



PROMOTING LANGUAGE LEARNING THROUGH ACTIVE PARTICIPATION IN CLASS ROOM ACTIVITIES: A STUDY

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ABSTRACT :

Generally, language teachers encourage students to engage themselves by different modes of activities in the class room. When the students are engaged in different learning activities, automatically, the attention is paid on the usage of language for better communication. The present paper investigates various activities adopted by the language teachers in class room to promote various techniques for language acquisition. The success of the learners is focused by the mastery over language, rules and ways of usage. For this purpose, the researcher made a study on Intermediate students affiliated to Board of Intermediate Education, Hyderabad and made possible solutions to their problems in language learning. The study gives the result that the continuous engagement of the class with student's participation in various activities give good result. There is a variation of 13.5% between the control group and the experimental group. It also makes the learners to trap all the abilities to achieve language skills.



KEYWORDS : Activities, Class Room, Language, Communication and Techniques.

INTRODUCTION

In order to catch the attention of the language learners in the class room, students' support for learning play a critical role. It enhances the interest when the students see connections between what they do in the classroom and what they hope to do with the language in the future. Their attention hopefully develops when classroom activities are relevant to their other interests. To make these acquaintances, begin by having students list the ways they may use the language in future. Ask them to be as specific as possible. For each way of using language, ask them to list specific communication tasks that they will need to be able to do. Use these purposes and tasks as the basis for task-oriented classroom communication activities. All the possible approaches are to be taken to promote continuous engagement in Language learning. It is

- to encourage students to use the language without any hesitation to exchange their ideas, feelings, and opinions
- to identify informal language learning experiences
- to ask students to evaluate their language progress through functional proficiency

class room participation is a general characteristic of the course design. The insights of the course result in the interesting connections between the learner and the teacher. However, the active participation of the students in the activities is depended on the design and development of the course.

METHODOLOGY

Fifty members of Intermediate First Year of Government Junior college, Pindiprolu, Khammam District are tested with the basic class room activities and selected the experimental group. The experimental group students are given training in basic vocabulary, grammar, verbal and nonverbal communication through different type of activities. Some of the students responded properly but a few are with different reasons fail to communicate. The trainer has given some interesting scenario to explain the image, they started trying to do so. After a month, both the groups are compared and the results are analyzed.

SAMPLE ACTIVITIES GIVEN FOR THE EXPERIMENTAL GROUPS

1. when you are travelling in a strange place, take the help of the friend;

Task: Ask for directions, purchase tickets and accommodation details and information about the place.

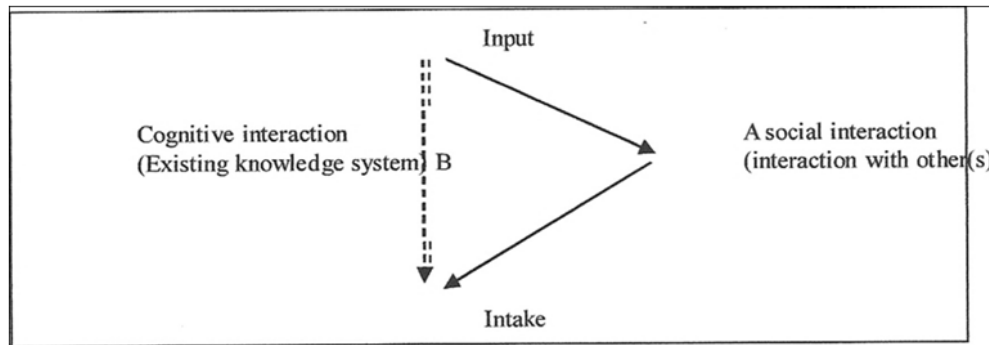
2. To take admission into a college, taking advice from the friends

Task: about the college, lectures, system, past results, fee structure, discipline and a few others.

The class is made active by giving certain instruction how to participate in the activities. The trainer selected a few students from the experimental groups and made into groups and pairs. At this juncture, the researcher found that reading and discussion do not always have to be about serious issues or academic topics. Students enjoy talking about contemporary movies, games, vacation plans and popular cultural topics. The instruction is also given that the participant should not drop from the activity. They need not be afraid of the topics, if the given topic, they feel, inconvenient, they may have their own choice of the selection of the topic from the list given for them. Thus, all the members of the group are engaged in the active participation of the class room activities.

ANALYSIS

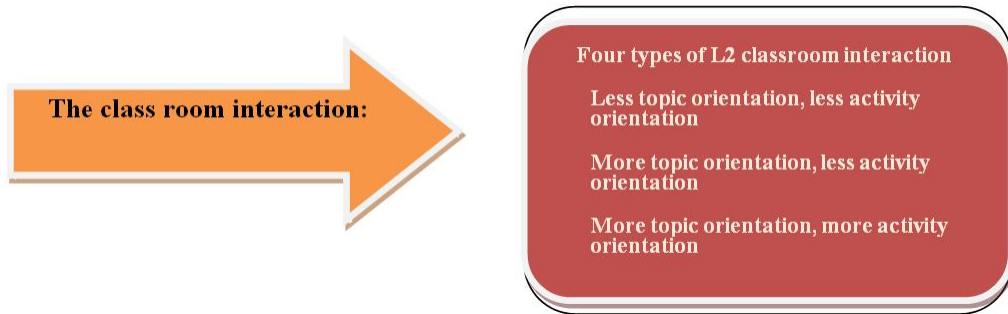
Engaging the entire class with different types of the encouraging topics is the key approach in teaching and learning English at the contemporary age of CLT. There are many issues which happen in and around the learners are given for discussion with the comprehensive input, output and interaction method of Second Language Acquisition. It gives a great contribution for language enhancement. It covers with the teachers talk, student's response and feedback.



Naturally, the class room interaction involves teacher and student as interactants. They try to use their target language instead of using L1. Communication through L2 is the most interesting and initiated task in a bilingual class room. The teachers' role is the key holder of communication. They play prominent roles to continue and administer the class room. By maintaining the class room, the teachers stimulate the student to participate actively in the class room discussions. The objective of the teacher is to make the learner to participate actively in the class room and thus acquisition of L2 through using tasks in the class. In the meantime, class room discussion in the particular are of the interesting to the students makes the learner to understand completely how the social, cultural and other aspects out of four walls of education

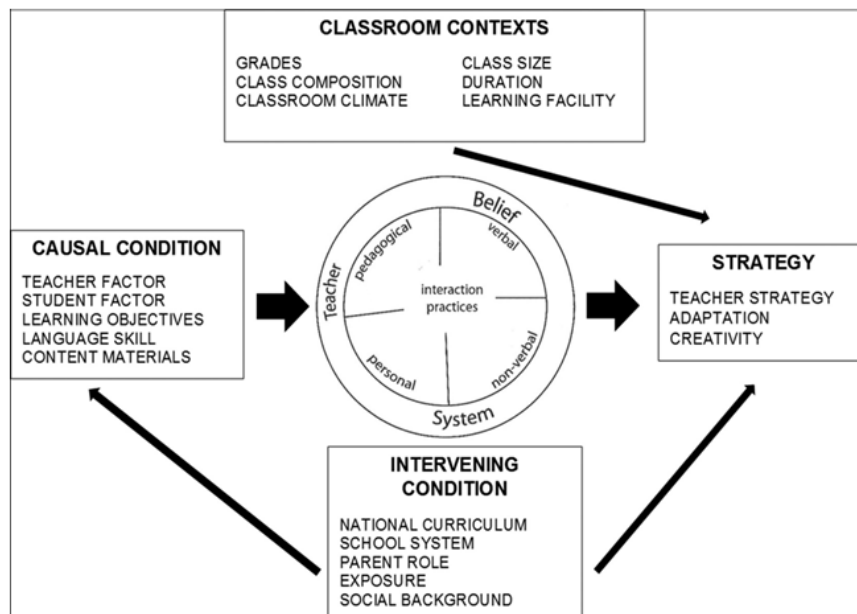
prepare the class room dynamic by providing learning environment. Most of the classes have observed in interactive engagement perspectives for L2 learners. At this juncture, the following questions are raised;

1. "How does classroom interaction take place in English as foreign language classrooms at lower secondary schools based on teachers' perspectives?"
2. What factors extensively affect classroom interaction in English as foreign language classrooms at lower secondary schools based on teachers' perspectives?"



FINDINGS

It is reported for the study the description of the experimental group emerged from the data taken and analysed under the classroom interaction and practices. The class room interaction takes in different dimensions of verbal, nonverbal, personal, pedagogical practices. The majority of the teachers opined that they combine control and experimental group for general practice. Teacher instructions sometimes dominated the classroom communication. It is understood that the teacher should give instructions slow, clear and audible to all the learners even in the last bench students. For the first-year intermediate students L1 is sometimes allowed in the interaction for the smooth participation of the learners. Teachers exhibited all the questioned related to their interaction. When the question of correction comes to the point, error correction by the teacher immediately on the spot make the learners silent and passive. It is also observed that the student's oral participation with limited short expressions.



It explores that the interaction in language class room in English as a L2 context at Intermediate level from dimension of verbal and nonverbal practices. There is also influence of pedagogical and personal dimensions arise to control and manage the class room teaching. Furthermore, several other factors outside the class room also affect the way the teacher interacts with the learners in class room. Learners and teachers' variables are initial factors influencing the class room interaction. There are many other socio-cultural factors arise out of the curriculum, system and language exposure.

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