ENGLISH LANGUAGE IN EDUCATION

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The English language has been playing a very important role when it comes to communicating with other individuals inside, and outside the country. In Senior High School, being able to read, write and speak English is important because the language of instruction is English. Unfortunately, not all students are skilled or interested in the English language. These are the main reasons why there is hierarchy in a class. Students who don’t really use and apply the English language tend to look at other students who are skillful and fluent in English as the smart ones. They tend to look down on themselves, and that plays a harsh role because they lose confidence and tend to not participate in class activities.

In Dewey’s (1938) Experiential Learning, it was stated that school learning should be experiential because students learn from what they experience. These are addressed in integrated teaching, wherein the students are more personally involved in the learning experiences. There will be more successful results if the students will experience the activity by doing and there will also be a high possibility that they will learn better if they will experience the real situation. Basically, students will develop deeper appreciation when it comes to the English Language once they experience the real joy of learning how to read, write and speak.

Cruickshank (1999) Discovery Learning, it was stated that discovery learning is used to accomplish three related education purposes. To provide students with opportunities to think independently, to let them discover and search deeper to find the answers and to help students discover how knowledge becomes known and how it will
last, to promote critical thinking skills such as analysis, synthesis and evaluation. They will learn more if they will be exposed to the real environment rather than explaining and imparting knowledge by their teachers, this could also be done by class activities so that the students will have more time prepared for using and applying the English Language. As reflected in the study, students will discover substantial perceptions about the English Language once they are helped to overcome their fears on speaking, reading and writing using the English language wherein the teachers can have activities prepared for the students to let them actually enjoy the beauty of the language.

One of the fundamental skills of language learning is speaking. In foreign language education, speaking anxiety has a detrimental effect on learners’ performance. Rooted in lack of self-confidence is speaking anxiety. Speaking is a skill most affected by language anxiety. Student tends to avoid participation in oral activities and avoiding voluntary speaking in classroom.

Listening skill is a fundamental for language acquisition. One of the important learner variables affecting success and failure in foreign language learning is listening anxiety. Vogely (1998) conducted a study to investigate the relationship between learners’ listening performance and anxiety among 140 American university students studying Spanish. The participants had experienced anxiety while listening to Spanish. An open-ended question was asked after a listening comprehension examination. The results of the source sources of anxiety were as following, (1) the speed of delivery; (2) poor enunciation; (3) unfamiliar intonation; (4) different accents, and; (5) the length of the listening passages. In sum language, anxiety has been recognized as one of the fundamental affective variables influencing success or failure in language learning.
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