

ELT: THE CALL AND CONFLICT IN TRANSFORMING THE LOCAL TO GLOCAL

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Abstract:

The undeniable academic truth “English Communication skill is an essential part of any profession at Global level” calls our attention to the fate of underprivileged or otherwise deprived student community. It explores the imaginary boundary that confines the English language use of vernacular medium students and also reveals the methods that can make them achieve communication competence. It dwells to touch upon the advantages of technology in the vernacular medium classroom and the web resources for teaching English in the vernacular medium classroom.

Keywords: academic, Global level, students, teaching English, .etc

Prologue

One must have command over the language to convince or comprehend the variety of people who s/he has to deal with, in personal and professional life. Otherwise, in spite of being conscientious or having intense knowledge of the subjects, one cannot communicate or convey the message or furnish information properly to the respective target audience. But when it comes to the present day scenario, English has occupied the center-stage.

Overview of the challenge

The reading club, Dialogue chains, Role Play, Book Review, Group Discussion etc. may be very helpful in improving their communication skill and create confidence in them.

In a few states and underdeveloped areas, mother tongue as the medium of instruction has opted. Here the thrust is on learning and the scope is more if vernacular is used to teach. Some researchers in the field of education have also proved that learning through mother tongue promotes better understanding. But this myopic view will limit the future prospects of learners due to the lack of proficiency in English.

The opinion that is in an English medium classroom, major/core subjects seem important to the students and the English language classes are considered only after those subjects. On the other hand, in the vernacular medium classroom, English is considered a challenging subject by the students and the English language teacher invites their attention. In fact, the students give more importance to the subject and prefer it to other subjects. The motivation level of the students towards learning English is very high in the vernacular medium and the involvement they show in the classroom activities to reveal their desire to master the English language. Moreover, they volunteer to perform all the tasks assigned by the teacher of English and create a conducive atmosphere for learning English.

In spite of the aforesaid aspect with regard to the student hailing from the vernacular medium, the English language teachers face challenges that question the outcome of their teaching. It is observed that though the pass percentage of vernacular medium students in English examination is not very poor their proficiency levels vary a lot when compared with English medium students. Even the learners perceive the gap unbridgeable. When these students join the institutes of higher learning, they suffer from a syndrome that does not allow them to perform well in English language classes. They imagine a boundary that does not permit them to exercise their talent in the process of learning the English language. The students think that they do not have adequate exposure to the English language right from their primary education and also consider it a sign of weakness. Further, they feel inhibited to exercise their learning with others outside the classroom.

More often the teacher confronts problems where the students are reticent to open up and explore language learning in the classroom. Several reasons are attributed to this problem. The learners, who are not poor or rather below the bar or marginal, would find it difficult to participate, primarily because of the complex or uncalled for peer pressure. They are skeptical, but not averse to learning. And as teachers, we have to justify our pious and noble profession in bridging the gap. Many successful people like APJ Abdul Kalam, Kalpana Chawla, Helen Keller to name a few, attribute the motivation coming from parents and teachers, apart from being the "self-driven lot".

One of my teachers at MIT was Dr.Kurt Tank, whose teaching was very forceful.....teachers were noted for their intellectual approaches with the clarity of thought and passion for perfection....they created excitement and attachment in their students for their subjects.

For this category of students a push to wake them to the existing competition, when once they start exploring career prospects after completing their course, would serve the purpose. This exposure would instill a more serious approach and understanding about the expectations from the professional front. This would help both sub-categories of learners, the ones who want to take up employment and others aiming further studies.

The academicians exhort that education for all is not the same thing as quality education for all. Countries approaching full primary-school coverage increasingly realize that the pursuit of education for all-around encompasses the pursuit of excellence. Governments are not talking about quality, a concept that covers everything from the physical condition of schools to better teacher training and from the availability of textbooks to the more parental environment. There is also an increased focus on pupil's needs before and after the primary school years. (—Source: *The Burning Issues*, World Education Forum, Dakar, Senegal, 2000)

The Shift

Ancient Indian scriptures viewed the teacher as an incarnation of Satyam (truth), Shivam (goodness) and Sundaram (beauty). Even today these ideas are very much ingrained in the present school system and are not exactly eroded by the processes of globalization, privatization, and liberalization in India.

Globalization has opened the floodgates for the enterprising and the concept of work outsourcing is creating a very competitive twist to employability quotient it also has brought a very tough competition in the field of employment. To achieve victory in this struggle 'Survival of smartest' will be the "Magic-Mantra".

The corporate world is entirely a new world where companies and organizations talk in terms of profits and goal settings. Today it is necessary for a progressive business school to have an edge to stand out from the clutter.

The Need of the hour

The educational system must understand and embrace the 21st-century skills to transform the 'local' to 'glocal' within the context of rigorous academic standards. Some of the skills can be inculcated even with the use of CALL. Digital age literacy can help one to evolve cultural literacy and global awareness for adaptability and self-direction.

Interactive Communication with good social and personal skills will be the stepping stone to success. Personal and social responsibility cannot be displayed without healthy inter-personal skill, which depends on the ability to express and understand. Quality, State-of-the-Art Results

The universal law of languages states that language proficiency can be achieved only through good exposure and continuous conversational practice in the language concerned. The students of the vernacular medium have less chance of constant exposure to the English language, save the English language classes. As a consequence of the absence of a good foundation, they lack proper grammar and appropriate expressions. Though spoken English is possible through minimum vocabulary, a majority of these students lack the minimum words needed for spoken communication. In fact, many of them find spelling words difficult and taxing.

Keeping the gargantuan challenge in mind the English language teacher has to devise an exceptional formula to make the teaching fruitful in the vernacular medium classroom. The teacher should break the imaginary boundary set by the students and consider only the real factors that impede their learning of English. The teacher should also realize that one cannot expect from them what is expected from the English medium students. He has to realize that simple learning from the students' part can be a significant outcome of teaching in the vernacular medium. In this regard, the web resources are open to access and they are a great aid to the ELT teacher. The best part of the use of web resources is they involve the taught and the self-learning capacity, though in the initial stages teacher-monitored, is also inculcated. The visual appeal layout and even the default instruction helps them to grasp the reading comprehension ability of the learners.

Final Word

Through analysis, it is found that the students of the vernacular medium are interested in English language learning and are ready to embrace it on par with others.

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