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Representation of Interest as a Catalyst for English Language Teaching

Abstract:

Success and failure are two eyes in everyone's life. Hard work determines one's success and failure. The intensity of hard work is mainly based on the percentage of interest. Interest acts as an instinct for accomplishing any task. It is difficult to develop an interest rather than developing one's interest. So, for the better results, the ultimate aim of education should focus on igniting one's interest. The major defect in education is, it tries to develop interest and not trying to find the interest of the pupils. Teachers try to achieve the attention of students for the acquisition of knowledge. In their struggle to win the attention of the students, they forget the importance of non-volitional enforced attention. Enforced non-volitional attention is a type of attention lasts as long as there is stimulus. It is sustained because it appeals to our instincts and interests. Thus attention based on instincts and interests needs only a guide and also proves that teaching become conducive if it is based on pupil's interests.

Key words: Acquisition, Stimulus, Conducive, Non-Volitional Attention

Success and failure are two eyes in everyone's life. It is easy to close and open both eyes but it is difficult to close one and open the other. It can be made possible by instant practice. Similarly success can be welcomed only by instant practice and hard work. Hard work determines one's success and failure. Success is mainly based on the weightage of hardwork. The intensity of hard work is mainly based on the percentage of interest. Crow and Crow in the book "Educational Psychology" conveys, "Interest may refer to the motivating force that impels us to attend to a person, a thing, or an activity or it may be the effective

experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participation in the activity” (248).

Interest act as an instinct for accomplishing any task. Interest is self-regulating and it rarely seek for support. It is difficult to develop an interest rather than developing one’s interest. In our present educational curriculum, teachers are trained to evoke the interest of the students. They fail to recognize the difficulty to educe interest in individual souls with unique talents and interests. Here, they are not using the given opportunity, instead they are awaiting innovative opportunities for the development of interest in students. So, for the better results, the ultimate aim of education should focus on igniting one’s interest. The major defect in education is, it tries to develop interest and not trying to find the interest of the pupils. Teachers try to achieve the attention of students for the acquisition of knowledge. They are too hurry to set aims in the minds of students. In their struggle to win the attention and setting aims in them, they forget the importance of non-volitional enforced attention. Enforced non-volitional attention is a type of attention lasts as long as there is stimulus. It is sustained because it appeals to our instincts and interests. Thus, attention based on instincts and interests need only a guide. If teaching is based on pupil’s interest, teaching becomes conducive. B.N.Jha in his book “Modern Educational Psychology” portrays “Interest is that enduring mental system which sustains conations and continues the activity called attention” (247).

Learning gets benefited only by the motivation of self- interest. If there is self-interest, automatically it results in quest for knowledge. Learning without self-interest is as that of a vehicle without engine oil. Here, the students can sense uneasiness and mental illness. Pressey, Robinson and Horrocks, in their book “Psychology in Education” presents, “Learning is an episode in which a motivated individual attempts to adapt his behavior so as to succeed in a situation which he perceives as requiring action to attain a goal” (232). It is clear that, for better learning process, a goal, interested subject or an ambition is inevitable one. Thus it proves, without self- interest there is no improvement in learning. Only with self-interest, one could come out of all the phases of learning in a successful manner. Expectancy, Attention, Coding, Memory, Retrieval, Transfer, Responding and Reinforcement are the different phases of learning. Even the foremost expectancy phase is non attainable, if there is no self- interest. Thus, it is obvious that self- interest plays a non-deniable role in learning process. Hence, it is essential to unfold student’s self-interest in English learning. As self-interest is an inborn natural stimulus, it is difficult to cook up by external stimuli. So it is

essential to invent an English learning process which goes side by side with one's self-interest.

English language teaching can be made facile by giving significance to student's self-interests. Self-Interest develops right from the birth. The interest of the new born baby lies in milk, after few months it longs for toys, then towards movable toys and thus interest goes on. If teaching is provided based on the self-interest of the students, they can learn effortlessly. Self-interest is the outcome of necessity and passion, so it can make the learning process in a reckless manner. This can be made practically by allotting special hours as interest spur classes.

Interest spur classes are applicable in both lower and higher classes. In lower classes, the teacher can use this hour to find out the interest of the students and ask them to give information about their interested items and things. By using English language, the teacher can indicate the student's interested things or area. She can also use English words to name the things in and around student's interested area. For instance, if the teacher finds that the little guy is very much fond of playing in the soil, the teacher can name the words such as soil, stones, sands, water and rocks. It becomes more effective, if they are taught in a realistic manner. As that of an artist, the teacher can turn soil to certain abnormal sculptures and refer them with names, so that the teacher can help the students with lot of vocabulary. Here the student is both self-motivated and assisted. So this type of learning makes them to be fit in language and in creative tendency. The teacher can give information about the particular things or area in English language by using gestures, facial expressions and also in the form of rhymes. As the given information is based on their interested subject, surely the students try to imitate the words and actions of the teacher. Meanwhile they reflect the gained data in between friends and in home by using the accurate words and expressions used by the teacher.

In the higher classes, the teacher has to find out student's interested area or their ambition. Here the teacher can make the students to reveal their ambition, make them to collect more information about their aimed area and appreciate them to explain them in English. For instance, if the student's ambition is to become an IPS officer, firstly the teacher have to give a good opinion about that profession. She can also cheer them by an incident or a story. In the end of every class, the teacher has to put forward certain tasks purely based on their interested area. While allotting the tasks, the teacher should be very careful that their

task should be a prompting one. The task can be based on achievements of IPS officers or about the heroic deeds of the officers. Then the teacher should promote them to reveal before the whole class in English. This will make them to search by using all the technical facilities and learn more technical terms unconsciously. When they proclaim their ideas and discoveries in front of the whole class the teacher can correct their pronunciation and their errors in English language. Gradually students try to check and correct their mistakes by using technologies, dictionaries and books related to Language. The teacher can also use Direct method or Translation method or any other, based on the capability of the students. If possible, the teacher can use attractive teaching aids for attracting senses. The main thing is the teacher should make the student to stand in front or in their respective seats to get away their stage fear and fear for sharing their ideas. In the case of individual goal and ambition, they will be the masters. So, they will share their ideas with confidence. Thus by such type of special classes, students can have a better knowledge in vocabulary. The intention to express their interested area in a satisfying manner will help them to have a better knowledge in fluent oration and vocabulary.

Herbert remarks education as “lesson must be connected with the salient ideas in the child’s mind. For relating new ideas the teacher must pay attention to the interests of the child”. Understanding the interests of the child is a key-note in Herbert’s philosophy. This once again proves the importance of interest in education. Hence, students can be highly benefitted by interest centered English learning. Educational department should look forward for such innovated methods to frame a future with creative and expressional qualities. Surely, interest spur classes lead to good future in English language teaching and unconsciously help the students to realize their aim and run towards their goal. By such methods, we can look for a future of innovation and revolution in language learning process.

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