

Enriching Cognizance at the Tertiary Level Students During Transition

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Abstract

English language, as a global lingua franca, has its own respect and importance throughout the world. It is considered to be the shrine of knowledge. It is significant to acquire the English language proficiency, to be placed in good jobs. Though every college gives prime importance to English language, unfortunately most of the students fail to acquire good command over the language. In certain cases, students have the poor ability to comprehend learning at the college level because of their different educational background or capability. There are certain hurdles that affect the students from learning the language. Cognizance is an important component of the tertiary level students. Enriching cognizance of students refers to how the learners develop their knowledge in order to get a better idea of learning, awareness of the language skills they notice, and the observation of language learning. The objective of cognizance is to provide more knowledge to students. It promotes self-motivation of the students and enhances their basic skills of learning. Cognitive skill develops the student's learning skills, notice, recollection and thoughts. This article deals with how cognizance in language learning is developed and thereby to sharpen their skills of learning. Furthermore, this paper analyses the causes and effects of the students' transitional dilemma at the tertiary level in acquiring language efficacy. It offers some ideas and results based on the problems among the students in attaining the fluency in communication through developing cognition skills. Moreover, the study proposes to help the students to achieve the objective of education.

Keywords: Enriching, knowledge, motivation, education, cognizance, strategies, language, develop, tertiary level, transition, objective.

1. Introduction

Every phase of educational as well as career life considers English language learning as a vital factor towards a successful life. Students come across different kind of learning situations at the level of schools and colleges. In general, language is taught based on different requirements and aspects. Schools focus on tutoring or training the students for exam. College focusses on teaching language in a more practical way by equipping students' skills needed for employment as they have different approaches towards learning. Moreover, learning the language at school level is totally different from college. The students in schools have the most typical tension of memorizing things and present it in the exam, and in college, they could feel the transformation in learning the language. This paper critically appraises the factors encountered by the students when they meet the new environment in college. Beyond that, there are certain barriers that affect the students from learning the language. This paper also highlights enriching cognizance as an element to acquire English language skills during the period of transition at tertiary level education.

2. Problems in language learning

Learning the language for twelve years in schools does not make a student master of it. The reasons may be many. In some cases, the

students may hail from the rural background, so the bilingual method is adopted in classrooms for the better understanding of the students in rural area. When a student does not understand English, they seek the help of translation from native language. This method helps the students especially the slow learners to some level. Thus, the students never get exposed to the English language. It is considered to be a wrong practice by the ELT experts.

English grammar is imposed on the students at school level. Grammar is the foundation step for communication, but the basic grammar is not properly taught in schools. So, the students sought the learning process with the habit of memorization. Learning in school is an important phase. The students are not exposed to a practical way of learning English. When the students move to college, they face a new environment and a completely different system. It is considered as the transition phase of the students. More than that, the students are influential towards media as well. They develop their passion towards college life by the influence of movies and dramas.

In school life, the students feel like straining for learning and also constrains to learn obedience, order and respect. When the students enter college life, they feel like they got liberty and forget what they have learnt in school. According to them, college life is nothing to be cared of education and all. The students automatically forget their responsibilities which should be carried out to achieve their goals. They also think that bunking the classes is not at all cared in colleges. These views make them difficult

when they enter college and realize the reality of the college life. When the teacher teaches the language in English and inflict the students with certain rules, the slow learners feel difficult to listen to the class which is contrary to their dreams on college life. Despite the fact, other students listen to the class with responsiveness. In the case of a teacher, they have a double role, to bring about all the students and to be patiently deal with the students who commits mistakes in class because punishing them may harm them psychologically. Moreover, they try to assume their roles of students as shown in the movies. It is the role of the teacher to take care of them in a good way.

3. Transition of students at the tertiary level

In the grounds of tertiary level, the medium of instruction is English. When the students enter college, they have many envisions about the college life. The fact is that, the mixed ability of students can be found in the tertiary level classroom. In schools, the medium of instruction is optional, the vernacular medium or English. The pupils in college may hail from government aided, matriculation, CBSE and ICSE schools. As a result, the students' fluency in English may differ according to their educational background. The students from the government aided schools fail to acquire the fluency in English as there is inadequate facility of equipment and laboratory in teaching English. In this way, the students have a poor knowledge of the basic English language learning concepts. Consequently, they suffer to speak English confidently in the new environment. The new environment makes them alienated and lose their confidence. Thus, they remain as an introvert in the classroom. In this transitional state they show their fear or anxiety to present seminars or to write examination in the fear of getting embarrassed among the students. In this dilemma, they fear to meet the faculty or to ask the queries candidly. It is important for the students to have a personal interest to learn the language with curiosity.

The students mostly struggle to communicate in English during the period of transition to college. As speaking English is necessary in the contemporary situation, the college students face a lot of struggle because of their schooling background. The reason behind the push is that fluency in English offers employment opportunities and set a path to greatness. Even for Tamil medium students, English is taught as a subject and none of them can speak English grammatically. The students of poor social background suffer during the period of transition. In college, English is a compulsory medium of instruction. At this juncture, the students realize the importance of learning English as a language for communication purpose rather than as a subject.

This article stresses the need of developing communication skills at the tertiary level. Developing students' cognitive skills is one of the main responsibilities of a teacher of English. It is possible that some of the students have the feeling of fear or anxiety of committing mistakes while communicating in English. It is true that they could manage and control their nervousness of communication to some extent. The main question to be addressed here is to view the tasks and duties of English language teachers, in connection with the transition, and the trials they face in a language classroom. The factors and challenges have been analyzed to make the students attain the cognitive skills to comprehend language learning at the tertiary level.

4. Cognizance

Cognizance is one of the important aspects of language learning. It has the great influence up on the development and creation of student's personality. To learners, 'cognizance' refers to the development of one's own ideas, knowledge, recognition, perception and notice of language learning. In language learning,

students develop the communication skills as they know the value and purpose of language. The present study is aimed to find the level of an environmental awareness among the tertiary level students. Cognizance helps the students develop their self-awareness and application process. It is important for processing. The problem solving activities of the students in the language learning period. The students know the purpose of language learning as they deeply understand the subject matter of what they learn. Developing cognizance helps the students improve the creative thinking capacity. It also helps the students participate in various programme and group activities.

4.1. Significance of cognizance in language learning

Cognizance is the collection of knowledge which could recognize or understand things in the right perspective. Cognizance is the system of language development that promotes more knowledge, motivation, thoughts, idea, nervousness, learning method, behavior, and strategies. Cognizance is important to develop a variety of learning activities. The cognitive ability helps the students' approach language learning with confidence by developing their own skills. The students gain the individual variables of the language development. Cognizance is important for the students to learn language successfully while performing the different language purpose. It improves the students' creative power by elevating the active and passive vocabulary of the learners. The college students gain team spirit, study skills, and collect information as they try to clarify the structure in the shape of natural principles by improving the cognizance of the learners.

4.2. Ways to develop cognizance among tertiary level students

Cognizance is one of the vital aspects of language learning to be tested among the tertiary level students. They learn different methods of language learning. In language teaching, the teacher has to provide feedback to students. It helps the students to get better idea of learning. The students notice the activities taught by the teachers and thereby the students' establish their enhanced understanding. The teachers can give them a new evaluation which can be gained through various options for learning.

4.3. Cognitive skills

Cognitive skills refer to the capability to increase meaning and knowledge from understanding and information. Cognition is the aptitude to reflect about new information and procedure related to already procure information. According to Kausar Husain, cognitive strategies are concerned with direct manipulation of input such as inference or adapting of material while met cognitive strategies are related to thinking about the learning process such as directed attention and self-talk. (Husain, Kausar. 25).

4.4. Importance of cognitive skills

Cognitive skills refer to the ability of the brain that thinks, reads, learns, remembers, reasons and pays attention. It enhances the students' learning skill, and creative thinking. The different cognitive skills are listed below.

Attention

Attention is an important component of cognitive skill. When a child learns to pay attention, it makes it possible to focus on conversation for a comprehensive stage in an occasion. Learning to focus attention is an important cognitive skill as every child has the potentiality of learning. One significant quality of attention is that its competence is limited. Attention can be intentional, and

determined by purpose and meaning of the individual. The next feature is that attention organizes way in to awareness. Parents and teacher can help a child expand his/her aptitude to focus by pointing out possessions that appear motivating, and then asking the child to mention on his/her examination. For example, *which is your favorite color?* and *What did you like the best about this color?* Questions help the child to pay attention to what he/she is showing to and also confront his/her aptitude to desire exact words to explain his opinion.

Memory

Memory is an important cognitive skill of the students. A child maintains the memory of what he has learnt and qualified. It helps to construct a potential support of knowledge. Small children have difficulty with long-term memory and short-term memory retention. According to Lourdes Ortega, Long-term memory is about representation. It is virtually unlimited in its capacity and it is made of two kinds: explicit-declarative memory and implicit-procedural memory. (Ortega, Lourdes, 87). It is a useful method for facilitating memory in children. The matter can be taught to students in a rhyming way so that they can observe it fast.

Eg. Thirty days hath September,
April, June and November.
All the rest have thirty-one,
And that was twenty-eight days clear,
And twenty- nine in each leap year.

Memory facilitates a child to improve systematization and keeps the content up to date.

Thinking

According to Kausar Husain, cognitive strategies identified in the SLA were also found to be employed for general learning in cognitive psychology and were applied to reading comprehension, thinking skills and problem-solving. (Husain, Kausar. 37). The capability to feel includes the ability to motivate and discover explanation. This cognitive skills help a child to know whether he/she has achieved what he/she situates out to do or whether he/she needs to ask for help. For example, when a child reads a story, thinking skill permit him/her to decide for him/her whether he/she understands what he/she is reading. Thinking skill is one of the behaviors to support the children to have the sense of hearing the viewpoint of others.

4.5. Motivating the pupils to learn the language

Motivation is one of the chief roles in language learning. Different teaching strategies have to be adopted in the classroom of the transitional students. It makes the students to drop the alienated feel in the classroom and pay attention in learning the language without any complex feeling. (Harmer 1998). For the better progress of the students, adopting various teaching methods and approaches keeps them motivated in learning. Motivating the students during the class, setting beliefs and expectations and giving feedback progress their learning.

4.6. Language teaching through Information and Communication Technology (ICT)

The application of imparting the language through the ICT is an effective teaching method which comprehend their learning swiftly. The ICT carries numerous materials on countless topics. Interactive multimedia, computer, internet, television, mobile gadgets can be comprised in the ICT. Learning language through computer is malleable for the students as it contains facilities like browsing internet which gives an external exposure to the English language. Television is the other useful source in language learning which can be acquired through watching movies and

programmes in the Target Language. Students show a boundless interest in watching movies and live shows which could attract the students and help them to obtain the language swiftly.

4.7. Role of the teacher

Teachers have a major role in making the students understand the subject by assessing the knowledge of the students periodically. In this process, the students can be categorized and proper care is to be taken to improve their skills based on their capability. It is the role of the teacher to understand the psyche of the students and treat in accordance to their mentality. Beyond that, motivating the students to reach their goals is the core behavior of the teacher. It is pointed out in British Educational Communications and Technology Agency (BECTA) that the activity based learning "increases students' engagement, enjoyment, and motivation to a greater extent than conventional whole class teaching; and facilitates students' participation through the ability to interact with materials on the board" (BECTA, 2003, p.1). Apart from classical teaching method, a teacher can try to receive the students' involvement in activity based teaching. It creates interest among the students to learn the language.

4.8. Negative approach

Rural students find it difficult to manage to be in the English classroom for so long. Their attitude is inconsistent towards the language. According to them, English is such a great thing which is tough to be approachable. Some students learn quickly while others take time to learn and in some other cases, it will be intermediate. The teachers are not supposed to impose any negative aspects on the students. They focus not only on the bright students but also motivate and indulge the slow learners in any active task to improve their language skills. In this case, if the teacher shows negative approach or behavior towards the students, it will be inconvenient for them to learn the language with ease.

4.9. Pronunciation training

Teaching the second language is one of the challenging tasks for the teachers. English text books have the particular page of glossary along with the phonetic transcription in the back of every lesson, but learners are never taught to pronounce the words during the classes. As a result, the students are unaware of the phonetic transcription and are not exposed to correct pronunciation of the words in schools and colleges. They train students to get high scores. Teaching pronunciation is also one of the major items to be conducted with care at the school level. The students from the Tamil medium have an improper English pronunciation, and hence, proper training and care could replace the problem among those students.

There are various methods that are being used to develop the cognizance in the teaching and learning process. The teacher implements many activities during the teaching learning process. It helps to create the awareness of the language learning. Teachers have to focus on all set of students, and not only the intelligent and average students. Teachers have to give equal care to all students so as to create a healthy relationship. Weak students have to get more attention from the teachers. Punishments can be avoided as they have negative impacts. Beyond that, it is in the hands of the teachers to create the teacher-friendly environment. A teacher has to motivate the students to communicate in English thereby they will get enough chance. The teacher should make the students participate in peer learning, and other activities to develop communication skills. Thus, the teacher can lead the students to feel comfortable from the transitional dilemma.

4.10. Suggestions

- The teachers have find out the problem in the environment of students enhancing the knowledge of language.
- The teachers have to use different language teaching methods to be adopted in the classroom.
- The teachers have to encourage the students.
- The teachers have to teach with correct pronunciation.
- The teachers have to teach how to communicate properly through spoken without any grammatical errors.
- To take efforts to impart the important differences in learning methods between Tamil and English medium students at the tertiary level classroom.
- The teachers have to give equal importance to Tamil and English language. It helps the students to know the value of the each language.
- Teachers have to use many examples related to the subject matter while language teaching and learning.

5. Conclusion

The cognizance can be developed by using the various methods of the learning. It plays a vital role in student language learning. Moreover, it develops the knowledge, ideas and awareness of the language learning. Cognizance is needed every time and everywhere. Thus, various classroom activities are necessary for increasing and supporting the cognizance of young learners in their growing stage. English language learners have to be ready to know the basic analysis of the various strategies. The learners are expected to apply strategies to get maximum result. Thus, various classroom activities are the major components in developing and enhancing the cognizance of learners at their college level. The cognitive strategies can achieve all the goals of language learners and also to achieve particular purpose of language learning. Cognitively, young children learn how to think acquire language and use it for their future career.

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