



IJRASET

International Journal For Research in
Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 8 Issue: 1 Month of publication: January 2020

DOI: <http://doi.org/10.22214/ijraset.2020.1010>

www.ijraset.com

Call:  08813907089

E-mail ID: ijraset@gmail.com

Awol of Realism in Teaching English

Saahul Mopidevi¹, G. Victor Emmanuel Raju², G. Shailaja³

¹Research scholar, KLEF, Greenfields, Vijayawada

^{2,3}Asst. Prof, St. Peters Engineering College, Hyderabad

Abstract: *In this paper we try to clear a nuance of imagination as tool of understanding subject especially in language teaching. First of all English language learning (ELL) is a skill which needs to be acquired by practicing. All four skills i.e., LSRW of ELL are to be learnt by practice not by reading and listening. In Indian education system, class room teaching is teacher centred and our age old tradition of following oral method for teaching is also a backlog for not acquiring better result from students. Students' imaginations and perceptions in language learning may lead to failure in assessment of real cognitive levels of students. Hence, leading to a lacking in metacognition of a teacher. Therefore, a teacher should try to make the students understand the reality in learning especially while learning language. This is possible only students undergo practical observation and also by experience. The concept of realism helps in making the language learners proficient as it bridges the gap between understanding through imagination and comprehending through real experiences.*

Keywords: *Realism, Cognitive, Metacognition, Language learning.*

I. INTRODUCTION

Realism: Artistic style of representing subjects realistically. Karl Marx made it clear that, life is a living materialistic activity. The political system, the legal system, the family, the press, the education system were all rooted, in the final analysis, to the class nature of the society, which in turn was a reflection of the economic base. The truth of thought must be demonstrated in practice (HWP 784). Both the knower and the thing known are in a continual process of mutual adoption (HVvT 784). Realism in the arts is the attempt to represent subject matter truthfully without artificiality and avoiding artistic conventions, implausible, exotic and supernatural elements (Bonjour, Monsieur Courbet, 1854). Realist works emphasize the mundane, ugly or sordid, such as works of Social Realism (everyday conditions of the working class and the poor), Socialist Realism (the art that realistically depicts subjects of social concern, Soviet Union, 1920), Regionalism (Depicting realistic scenes of rural, Great Depression, 1931), or Kitchen sink Realism (theatrical genre 1960, A play which depicted domestic situations of working class).

Indian education system is failing in giving real education and also in making students to understand to realise. When there is no realism in teaching, students fall into imagination which leads to chaos. For instance, when a teacher gives all the guidelines in Group discussion, students imagine in going through it and when it comes to real situation while performing it they cannot get through the phase. Because listening skill makes them to believe that they understand everything. This will be the common ideology of a student at the stage of learning. Even a teacher can't be successful in reaching the cognitive level of all students in the class because not all of them have same perception. None of them will have same kind of ideology to put same level of efforts and curiosity to learn.

To make all the students to understand, we should follow realistic method of teaching. To a language learning class, an expert who is unknown to students, making a practical can definitely yield good results and make the difference rather a teacher giving a lecture. Instead of giving a merits and demerits of topic by a teacher, When a subject expert judges and guide them, they show much interest in performing an activity. For instance, If we organise a real mock interview with the experts of different companies/industry will show much impact on learning and effectiveness in understanding in students

Indian education system is a great constructive of imaginative world around the students and it makes them to be away from the reality. This is making them not to improve their skills and to enrich and enhance their knowledge. Especially, in the language teaching there is no proper method and concepts to make students professionals in L S R W. Indian education system is producing professionals in writing, reading and listening but not in speaking. Absence of realism in teaching is also one of the reasons for teacher's inability in making good speakers. Indian education system is failing because it is not treating English as a language but it is treated as a subject. We are conducting written exams instead of testing programmes which will help to examine the student's efficiency in speaking. When we are trying to teach a language there should be a reason and the reason is to make the learners to speak and to use the language as a medium of communication. Are we teaching with that idea? If we are, then why our students are unable to speak even while they are learning it from 1st standard onwards and why they are failing at the time of interviews? Even

few of them are getting in but many of them are unable to survive and adjust for that atmosphere where there will be professionals and where there will be a professional language which is used as a best means of communication.

Among the selected students in Interviews for jobs, there will be few people who are able to adjust and who start to learn the language and start to speak. After few days they can speak fluently, it is because there is atmosphere where they can check themselves and correct themselves. But the same students are unable to mould themselves and use the situations even they are learning the same language for many years. There is only one reason that is reality. Lack of reality and seriousness and right method of testing and all this happened because, we are unable to produce professional speakers. Indian education system is teaching and inventing of new innovative ideas in rationalism instead of realism. Realism means an artistic representation of reality in a realistic way as it is. Realism is a philosophy that exist and distinct from the particulars that instantiate them. There should be realistic way of teaching which should help students to transform themselves to suit exactly according to the changes by absorbing the techniques which help them to mould to acquire instead of learning. The realistic method of teaching should create a sense in understanding the reality. If students habituate the concept of realism automatically they can mould and they can transform themselves. The concept of realism helps to adopt the changes in the market, and realism in teaching helps to train students according to market needs and requirements. This helps them to create, think innovatively and recreate themselves. The concept of realism focuses on making students to experience the professionalism while they are pursuing a programme. This concept helps them to know the things on what they have to focus on. There won't be any mugging or by hard the concepts. Even the concept proves that the knowledge can be enriched with this when compared with other methods and approaches.

Reality should be there in the system of education where it helps to produce professionals. The concept of realism is nothing but introducing experience of realism to the students to bring a change in the system of education where writers are produced but not speakers. All these years we made them listen to our lectures and to write and we trained them to write but the method of testing should be changed and it should acquire a new shape which gives a good career. If there is no reality in the methods of teaching, students, may not show any kind of interest in exhibiting their skills and in acquisition. If there is no proper testing method for testing student's language skills, we cannot ask them to speak. If we are providing a proper platform for them they can improve their skills and it will help them in feeling themselves as speakers. Many students will say that they are having a problem of shy, nervousness and stage fear, intimidated to express, sentence formations etc... Even we make them to speak in the class room a few will try to prove themselves and the remaining students won't try and ask to give their chance to others. By this they are losing their chances and their opportunities. Even though, it is not enough for the students to show their real talent because there won't be any change in their classroom atmosphere. The listeners who are listening to the speeches of students were also students. Then there won't be any chance to improve in full range but it helps them. Something is better than nothing. Even we are using the same idiomatic expression and its true what we are following in our education system and especially in English language teaching. That is the reason for not producing good number of speakers.

If we are going to bring a change in English language teaching by introducing real world to the students to prove themselves and to learn and to correct their mistakes with feedback from the listeners. The concept of realism helps students to gain confidence, strength, motivation, exhibition of thoughts and a chance to prove him. Many students will ask a common question to every English language speaker that is how we can improve our language skills? They will ask few tips to enhance and to enrich their language skills.

To make a proficient speaker, creating an environment to speak is only solution to correct them and to train them in speaking. When they are not able to understand the situation and to mould them to suit to utter better dialogues for the conversation what is the use? We know that language plays a prominent role in moulding the character of a person and to make him to build his own capability of acquisition and practice of a language to prove his potentiality. For doing this English language is the best one which is treated as a ruler of the market and which creates opportunities for the people who are badly in need of professional growth. Everyone knows the importance of the language and the great need of professional language teaching sources for producing a right qualitative language adopters and practitioners.

If we consider the professional courses in a stream or area of education we cannot find any topics which are related to literature. Even though there is literature part it cannot give knowledge to the students except in motivating students to feel that the person who gives the job as demigod. Even teachers are also trained to teach the same thing in different way with their personal experience and spoon feeds the students to follow the rules and regulations to sustain in a profession. The topics which are there for a professional course will train the students to follow all the cautions and how they should work under an employ who gives a job to him. It trains him to transform himself as slave to the slave master. In the words of pure Marxian it is clearly graining the students in the educational institutions as the slaves/ working labour for the capitalists without raising a question towards the capitalists and the

institutions will make students to focus on their individual development which separates them from the group and who dedicates himself for the growth of the company and his employer.

Even the reason behind neglecting literature studies for the professional courses is making all the students as professional slaves under the slave masters who earns the profits and who keep on increasing all his assets. The education system is trained and modified to perform this kind of activities and working as great manufacturing industries of obedient working force. The syllabus is designed to produce working force which encourages the students to be an employee who strives for bringing profits to satisfy his master. Except this kind of literature we cannot find any kind of literature which enables a student to remember himself that he a part of society and he is having a great responsibility as a citizen for the Social, Economical, Political and Cultural development in his country. Here the negligence of literature in the areas of English language teaching itself proves that Indian education system is a bounded employee under capitalists who came to an agreement in producing working force / labour for the capitalists and their industries. Language learning has been converted into the subject with book of rules and regulations. in training the work force in training students as the obedient employees for the employer. The syllabus is full of rules which are formulated for creating a huge disciplined, dedicated and sincere working class to work under ruling class. Hence it is proved by understanding the depth of the literary topics which are designed for all the professional courses especially B.Tech. India is a large populated country and 1650 languages were used as a medium of communication. Due to globalised world English language had become most used economical language all over the world. Even India had adopted the same concept for its Economical development and for global trade and commerce. In India English had introduced in Indian school with the influence and effect of Lord Macaulay. From then until now India has its own drawbacks in improving the standards of language teaching in Indian schools. The same concepts and methods were still following in language teaching. Even today English language in India is treated as second language. Giving importance to the mother tongue is a common responsibility of every citizen, to protect the existence of his own mother tongue. But here in this globalised world every place had become a market and where ever the people are able to meet it is becoming a business meeting.

We are introducing imaginative world to the students with our imaginative teaching techniques which makes them to imagine and which keep them away from reality. First of all making them to learn only to gain marks and preparing them face exams is the flaw from teachers. The assessment can also be done through their direct participation in the realistic events. Our old and inappropriate methods of assessment for communicative language are the reasons for students lacking communicative skills. Lack of communicative skills is directly affecting employability in our country. Every country is facing a big problem named unemployment. Each and every country is having a problem with unemployment and there are lakhs of youngsters. Especially in India because here the knowledge is measured with caste and creed and skills are measured on the basis of the name and fame of the institution. Students should be introduced to the reality. They should experience real world. They should get real education and our methods of teaching should make them to experience the reality. When we introduce real method of education the students can realise the importance of education and its uses and they can focus on the right area which they can choose by understanding the real changes in the society. In India English language is being taught as a second language. Every subject requires practical knowledge where students can convert their theoretical knowledge into practical knowledge where they can know their mistake and where they can correct. Similarly, a language should have practical oriented teaching where it is going to help a language learner to transform him into a skilled individual. A person who does farming with a skill can be called as a farmer. A person who makes teaching with a skill can be called as a teacher. Then can we call a person who speaks a language as a speaker? Here the meaning for a speaker is literally the person who is able to use a language as a medium of education. Can we consider whatever we speak as a speech? Everyone can speak then can we call all of them as speakers. How can we judge a person as a speaker? Language plays key role in speaking. Effective use of language based on situation defines speaker's ability in use of language. Spontaneous response while using good lexical and syntactic knowledge makes the speaker proficient. Hence, a speaker should be proficient enough in using the language. For instance, a demented man can speak and he is an expert in speak to himself. Can we treat him as a speaker? Of course we do not consider his words. Every speech should have a meaning and the purpose. A person should be able to affect the listeners and to grab their attention. Then, there will be a reason to call him as a speaker. Similarly, we are teaching to the students and they are learning whatever we say. Our Meta cognitive strategies are not up to the mark. Although we are practicing and implementing advanced methods in teaching English, we are failing to produce good speakers. We should establish a system of quality assurance to continuously address, monitor and evaluate the quality of language offered to students. Thus, we can make every student inhabitant the total involvement and participation which will help to discover their true potentiality in real learning.



10.22214/IJRASET



45.98



IMPACT FACTOR:
7.129



IMPACT FACTOR:
7.429



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089  (24*7 Support on Whatsapp)