

Joy of Learning : a Direct Methodical Approach with Individual Care

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Abstract

This article deals with the methodology of L2 learning in general. The problem faced by any L2 learner is identical. There are many techniques to teach L2. The present methodology i.e., individual care is a good approach as is experienced from practice and research as well.

Article

Learning must offer pleasure, not pain. One will learn then he will use it – this theme is not proper. It is more lively when a man learns the word that expresses his emotion/overcomes his problem he faces. For example, a drowning man will simply say "SAVE". This word signifies for help. Similarly, a novice if learns 2500 essential words in English, then he can manage the world from cradle to grave. He will learn the words whenever he needs those. It's a continuous process. A learner may take 19 minutes and another may need 90 minutes for the identical lesson. So a schedule of learning cannot be either 19 or 90 minutes. In fact learning depends on the receptivity of a learner. And receptivity is dependent on various parameters. So individual care is the main key. Learning is a slow process. It needs time for settlement. All grammar is identical. A teacher will simply correlate between mother tongue and other language. Basic grammar is required for learning a language. In English, parts of speech, tense, voice are main lessons. Picture helps much to grasp a matter easily. A teacher must have helping attitude with a smiling face always. His criticism must always be helpful that will inspire the learners who will wait for him for his careful and pleasing personality as well. In fact, teaching is a long journey and patience is its only fuel. This is the essence of JOY OF LEARNING.

Syllabus is silly business. Yet syllabus has to prepare for learners. There are four types of syllabi viz., linear, cyclic or spiral, parallel and communicative. The communicative syllabus, amongst four, is the most scientific syllabus which gives emphasis on learner whereas traditional offers emphasis on teacher.

The background of the learner as well as the purpose which the language will serve for him are of vital importance, whether he is a first language (L1) learner of the language or a second language learner (L2) will determine how much of the language is to be learnt and at what stage. Since L1 learner receives enough exposure at home, but L2 learner does not get, our concern is with L2. Since L1 is its mother tongue, L1 learner gets help of hereditary advantage. In fact, the pull of mother tongue is not less than the pull of mother towards her child. Psycholinguistic tells us how a child learns its language (though the process of language learning is still covered in mystery to a great extent), whether the process of L1 acquisition and L2 learning are same or different. With the help of an in-depth analysis of learners' errors the teacher can have some insights about the psycholinguistic stages through which a learner passes while learning the second language. His understanding of L2 learning, therefore allows him to devise strategies for L2 teaching.

A child takes liquid at first, then it gradually eats semi-solid and later on solid food.

Similar procedure should be adopted in case of language learning i.e., simple to complex. Learning is complete when a learner can quarrel or join a debate or extempore speech with the concerned

language either L1 or L2. Learning is accelerated by compulsion. For example, a tourist must remember the name of hotel where he left his luggage and will return back to get shelter in the chilly night of an unknown city. Further, motivation or joy enables a learner to memorise the strange words. The course for an engineer will differ than a doctor. For example, an engineer has to remember – machine, software, site, etc. A doctor lives with – medicine, hospital, surgery, etc. A tourist minds – airport, hotel, spot, etc. A businessman knows – market, product, profit, etc. A – – cricketer must know – ball ,bat, wicket, etc. A student keeps – book, school, pen, – – etc.

From practical point of view, there is no fixed rule or procedure for learning. A cock-tail of different methodologies serves the purpose. It solely depends upon the expertise or intuitive power of the teacher. Here teacher is the real researcher. The theoreticians should take feed back of their models from the teachers for modification to make it more effective. In fact, the syllabus of Hungary may not be fruitful at Holland. Similarly, the procedure applied to the learners of Johannesburg may not have identical impact at Japan. However, the data collected by one procedure may differ with other, even if be administered on the identical learners at a particular period and environment.