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Amiable Tactics to Enliven the Reluctant in the EFL Classroom

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Abstract

The paper tries to explore amiable tactics to enliven reluctant in the EFL Classroom. In EFL classroom, many students face the language problems. They must practice language structures in communication way in English language in the classrooms and outside of the class room. Lack of motivation brings them down from learning place. Though they get some opportunities to speak in English, a few students dare to communicate in English. The paper provides umpteen techniques will help to teachers as well learners to triumph over the problem.

Key words: Tasks, learning, communication, teacher and students

Most of the students are afraid of speaking in English in front of others. The teacher should motivate them to speak in English. In some cases, lack of motivation throws the students to leave the school. In India, it is a big problem commonly found in EFL contexts besides the other problems such as big classrooms, more number of students in classes and lack of trained teachers in English. Instead of using English, some of the learners depend on their mother tongue especially when they do not get the meaning for some words. They should be encouraged to communicate in English. In this paper, we have given some significant points that facilitate

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English teachers to make the learners to get interest on English. When the students grab hold of the awareness towards learning English, they without difficulty become skilled at a language.

Create the environment for learning

As most of the students do not acquire the chance to verbalize in English, they will not endeavor for it so the teacher must generate the environment for learning. Learners' achievement in language acquisition largely depends on their milieu. Many students like to speak in their mother tongue because they feel very comfortable with the use of mother tongue. When we, as teachers, create the environment for learning, we give the scope for the learners to speak in English. We should strictly tell the learners to speak in English only so that they try to communicate in English. They will get the meaning for some simple words such as "bring it", "pick up", "do it fast for me", "good evening everybody" and so on.

Extend equal support to all students in the classroom

The teacher should support the learners uniformly. They can be allowed to have a conversation with their mates so that they will feel more confident in speaking English. The teacher must permit students to take time to frame their answers and support students to speak up. Tsui (1996:160) suggests that "allowing students to check their answers with their peers before offering them to the whole class also encourages students to speak up." According to Young (1991: 427), "teachers can start with finding out what students are anxious about. Giving equal importance make the learners to be active in the classrooms. Then teachers can help them ease some of their irrational fears and teach them strategies such as self-talks and doing relaxation exercises to deal with fears."

Attend to individual students' requirements

Since the learners come from different places and languages, they must be helped to learn a language. There are students who have dissimilar state of mind. Srinivas (2008: 80) says: "This is a challenge for a teacher to solve and simple solutions cannot meet such a complexity." In a class of mixed communicative ability, many of the teachers anticipate that every student should perform at the same level but it is not the correct judgment. They should remember that learning a language is depending on the learner's background and social environment also. The teacher should make available them the learning ways from the society. He must direct them how to face the problems by communicating if they encounter any kind of problems.

Correct the errors

The teachers should make his participants to come out to communicate something on the dais. They must concentrate on the learners who could not write the script properly. By editing their libretto, they will be motivated. The learners must aware of the grammatical errors. If time

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permits, they must be explained simple, complex and compound sentences from grammar. Of course, the level of students is going to be different and therefore the teacher's feedback needs to be worked out in that context. The focus should be to enhance their vocabulary and gradually make corrections in a restrained way without shattering their confidence in cases where the fluency is lacking.

Diminish the level of task difficulty

When the learner's task level is not difficulty as they expected, they get concentrate to learn a language. If they do not know the task as it should be, they will not be able to perform the task well which reduces their absorption to learn language. The teacher should provide the learners more time to do the task and allow "them to perform oral tasks without time pressure" (Ellis, 2005: 14) by giving them enough time to plan for and perform a task at the same time so that they reach teacher's expectations.

Call for tasks within students' knowledge

When the learners know the task, they will be able to perform the activity excellent. According to Nation (2000: 78), "teachers can create recalling and sharing-experience opportunities for students to make use of their background knowledge and experience in doing the tasks." The teacher should give score the difficulty level of oral tasks to suit their students' communicative ability so that they can improve the learner's language ability. Prabhu (1987: 105) adds: "students may learn more effectively when their minds are focused on the task, rather than on the language they are learning."

Use the technology in classrooms

The motivating teacher always uses modern technology in the classrooms. Numerous students get concentration to learn the language and also we can identify minimum three widespread reasons of student motivation provided by a technology enhanced setting: communication, empowerment, and learning. Communication is represented by the finding that students like the ability to communicate with others and to engage in real, as opposed to contrived, communicative acts. Empowerment explains the finding that students feel empowered in the technology environment since they may feel less isolated. The learning factor describes the finding that students believed the computer gives them certain kinds of control over their education by enabling them to learn faster and more autonomously and to inscribe more ingeniously. Students in the computer- mediated communication project reported positive attitudes which could be attributed to these factors. Brownlee-Conyers (1996. 34) says that the technology will provide "motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, and more active processing, resulting in higher-order thinking skills and better recall."

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Give many communicative tasks

Communicative task such as role play, situational dialogues, participating in group discussions and debates make the students to learn a language. Every student's participation is necessary for the task to be completed. Each participant must get the unique things and has to participate actively. The teacher would make his class more interesting and communicative, filled with activities. He should create more cordial and congenial atmosphere among the students which would surely ensure a spontaneous flow of a language.

Some principles of Communicative Language Teaching include:

1. Language should be a means to an end and the focus should be on meaning, not on the form.
2. The learner has to formulate and produce ideas, information, and opinions and so on.
3. Teacher intervention to correct mistakes should be minimal as this distracts from communication. (Richards and Rodgers, 1994: 154)

Enhance students' self-confidence:

Whenever the students do mistakes, it is the teacher's duty to give suggestion to them and have to change their negative beliefs and attitudes towards the mistakes that done by them. Teachers should discuss with students the value of language use even if it is with full of mistakes and errors. When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. The teachers' tolerance of mistakes also needs to be made clear because there is no point in trying to change students' attitudes when the teacher still keeps them. To give a chance for them to speak in English, the teacher should reduce the level of subject. When they are habituated to learn it, he must add some more sentences and increase the level of subject.

Use mother tongue when it is necessary

The mother tongue plays a very important role in everybody's individual life because they learn many words from their surroundings. Though many people learn English, they might expert at their Mother Tongue alone. It is too difficult to explain everything in the target language so that the learners may tend to their local language. To make them to understand, teachers should use their mother tongue sometimes only. Using mother tongue can help learners in numerous ways. When the teachers utilize the language, they can effortlessly attract the learners but there is a big quandary that some of the learners may attract to use the local language only. The teachers should purposefully lead students to English by using their mother tongue.

Make the learners to speak outside of the classroom also

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Learning a language is a skill. If the learners want to learn a language in a classroom, they may get failure result. They should try to get new words and sentences outside of the classroom also. For example, when they get the time with their friends in travelling or somewhere, they should try to chat in English so that they learn English structures. They may get many opportunities such as English clubs inside and outside the school. They must utilize it to reach the goal.

Conclusion

This paper tries to give amiable tactics to enliven reluctant in the EFL Classroom. It sincerely suggests umpteen techniques that can be used to address the problem. Students might have many problems in related to learn a language. It should be noted that the list of techniques is far from comprehensive because the causes of students' reluctance to speak are varied. Teachers need to become accustomed these techniques to suite their class situation. In addition, many of these solutions should be implemented simultaneously so that they can supplement each other in tackling the predicament from dissimilar angles, creating a better possibility that the problem will lucratively be solved.

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