

Student's Talk Time Vs Teacher's Talk Time

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Abstract

An Ideal Teacher teaches less and enables the student to talk more, as language learning is an art that comes to students who wish to learn it apart from curriculum. When English is considered as a subject linked to the cognitive development of learners, as it is isolated from the curriculum, then little learning is pursued by the learner or student. The present paper aims at attempting ways to make students from rural back ground learn language effectively.

When a question is put forward by a teacher, students hesitate to answer! It is truth universally acknowledged that students feel that they do not know things that, in fact they knew

perfectly well before teacher began to talk about them. In fact John Holt states it. A perfect teacher makes the student realize that they knew something. An average lecture consists of two-thirds of teacher's talk time which will have direct influence. It must be noted that a less dominant classroom by a language teacher is an ideal classroom as interaction plays a vital role in the language- learning process.

Candid observation throws light on the fact that learning linguistic content of language and the theoretical basis on which students are taught is not crucial for language learning. When English is considered as a subject linked to the cognitive development of learners, as it is isolated from the curriculum, then little learning is pursued by the learner or student. Instead there is rote learning material which will not interest the learner. Teacher must consider the potential of English, in order to make the learners realize the potential of language, teacher should come out of the limitations of language learning.

There are many projects which reveal the considerable body of work that focuses on the conditions under which students learn most effectively. An attempt could be made to study those conditions.

At the outset, taking away the stress that is placed on the young minds becomes difficult, as their minds cease to open as soon as they enter the class room, which is dominated by the teacher. When teacher's talk time is more, obviously it takes the student into a trance in which his mind doesn't open to the already familiar topics. This stress makes the learner to produce answers which are acceptable to the teachers rather than the practical remedies. The threat of loss of teacher's concern makes the student conscious of his answers. There he receives a fatal blow to his learning. The fear that overpowers student is the clash between the culture of the learner and teacher, which may involve many factors- age, class, or nationality, etc., these factors can affect true learning by the student. There is an obvious need for the teacher to connect to the learner's consciousness much more than he usually does.

The advent of technology has changed the method of teaching language, unfortunately the traditional teaching style is considered to be authoritarian. The teacher considers himself as "custodian of the secret", he is the only source from which wisdom flows,

and he is always right, such an environment may threaten the learners. It is equally important to reinforce the truth that teacher is not a super human, and he has feelings and emotions.

When Teacher's talk time is too much, it proves to be destructive, the only solution is for the teacher consciously to become more silent, so that the learner may open up. Process of learning is most effective, when the learner is the initiator of the learning process. It is observed that if the student is involved in the process of learning actively, then the syntax is intact and complexity enhances in the length of sentences. It is true that the class grows out of control and at once becomes noisy, yet it is a welcome change.

Secondly, objectives or goals should be placed before the student. Then learning improves, posing questions and extracting answers from them will make them realize that they knew something, when the objectives are clear the student's approach with a set purpose, students cannot kill their time with passive reading, as usual readers read without reason.

Thirdly the student should be given time to mess around with a target before they 'really' read, as they exchange words, material and ideas, they will gain their approach to the learning. This step in 'interaction' leads to 'interpretation.' This would make the learner to dispense with his inaction and starts interaction.

Teacher has to be mindful not to oversimplify the topic, one has to accept that new words and structures in a reading passage are commonly practiced and drilled before the passage is read, so that the learner does not have to cope with new things. If everything is done by the teacher than the student learning process gets affected. The ability to guess answers are to pick up cues from the context has to be encouraged. Hence teacher has to avoid oversimplification as the teacher cannot learn for the learner. If things are oversimplified, learner will not be inclined to use his resources to learn.

When everything is said and done, the class which has gone out of the control has to be gained slowly access to retrieve the lost silence, at least for a few minutes. Each period of learning is followed by a period of reflection. Any psychologist could analyses that the process of learning is a transfer of learning the language from short-term memory to the long-term memory to facilitate their effective storage.

Kahlil Gibran says that “Teaching is not so much a process of cramming outside knowledge into the learner’s mind as of drawing out the knowledge that each one of the students has within him.”

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