



English Language as a key for Employability and Career Development

P. Raman,

*Assistant professor, Department of English, Padmavani Arts and Science College for Women, Salem
636011, Tamilnadu.*

B. Shyamala Devi

Assistant professor, Department of English, Thiruvalluvar Govt. Arts College, Rasipuram, 637401, Tamilnadu.

Abstract

The English Language Teaching situation in India is historical perspective, tracing its history from the day of British rule in the country and became a key to open the door of jobs in the present scenario. It is important fact that the scholars who are going to be the English teachers and English teachers who are holding the position, should aware of the present scenario in English Language Teaching techniques in English class rooms. Only with this information can students understand better what is happening in English classrooms in colleges.

The Earlier traditional method of teaching and learning techniques were different from the present method of teaching. The English language was used for necessity on those days, whereas in the present era. It is used to learn and teach by the students and the teachers in the classrooms every day meant to earn and to stand as a backbone to family. In fact, the traditional method is sterile rather active. For the present scenario the situation demands incitement of four macro skills (L.S.R.W). Besides there may be digital method of learning and teaching without the physical presence of the both i.e., dependent and supporter. The present generation students demand a new teaching and learning techniques that emerged.

Therefore, considering above all, the paper focuses on the ways to prepare the students towards facilitating and cultivating the challenges on language skills in a proper way under the modern innovative techniques by the creative and potential teachers.

Key words: *sterile, digital method of learning, dependent, supporter*



Introduction:

Ever since the British came into India, enormous techniques have been employed in the teaching of English to both acquaint and to master this language. Unto this day, many of the measures have turned abortive. The process keep on changing but efficiency and mastering the language is comparatively low.

English to non- native speakers in India is often taught due to job opportunity and inevitability. The inherited affinity and grabbing the jobs to native language poses an illogical aversion towards a new language, When English was once rejected as a language of fashion, it has now as a language of necessity.

Individual and collective recognition over the need for English in every walk of life will be the base on which natural learning of English can take place. The English language at first must be defined and introduced rather than being taught as components and essentials that are made to believe on the basis of establishment. English language must be taught to use from its roots. Also English language is a manifestation.

Introducing English must contain the various accomplishments of this language and its sustainability all these years. The proper initiation to this language in its teaching will in still desirability and passion and even obsession for English as is being practiced and safeguarded for the perpetuation of any native language.

For instance, the following assessment of the English classroom during the process of learning activity revealed the vocabulary limitations and anxiety when understanding the words directly uttered by the teachers in the classroom.

SL.NO	WORDS	STUDENT RESPONSE	ACTUAL MEANING
1	Teething trouble	Getting trouble while brushing teeth	Short-term problems that occur in the early stages
2	Oilcake	Kind of sweet cake made in bakery	A mass of compressed material left after oil has been extracted, used as fodder or fertilizer
3	Cakewalk	Walking with cake	Achieve or win something easily



Similarly the pronunciation, original meaning, introduction of new words everyday and other English language related simulation work could inspire the dependents and which cause to learn English language easily without any mental blocks.

Practically importance to the English language is offered in a very poor scale and it is often deemed as an unnecessary commodity. Even a stress on the need for language is very much stereotyped missing the meaning behind the words uttered. They fail to understand that the very subjects they teach can be comprehended only if students are strong in their language skills. They also indirectly deny that language is not a medium to communicate the technical knowledge. This is precisely the reason why students suffer.

There is a natural aversion in the minds of people towards this beautiful language and that is evidently the offshoot of years of bondage to the westerners and a weak rationale. Levels of reality in a language can be attained by understanding the physical and the metaphysical affiliations to that language. Many years after English was introduced in this country, only now teachers are in the platform of recognizing the problems in the teaching of English and are slowly trying to sort out by introducing various techniques in teaching English. One obvious factor is the establishment of English language labs where students can explore into the world of stored matter under every topic. The much-fancied English medium schools thousands in number have been substandard except a very few and the reasons are many including the inefficiencies of teachers with no certified and approved test records. They are bound to be bilingual both from the sender's as well as from the receiver's side. It is an obvious truth that a discourse and an expression of parameters in the English language by Indian teachers will invariably be assumptions or will be highly confusing.

Government must realize the difficulties that students face while learning English and due measures on par with the international standards as this must be implemented. This is a beautiful attempt by which an opportunity is thrown to all students to shrug off their ties with the mother tongue and any other influencing language interferences. The curriculum must encompass all the necessary, basic levels of grammar which is more important for any learner. Singular, plural (how is a verb made singular and how is a noun made plural). All tenses, concord, a proper learning of



phonetics which is missing in all school syllabus must be given due focus. Memorization, repetition drills, grammar games and exercises for error – free English must be provided to students. It must be an interactive, activity – based, learner – centered learning.

The language schools must be organized bodies that must be constantly evaluated and upgraded by language concerned firms with international standards. The functionaries must wholly dedicate themselves for the service of the language. The method of admission must be a system that must be open for any irrespective of his language abilities. Normally, there is a common syllabus to every student in our schools and colleges framed with an insightful oblivion to the various standards of the student body. This system at first must spell caution. A coerced and an obligatory alienation from the native tongue and application of force in the learning of a new language on the basis of inevitability must be one of the parameters of the language schools that we envision. There is a customary and a rational, propositional argument with regard to the measure of time that is to be spent in the language school. Convincing answers must be given defining the greater value of the course that will save their whole life when a year is spent in the language school.

Conclusion:

Therefore, it is true that the native language plays a significant role in impending or diverting the attention that a second language gains. Tamil grew not because of its beauty or any other quality, but because of its introduction to its cultural fertility to which the language is associated with. Therefore, it is always culture first and language next. It is believed that they are intertwined. This technique must be followed in introducing English.

The teachers must be put under test and their skills must be verified and that honesty be maintained. The trainers must have cleared some of the trainer's tests as IELTS, TESOL, or common tests as TOEFL or any other exam that qualifies them to English language and must be ensured beyond corruption. The system will surely enhance the standard of our students and will promote learning English. Growth and excellence are more important than introduction and sustainability. Any functional be checked with the international standards. Individual, group records are to be



maintained. Remedial measures and strategies are to be systematically planned, introduced and revised periodically. Also based on the necessity, various techniques must be deployed.

This pattern of feeding English to non- native speakers will get benefited and will also enhance language skills systematically. Thus, English will become a key to open the doors of job seekers in the present scenario.

References:

1. Richards, jack. Second language Teacher Education: Cambridge University press, 1990.
2. Peacock, Colin. Classroom Skills in English Teaching: A Self Appraisal Framework: Routledge, 1990.
3. Waltzer, Catherine & Smith. How English Works: Oxford University Oress, 1991.
4. Jones, Christopher & Doff, Adrian. Language in Use, Cambridge University Press, 2006.
5. Paul Varghese C.V. Teaching, English as second language, Sterling publishers Pvt., New Delhi. 1989, Print.
6. Pappu periyamayagam, "Effective study methods traditional and modern methods studies in English samson publishers 2008 Tamil Nadu, India. Print.