



PROBLEMS FACED IN A CLASSROOM BY TEACHERS: THEIR SOLUTIONS AND MODES OF APPLICATION

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ABSTRACT:

There are various methods of learning a language. The most effective and disciplined one is that of learning in a classroom. Classroom teaching and learning generates an academic environment which is most conducive in acquiring knowledge. However, there are problems involved in classroom teaching. Listed below are some of the main problems that occur in a classroom situation, their solutions and methods of application. The basic problem faced in a classroom by a teacher is that of indifference on the part of students. The root cause of this problem is the disinterestedness of students towards learning. One definite way of solving this problem is to get them interested in what is being taught. And to achieve this, you have to get them to listen to what is being said. The prime strategy for this is to deliver the lecture in a logical order with interesting references, so as to capture their attention and interest at the outset; and having done this, to keep their interest and attention focused on the subject. Teach them some interesting pieces of literature even if it is out of syllabus in order to get them interested and then lead them on to the prescribed syllabus, taking them through it by incorporating humour in your teaching and with constant references to incidents, events and thought provoking and amusing anecdotes to juxtapose or illustrate parts of the lesson. The classroom should be a place not only of learning but of entertainment as well, blended together in a proportion through which impressionable learning is conducted resulting in a refreshingly everlasting acquisition of knowledge, where students are able to recall or reminiscence through the humour or references alluded to, the knowledge that has been imparted to them. In this way, they remember what they have learned as they remember it in the context of unforgettable entertainment against a background of wit and humour.



KEYWORDS: Play Way Teaching, Edutainment, ABL, Interactive Teaching.

PSYCHE

Another problem is the psyche of students. Do not make them feel inferior to others. Do not be partial. Treat them alike. Weak students should be encouraged. Allowance should be made for decent mischief. Do not use Draconian Law. Make their lives

as students memorable to them and to you, which will serve, in the days to come, as pleasant memories of the past. Be strict but not wicked. Make the temple of learning a paradise and not a remand home. The following passage serves as an illustration to this problem.

GRAHAM GREENE (1904-1991)

Graham Greene grew up in Hertfordshire, north of London. As a child, he disliked sports and spent his time reading adventure novels, which helped shape his later writing style. He attended the exclusive boarding school of which his father was headmaster

and came to detest the brutalities of boarding school life, especially since he was often tormented for being the headmaster's son. At seventeen he suffered an emotional breakdown and ran away. Later, recalling the torturous years he spent at the school, Greene would write: "One met for the first time characters, adult and adolescent, who bore about them the genuine quality of evil...." Greene's childhood and adolescent experiences would later find expression in many of his works, both fiction and nonfiction.

After college Greene worked as a newspaper editor for several years before quitting to become a full-time writer. And write he did: novels, plays, spy thrillers, screen-plays, travel books, essays, and short stories. Many of Greene's works have been made into popular films. A masterful storyteller, Greene was a remarkable prolific writer who achieved both popular and critical success. As in his words, "In human relationships, Kindness and lies are worth A thousand truths" (**Brookfield Stephen D, 1995**).

RAISING STANDARDS

To successfully raise the standards of students steadily, you have to go down to their level, be one with them and then raise them gradually to the tenets of language and learning through the various standards set forth in the process, and eventually to perfection. Since the prime purpose is to make them listen, the most effective method is to make your delivery easy, interesting and enjoyable. The strategy to be adopted here is to communicate to them such matter that will capture their attention and get them fully involved. Do not give them difficult or incomprehensible pieces. What should be provided at the start is reading material in which vocabulary and content pose no problem in comprehension. Gradually move on to difficult material. You will soon find that desired levels of speed in comprehension will be attained. In successive classes, more and more challenging material should be read to develop a larger vocabulary (**Field, J., 1998**).

METHOD TO BE ADOPTED

The primary concern of the teacher is to drive home to the students the message contained in the lesson. The strategies used may differ; however, the basic requirement of a good teacher is to make the delivery of the lecture interesting, entertaining and comprehensible. Some lessons may be such that there is probably no way to make them easy, but there are definitely many ways to make them less difficult. Careful planning of lessons will save the teacher and students much frustration. Since learning is a complex phenomenon, it is necessary to create an atmosphere in which it can prosper. It should be made an interesting and enjoyable activity. This calls for positive efforts on the path of both the teacher and the students. While expertise, flexibility and commitment should be the ideal characteristics of a teacher, determination, discipline and consistency should be the motto of all students.

EXTRAMURAL LESSONS

There is bound to be a gap in the academic standards of students in the same class. This gap can be bridged by improving on the academic standards of the weaker students by conducting extramural lessons. It is very rare that you come across students with efficiency in all language skills like, reading, writing, speaking and listening. In order to strike a balance between these in a student, identify their area of weakness, group them accordingly, subject them to extramural lessons in order to enable them attain proficiency in those areas they are lacking in. Once this is done, there will be uniformity--a situation where in all activities geared towards teaching become meaningful and comprehensible. It is in this situation that whatever is taught can be easily grasped, absorbed and digested.

LANGUAGE AND STYLE

A teacher should compose his speech in a manner in which students are attracted to it and will want to listen. This can be termed as style. Style is the manner in which something is said or done as opposed to content. We each have a language style that sets us apart from others. As we speak, we should be mindful of not only *what* we say but *how* we say it. Every message has a substance and style.

The style of teaching must be as avant-grade and innovative as possible with a view to capture the attention and interest of the students.

You have to adopt a particular style to deliver the substance. This really makes an impact on the students. You can capture their interest and attention with your style even if the substance is uninteresting and this enables them to comprehend and retain the content of your message. The substance of your speech is retained in their memory through your style by which they are impressed. There are three components of style: Clarity, Economy and Grace.

INTERNET AWARENESS

In the course of your lecture you can give references to certain web sites to expand on the lecture delivered as further reading on the topic is made possible. In this way, there will not be over reliance of the students on the teacher.

INTERACTION

Lack of interaction is another major problem. Students have the urge to be heard now and then instead of being compelled to be hearing all the time. This opportunity should be granted to them. Interaction, apart from generating discussion of varied views on a subject, improves the relationship between the teacher and the student. This enhances the confidence of the students in themselves and results in a steady academic progress.

Students may be apprehensive in having their doubts cleared. The teacher should create an atmosphere where they overcome their fears and comfortably interact with the teacher. This, however, does not mean that classroom ethics should be abandoned or even overlooked.

ATTITUDES

The learning of attitudes is equally, if not more important than the learning of cognitive and psychomotor elements. Unless your students have the correct attitude, other learning is superfluous. But how do you get them to change their attitude? You can tell students again and again about an incorrect attitude, but, unless they really see the necessity for it and internalize it as part of their character, they are not likely to display it. Examining attitude through being critical is an excellent way to understand why students think the way they do, and can help to change deep seated feelings and motivations (**Patry Jean, 1992**).

RECALL

Helping students to understand involves making sure that they ask questions so that the topic makes sense to them. Some students have good memories while others don't. A number of conditions help good recall. These include:

- a. Trying to avoid errors.
- b. Testing frequently to increase learning.
- c. The more the students concentrate, the more they will be able to recall.
- d. The greater the importance of the learning, the more effective it will be.
- e. The more students can relate the material to other things that have been learned previously, the greater the likelihood of recall.

Just before examinations, it is of vital importance so run a series of revision exercises that will enable students to refresh their memory of what has been taught right through the session.

EVALUATING TEACHING

When it comes to evaluating teaching, evaluation needs to be systematic if you are to get a realistic picture of what you are good at and what aspects need improvement. Self-evaluation is a significant aspect of the whole process of being insightful and continually reflective in teaching. It should involve feedback from students, external examiners and be based on a series of assessments. It is only through this method that the quality of teaching can be enhanced.

TESTING AND EVALUATION

To comprehend what is taught is of vital importance. To find out if this is being achieved, it is necessary to test the students at the end of the class by asking questions and to have them explain a sub topic. In this manner, the level of understanding of the students can be evaluated and an appropriate standard of teaching adopted (**Kothari, D.S., 1964**). The essence of teaching is to drive home to the students, the message that has been embarked upon, in other words, the content of the lecture. Formulate questions to explore the extent of comprehension of the students.

Assignments should be given periodically and evaluation should be done in their presence, pointing out their mistakes and rectifying them. In this method, the assessment of how much has been learned goes side by side with the teaching. Encouragement should be given consistently by reassuring them that they are on the path of progress and achievement. They should be made to understand that learning is the pathway to the store house of knowledge. The student in this way receives individual attention, resulting in learning at a faster pace, thereby, crediting the perseverance of the teacher (**Beatriz Pont, 2005**).

ENHANCING WRITING SKILL

Many students speak good English but when it comes to writing, they exhibit a pathetic state. While being taught to write, students should be made to enjoy the process by employing a wide range of strategies appropriately. Ideas should be clearly and accurately elaborated through aptly chosen vocabulary, vivid description and selected information. Paragraphs should be arranged in a logical progression with appropriate transition (**Sudeshna Chatterjee, 2012**). A writing *portfolio* should be maintained that exhibits growth and reflection in the process of meeting goals and expectations. With the use of such techniques, desired results can be accomplished with a high level of proficiency being attained expeditiously.

CONCLUSION

Inefficiency on the path of the teacher in delivering the message in an easily comprehensible and interesting manner will make the students bored and resentful. A teacher will be a total failure when he walks out of the classroom at the end of the lesson, leaving the students in a confused and pensive mood.

An ideal teacher is described as having the following characteristics:

- Is an expert in his subject.
- Is always well organized and well prepared.
- Has confidence in himself.
- Is approachable and welcomes suggestions.
- Does not discriminate between his students.
- Has a pleasing demeanour
- Is open to discussion and has a sense of humour.
- Stimulates the progress of students.

Alongside this paragon, the ideal learning process is one where students like:

- To be encouraged.
- To participate in achieving set goals.
- To feel free to interact with the teacher.
- To appreciate the efforts of the teacher.
- To enjoy the lesson.

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