

Developing Strategies for Success in English

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Today, the use of English is not just a language but the need of the upgrading academic grades. The cognitive view of learning has had a significant impact on English for Academic purposes. Today, a number of ESP Projects by Brazil, University of Malaya Projects have concentrated on making students aware of their reading strategies so that they can consciously apply them to understanding texts in a second language.

From the beginning of the school days, now the students are practicing in deciding whether or not to use a dictionary while reading a text for particular purposes. Our curriculum must include such activities which will be...

- To make reading purposeful
- To allow the students to get variations in language proficiency, with different words.
- To highlight the issue of relevance

This kind of focus on the reading English treats learners Process by stressing that learning will only take place when the matter to be learnt meaningful to the learners.

As per the study of ‘ How to study in college ’ by park and “Effective Study” by Robinson the adoption of SQ3R will create a strategy that we recommend to our learners in tackling any text. A large number of manuals, pamphlets, study –skills of the students. SQ3R stands like –

- Survey
- Question
- Read
- Recall
- Review

By **surveying** a text, a student will be habitual to glance through the little page, preface, chapter headings of a text. Apart from the author's name date and place of publication the title page can give a student an idea of the general subject area and the level of focus in that particular text.

The next step of survey will help to raise some **questions** regarding the text. The reading will help to raise questions like—

- Will this book be helpful in developing the reading skills of my students?
- Will it provide guidelines regarding developing one's speed in reading?
- Will I get an idea of a variety of reading tasks?

This kind of general questions will turn the particular chapters or specific questions. **Reading**, gives a critical frame of mind. The learners should get the tendency to take down the author's ideas and opinions, which are relevant and critical for the learning purposes. So reading should look out for the main ideas and supporting the details. **Recall**, if students recall what they have read in class discussions, it will give them an opportunity for reactive reading. They will learn to concentrate and solve the problems. They may start questioning while we read or recall.

Review – Reviewing is examining against the current thoughts and ideas. When we are training our students to read and write on a particular theme or topic, they will review on the topic and show their interest before expressing their point of view. Review sharpens the habit of reading.

Reading skills should turn to Skills –based approach. Creative reading uses divergent thinking skills to go beyond the literal comprehension, interpretation and critical levels. We should encourage the students to start a debate on the authors of the book and try to discuss on the background of the author's age and period.

- One should concentrate on the following points, when they read a book...
- One should have a record of the speakers or writer's main ideas
- Making notes will help during exams.
- To assimilate the ideas expressed by the speaker to get the knowledge etc.

The basic approach of the teacher, on teaching in English classes needs to ask the requirement of the vernacular student. The primary concerns of the English teacher are how to help the student who has very little competence in English to tackle literary texts, to cope with examinations.

Teaching tends to become very content-based with notes, explanations and tests that force the learner out of the whole learning process. Ad language is no different from the language that we use in transactions or in common daily use at work or for communications or in common daily use at work or for communication.

The language structures sometimes, the clues to the ‘meaning’ of a poem may lie in the use of particular grammatical pattern, which the student may miss. For example, W B Yeats poem which begins, ‘when you are old and grey and full of sleep’ exploits the contrast between the present and the future state of things implied in the structure. A teacher should see the structure and its implication by that the poem should be well grasped.

The questions asked should not test merely where the student has understood what the poem is about ‘ understanding ‘ should include the answers like how the poet is able to say what he wants to convey. The teacher must appear to be enjoying the poem; otherwise he will never be able to induce enjoyment in the student. The best teachers of English Literature always manage to infect the students with something of their enthusiasm.

It should be fun to read the text, by employing the sub –skills of reading for verbal clues, for textual interfaces and links and for textual coherence achieved through linguistic devices. For example, the focus of each of the poems should be on what is most obvious about each of them. ‘The Daffodils’ of William Wordsworth is striking for its image of a sea of flowers, the emotion that the poet has in seeing the sight and his subsequent effort to cope with the emotions he felt.

John Keats’s ‘Ozymandias’ shows the contrast between past power and present decay. ‘Night of the Scorpion’ of Nissim Ezekiel is interesting in terms of its theme, where rationally and superstition is juxtaposed against the suffering of the mother and her love for her children. Thus, it is focused on the methodological issues regarding the teaching of English language development, particularly poetry and prose and contextual; grammar.

It is emphasized the need for learner centered classroom teaching with less teacher explanation and with more individual literary interpretation by students. We have to motivate our vernacular medium students. Literature is certainly the best kind of language that our learners can be exposed to, but we need to introduce them judiciously to suitable texts. To teach English as a means for developing higher order language skills.

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