of a passive listener to an active participant.

Communicative teaching method is another effective method to promote language learning. Students of vernacular medium feel inhibited to express their thoughts and ideas due to lack of vocabulary. In such cases, interaction among students aids in exchange of ideas and also vocabulary. There is room for unconscious learning in communicative teaching method. Introducing different types of activity such as role-play, solving puzzles, creating stories and retelling stories are some that are dealt with in communicative language method. These classes are interactive where learners are the participants rather than listeners. These classes also provide platform for learners to bond with each other and thereby facilitate in the language development of each other.

Conclusion

The conclusion of the paper exhibits an evident thought that the teachers have more duty in the improvement of abilities of students and to lead them to higher execution level. Preparing teachers to embrace student focused instructing/learning and rule based evaluation is a critical method for enhancing student execution, since students seem to lean toward these parts of the educating/learning/appraisal process so as to enhance their general execution. Students can make, through such exercises, connections that estimated regular utilization of the dialect. The exercises can furnish them with a lot of appropriate chances to hone the abilities important to convey easily, all things considered like association. Subject based exercises can in any case make open doors for various sorts of dialect practice by learners, for example, building up a capacity to take longer swings to convey what needs be. These exercises of the students endeavor to find what collective practices were shown by learners in a general timetabled classroom session, as opposed to in a more fake exploratory setting.

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