

***Teaching English Through A Praxis of Bowenian Methodology:
An Analysis of the Student's Psyche in acquisition of the four Vital Skills in
constructing Language***

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Analysed and Tested on: I M.C.A Class Students (Second Language Learners)

Introduction:

This Research area undertaken by the researcher will promote a new methodology to teaching English Creatively. The new technique in specific details the role and need of acquiring English easily with less books, but more of creative learning and aids. This process can be called an Easy Credulity of Language, that is still not applied to be one of the process in learning the subject English. The key factor, modelled here, is on the four basic language skills, as they complement each other. So, if one wants to be a well-rounded language learner, the only need is to ensure that you're giving each skill the attention that it needs. The purpose of this research is to introduce a creative based activity learning to the student-centred life. The researcher has identified how the process alone is empty without the presence, signet ting the inclusion of the process (Teaching Techniques and Methodologies used) while presence signifies the (Actual state of mind occupied with Activities). The researcher has focussed on the four cornerstones of learning a language, that paves the first way to acquire English effectively. The only difference, shown here is, the teaching methodology used is based on creative aids, and activity learning of language.

- Listening
- Speaking
- Reading

- Writing

These four skills form the first supplement to teaching and knowing what English is, and how English can function in our day to day life. To add on, these skills work in pairs. To begin with, when you're reading or listening, you're **consuming a language**. However, when you're writing or speaking, you're **producing a language** (Liu and Long). Once the learner has mastered these skills, he or she can safely say that they are fluent in the language. With that in mind, let's take a look at how this application of teaching, can strengthen each individual skill, to ensure that you're making the most out of your language practice.

Testing of the four skills and its application used:

Task - Based Learning:

- Giving the students tasks on various topic, examining them individually or in peer groups.

Student Centered Approach:

- Allowing the student to choose their mode of acquisition. Verbal, Non- Verbal communication. The freedom of learning centers the student in particular.

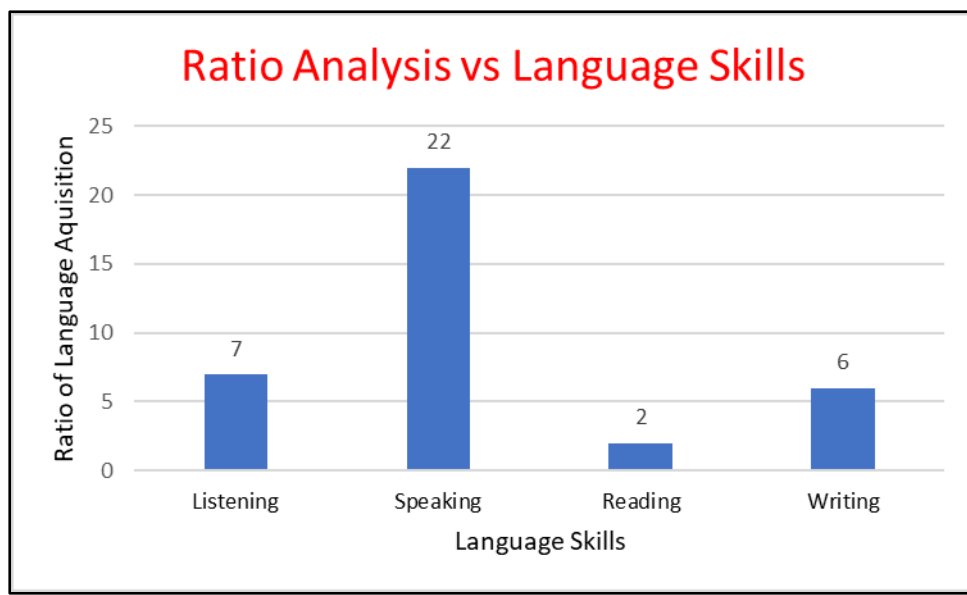
Group Activities:

- Dividing students in groups, structuring their knowledge based under the criteria of Planning, Preparation and Presentation. Aids used to improve their leadership persona, and the development of skills in Language and Communication.

Pre-assessment of the I M.C.A students

Standard of Evaluation	Ratio of Analysis	Assessment of the four skills (LSRW)
Below Average	0-20	Reading, Listening, Writing
Average	20-40	Speaking
Good	40-60	-
Excellent	60-80 (>80)	-

*Total number of students assessed: 80



Creative Methodology Implemented: An Activity Based Approach

Day-1

Session on:

Introduction, and Briefing of the Program, Warm-Up- Activities, Ice Breaking Dialogues, Construction of Sentences, Words, Phrases, and its purpose in daily life.

Day- 2

Session on:

Grammar Vocabulary, Basics of English – Speaking and Writing, Reading and Listening. Interactive Role Play by Students, Team Building Circles, Triangles of Meanings in English. Management of words in different categories (Time Slots, Questioning, Answering, and Mood Swings in People).

Day-3

Session on:

Travelling and Touring of Synonyms and Antonyms, Word Building Verbally, Spinning the Yarn, The One Minute Game on Grammar, ELT Spelling Bee Activity.

Day-4

Session on:

Telling of Stories, Fables, and Tales (Testing of Vocabulary and Usage of New Words)
Talking Tasks and Learning of Verb Forms in Grammar, and Correct Usage of words in Situations and Places.

Day-5**Session on:**

A Bit of Business on Pronunciation, Reading Practice, Summing of Read Notes, Games on the Mind Word, Instinct Guess of Known Words in English, and Building of Word Chains.

Day-6**Session on:**

How to improve your Diction, Examining the Writing Skill of Students, Writing Stories, and Chosen Topics based on Objects perceived. Framing of Simple sentences, and Situational Topics in the form of groups.

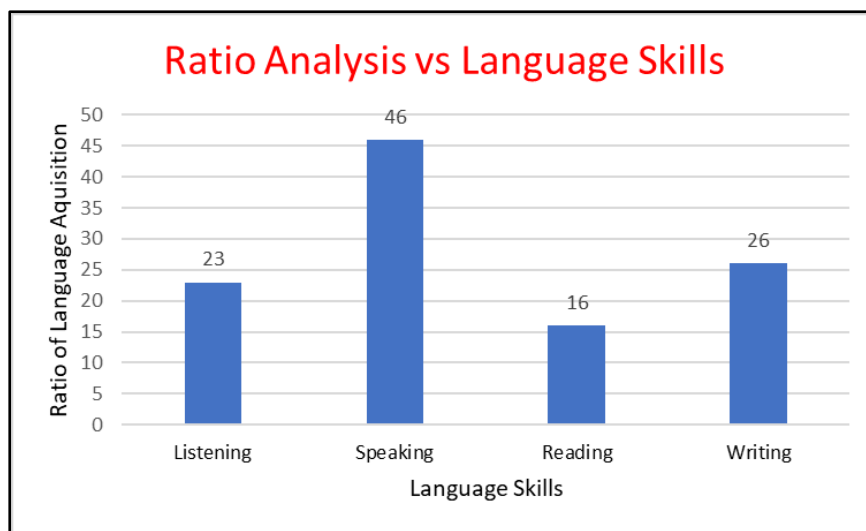
Day-7**Session on:**

Feedback on the previous Sessions, Assessment of Remembering Introductions, Exchange of attitudes towards learning English. Preparation of Public Speaking, and Activity of Interaction individually.

Post-assessment of the I M.C.A students

Standard of Evaluation	Ratio of Analysis	Assessment of the four skills (LSRW)
Below Average	0-20	Reading
Average	20-40	Listening, Writing
Good	40-60	Speaking
Excellent	60-80 (>80)	-

*Total number of students assessed: 80

**Outcomes of the session held:**

- The students of I M.C.A began to shed their curtains of stage fear, by involving in every verbal conversation the teacher picked in class randomly.
- Each day was a new Activity, that moulded them to a self-differentiated person from the past to the present.
- The unity and understanding of both the groups (Boys and Girls) gave them an eye opener of the need of co-education and how fruitful a subject can be discussed between themselves, though being unique in every domain of life.
- To a surprise, the class voluntarily served themselves by being a participant in all the activities implemented by the teacher. The activity-based learning was a corner stone, as it encouraged even the weakest to the boldest to climb on stage to prepare, produce and present their assigned tasks mannerly.
- Leadership quality formed the bench mark of the class's strength as every group fluctuated their skills passing it to fellow friends, to experience and monitor their given challenges to learn English.
- Every day began with the session of Recollection and Revision of the previous day, where students began to question without hesitation and reply with their answers in confidence.
- The students who were reluctant, from day one began to showcase the best in them, as the session came to an end.
- The students practised the art of acquiring Language in simple terms, as it was tested in the feedback session by the Dean of Research St. Joseph's College.

- Finally, the students have been tested on the growth of their Personality and Life Skills through Creative Learning of English- An Activity Based Approach.

Ways to improve the Students Interest towards learning English:

What language skills do we most struggle with? What are some effective ways we have found of improving that skill?

How to improve your Reading skill?

- 1. Picture or Comic Books**
- 2. A Good Dictionary and a Pocket Notebook**
- 3. Dual-Language Books**
- 4. Newspapers or Online Journals**
- 5. Blogs**

How to Improve Your Writing Skills:

- 1. Write a Letter to a Pen Pal**

italki is a good place to start.

- 2. Goal on Duolingo**

Duolingo offers plenty of writing exercises at all skill levels so you can practice writing your target language as much as you want.

- 3. Start a Blog in Your Target Language**

You'll find that starting a blog will have a double effect. You'll be getting consistent practice writing in your target language, for sure. However, you may also gain a community of readers to support you along the way.

How to Improve Your Speaking Skills

Speaking: the skill of doom! Most language learners find speaking their new language a daunting prospect.

To strengthen this skill, you will of course have to find someone to practise speaking with.

Here's how to do just that.

- 1. Find a Language Teacher on italki**
- 2. Find a Conversation Partner Online**

3. Go to Meetups in Your Area

How to Improve Your Listening Skills:

To have a conversation with someone it's useful if you can understand what they're saying.

- 1. Short Bursts Are Often More Effective**
- 2. Give the Audio Your Full Attention**
- 3. Write Down Words You Don't Recognise**
- 4. Listen to the Same Audio Multiple Times**
- 5. Follow an Audio Course**

Progress of the Research:

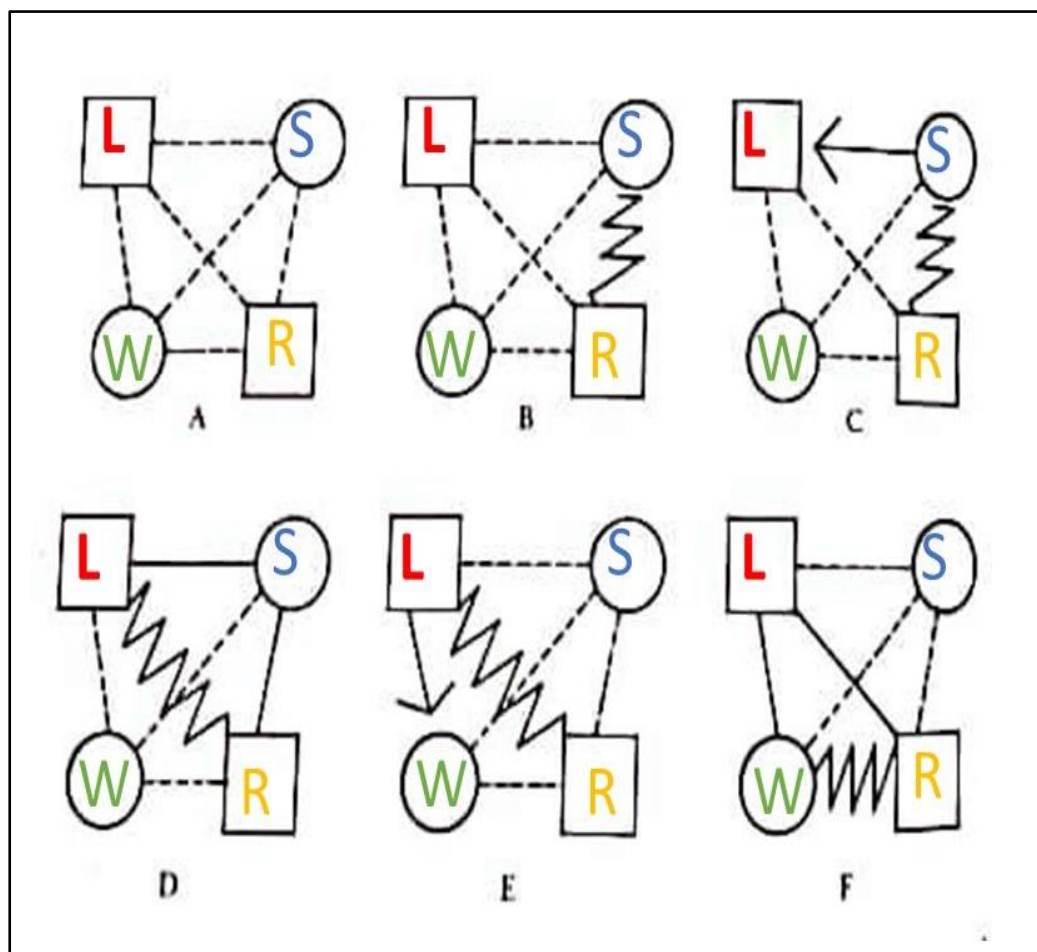
The researcher's research is being carried out systematically by regular meetings, sharing of ideas on the topic, discussions, made to ELT specialists of the same stream. The researcher individually scheduled the time slot to research on a New Arena of Bridging Literature and Language supportively. The Assessment on the I M.C.A students has paved way to an advanced strategy to acquire Language in any form be it practically or theoretically. The research project done, on *Effective Strategies to Develop Students in Communicative English: An Activity Based Creative Approach to Learning*, has brought in creditability and meaning. This has further developed the project of including cross references from literature to Psychology in Teaching English Language to a broader perspective with a *Langue-literary Psyche Process (A Practical Approach)* To specify, the research progressed, to the next level, is *Teaching English Through A Praxis of Bowenian Methodology: An Analysis of the Student's Psyche in Acquisition of the four Vital Skills in Constructing Language*. This research explicates, studying the psyche of a student from assessment of:

Bowenian Method:

- **Triangulation:** (Peer Group Learning of English language in Three minds).
- **Self- Differentiation:** (Appearing different in terms of language testing).
- **Societal Regression:**(The influence and impressions a student experiences from the society he or she lives in, moulding the language spoken or heard).

- **Sibling Position:**(Evaluation of the sibling's capability and psyche of acquiring language from one family or class).

Assessment on Bowenian methodology of Teaching English Language: An approach on the Student's Psyche



In the above figure,

- The **student A** can be tested with the diagram shown below, where all the four skills can be at a higher ratio and evaluated equally based on the four concepts of Bowenian methodology.
- Followed by the next figure, the **student B** can be evaluated with the same methodology, where the expected result can be the acquisition of only two skills effectively, **Listening and Writing** while the other two lacking behind due to personal or societal aggression.
- The next figure depicts, how **student C** can be receptive to **Speaking, Reading, and Listening**, but stronger in producing language through Writing.

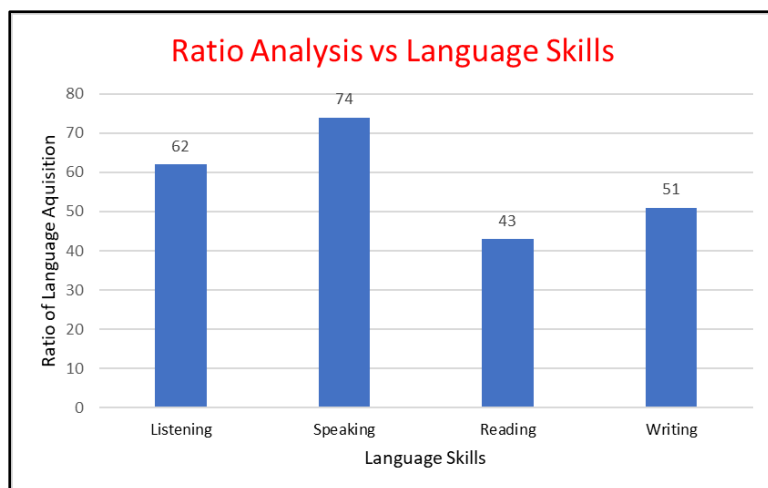
- The student D explains how he or she can be inferior in Listening and Reading due to lack of language teaching at school or home, the influence of the society, and the dissatisfied interest towards the subject English.
- Finally, **student E and F**, also can be studied through the relation of the four skills that compete each other depending on each student using it properly.

Expected Results:

The researcher plans to analyse the interconnectedness of Learning Language through the Application of Literary Theory called the Bowen Theory. This cross-analysis signets, how language can be taught, and learnt from a Behavioural aspect, where the mind of a student in relation to the acquisition of language in the class is observed. This theory can form, one of the best methodologies to understand and evaluate the students psyche and the real interest towards learning language with ease, but without compulsion. This process can be experimented on school teenagers, and college students to differentiate the teaching techniques used in schools and colleges of the State and Country, vitally in the subject English. This drives the Second Language Learners to inculcate the LSRW skills needed for Academic and Personal purposes. Finally, this research will aim to study the relational structures, present between the student self's, and how Language is derived to each student based on the criteria of:

Standard of Evaluation	Ratio of Analysis	Assessment of the four skills (LSRW)
Below Average	0-20	-
Average	20-40	-
Good	40-60	Reading, Writing
Excellent	60-80 (>80)	Listening, Speaking

*Total number of students assessed: 80



Conclusion:

Therefore, the outcome derived can be furthermore elaborated, to distinguish Language Learning under specific domains through a psychic experiment of the mind of the **Student** in collaboration to the mind of the **Teacher** in future, A Practical Approach of Evaluation. Henceforth, learning and teaching is merely a game of the mind, if used systematically and put into practise, can reproduce many forms and contexts making Language a Multi-disciplinary in nature.

Collection of Secondary Sources for the Research Undertaken:

Libraries visited for reference and study are St. Joseph's College Library, Bharathidasan University Library, Trichy. The Lucknow University Library, Lucknow Uttar Pradesh, and Hyderabad English of Foreign Language University.

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