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THE IMPORTANCE OF TEACHER'S ROLE IN ENGLISH LANGUAGE LEARNING

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Abstract: *Language is an essential part of human life; it creates rapport with others, helps to have a good relationship. People of the current era use English language for many purposes including the principal purpose, communication. A teacher, though students are able to use technology widely, plays a crucial role in the classroom which equips the students with good English communication abilities. The four language skills; LSRW are equally important, Listening skills are more useful for the language learning. Motivated, non-motivated students can benefit from it, but at the same time they face difficulties in understanding different aspects; accent, intonation, pronunciation. In the modern technological world Electronic gadgets, Whatsapp, Facebook, Instagram, Pod casts, Apps and teaching learning methods show the way for students. In the past, teacher centred method was popular but not now. A teacher is no more a boss; he acts as a facilitator to the students. One can say that teaching is a collaborative learning.*

Keywords: *Communication Skills, Electronic Gadgets, Language Learning, Teacher's Role*

Introduction

Teacher should always learn the language till his last breath. Teachers must update vocabulary by reading newspapers like The Hindu, Reader's Digest. Some reputed journals like ELTAI Journal will help to learn the teaching methods. In a practical way, teacher's ability depends on enthusiasm, towards learning process. By using modern technology writing / posting language content in the Blogs and apps are helpful to the teachers. If language teachers have good vocabulary skills, they can communicate effectively. Spending a few minutes every day can bring about a rapid improvement in one's vocabulary skills. The following activities/exercises are helpful in this regard:

- Make connection between words and ideas
- Find out the origin of the word
- Use them in sentences
- Listen to radio news
- Use English language software for the betterment of English language learning.
- Practice of Tongue twisters

Accent is part of culture. What is important to speak intelligibly make others understand what we intend to communicate. The main goal is to communicate effectively. Surprising reality is that most of the students have not taught English properly at school. Even the students who got good marks in English have not learnt properly at school; and the students with better scoring in English in their class 12 exams are also unable to converse well in English. Listening and speaking skills are ignored completely.

Getting learners to perceive:

The first thing as a teacher need to check that the learner can hear and identify the sounds you want to teach. The same applicable for intonation, rhythm and stress: can the learner distinguish native

and foreigner's pronunciation of a word, phrase or sentence. This can be done by requesting imitation, distinguishing minimal pairs (such as ship/sheep, man/ men, thick/ tick) or by contrasting acceptable with unacceptable pronunciation through recordings or live demonstration.[1]

To inculcate the habit of listening skills, I used story technique for listening and speaking activity, Ball Game to create interest among the learners. I carried the mobile phone and Philips Bluetooth Device for listening activity. I handed over the sheets to fill up the gaps. I carried The Hindu, Times of India news papers for enhancement of language learning.

Learner difficulties in Listening:

Catching the real sounds of the foreign language. If I don't understand every word. I feel worried.

I need to hear things more than once in order to understand.

If the listening continues for a long time I get tired, and more difficult to concentrate.[2]

Learner centred method is helpful to the students than teacher centred method because in Teacher centred method, teacher focuses his attention towards teaching only. There is no chance for learners to think. It is one way communication, only sometimes interaction occurs. In modern schools, teachers used to give assignments for learners. If the teacher wishes to develop writing skills of students, teacher should promote individually and Group writing. Writing is an effective skill that does not come easy to most people. It is due to inadequate of training in writing. Teacher gives a topic individually to the students, but tackling the problem is a headache for individual student. Collaborative writing gives good results. Students sit together in groups or couples to write down decisions decided jointly after talks. In the meanwhile, teachers should encourage kids to participate in the writing process.

They talk about the writing approaches they practiced in the academic writing class. They assess unity and coherence in the piece for correct introduction and conclusion.

They learn to choose the right words, to employ certain structures and to correct one another. You ponder about the various components of writing. It is a deliberate process in which students talk, argue, justify, negotiate and finalize a written work. The lecturer functions as an expert who enables pupils to take over their own learning responsibilities.

Teacher can use a game like situation in which the pupils are given a task: There are other ways of organizing such information gap tasks. Use two or more news reports of the same event or accident. The groups can be provided with parts of each and assigned the task of making each of them fully by asking the other groups appropriate questions. Such a task may include not just information gaps but also opinion gaps depending on the way each news paper views such events.

Story Telling:

The teacher tells the story, in doing so, she asks for the retelling of an event in it in another form. (present- past) and does so at regular intervals; then, depending on the level of learners, she gets them to complete the story, alter its middle or ending or make another similar story using the same grammatical forms.

The technology has revolutionized the way students study English in the age of information and mobile technologies. Technological developments and tools like mobile apps, podcasts have made it easier. It has expanded the range of language skills. Teachers must use the technology to provide their students with materials and/or learning opportunities during the actual training. The e-book is a compilation of courses. The resources are developed around genuine information online, but encourage students to reflect on their own understanding of the issues in the information and to respond to the information at a personal level.

Technical knowledge of a language comprises those aspects of language practice that can be put into rules. Oakeshott wrote: "In every art and science, and in every practical activity, a technique is involved. In many activities this technical knowledge is formulated into rules which are, or may be, deliberately learned, remembered, and as we say, put into practice."[3]

For Krashen, language learning and language acquisition are fundamentally distinct "ways of developing competence in second languages, and excepting some limited circumstances where rules can perform a monitoring role, language learning has no appreciable effect on language acquisition."[4]

In the learner center method, teacher should act as a mentor. If learners are enthusiastic towards language learning, it becomes fruitful. Learners should apply various techniques by learning vocabulary, exposure to reading, listening through apps. They can avail betterment of skills. Learners should brush up logical, reasoning skills, thinking skills. By participating in Group discussions with their peer group members, age group people in English is helpful to their career than in the tradition classroom. Traditional classroom paves the way for the 40% to 50% of the learner's development. Teacher should monitor and encourage the learners. His role is prominent one to promote the student learning process.

Technical knowledge performs a rather more extensive role than Krashen would allow to the products of language learning. It provides valuable tools for explicitly guiding and correcting language usage, when a felt need arises to do so. A language student can learn these tools in order to engage in grammatical consciousness raising, using them to augment and self correct her spoken and written expression, and to make reflective changes to the linguistic map of how her new language works.[5]

Language learning is teaching a language his or her use; his or her speech and structure, in the expectation that the student learns enough to speak the target language in fact. Language acquisition attempts to expose the learner in meaningful ways in the target language so that the structure of the language is acquired by actual use.

According to linguists, the gap between language acquisition and language learning is significant. Children acquire mother tongue language by interacting with their parenting and surrounding surroundings. The zeal of communicating indicates the route to achieve language. When a youngster is seven years old, he can clearly communicate concepts from the language and grammar point of view. Although parents never teach kids to explain the use of the language to them, they try to remember and use the language appropriately. This learning takes place because of the linguistic exposure and meaningful dialogue that a first language is acquired without systematic studies.

In current international second language acquisition and TEFL research, there is growing evidence that thinking of classroom instruction and interaction in terms of a dynamic interplay of routine and novelty, planning and improvisation, and predictability and unpredictability appears to be highly important for promoting creative and flexible language use and, ultimately, for successful learning and teaching.[6]

Linguistic acquisition is a rich language experience through use. The experience of language needs to be contextualized and understandable. The student must be motivated, relaxed, positive and committed.

The learner needs to attain profound and multi-dimensional language processing. Most language initiators show relatively little progress from the use of languages.

Most language students obtain very little from practices that allow them to do the most by simplifying the context in which they are asked to produce language.

Language is creative by its very nature. We can express or communicate one idea in many different ways. Language classes are not limited by any specialized subject or knowledge. Language teachers can, therefore, build their lessons on topics related to sport, management, law or philosophy and still focus on language. Language usage represents a form of communication that

can be used in near reality situations can be created more easily than in classes of chemistry or history.[7]

Language learning is promoted and increased if the pupil is convinced of learning environment, accomplishes self regard and is intensely employed in the learning activities. According to Skinner Behaviour theory, it is defined as; learning language is equated to verbal behaviour. He states that children came to this world with empty mind. Children acquire L1 through stimulation given to them and the responses of children are conditioned through reinforcement.

The acquisition of second language is disturbed by the application of how the person can use one or more languages different from his or her first language. This procedure can be done in a natural context or by formal training and even if the degree of competence can be achieved, it can start at a childhood or adult age. A learner's age affects the language learning process. Collier argues that the learning of second language relies on the age of the learner.

A related responsibility for teachers is to help the students exploit their own experiences as sources for learning in the planning and conduct of lesssons.[8]

Motivation is one of the key factors of second language learning.

In the learning environment, it is very difficult to teach a second language if the student does not want to learn a language.

Sometimes students are highly driven and the teacher's role is to maintain the students' motivation. Motivation is dependent on the social interaction between the teacher and the learner.

Teacher should take up some listening activities in the classroom. They are storytelling, songs, Entertainment.

Stories: Tell a joke or real life anecdote, retell a well known story, read a story from a book; or play a recording of a story. If the story is well chosen, learners are likely to be motivated to attend and understand in order to enjoy it.

Songs: Sing a song yourself, or play a recording of one. Learners simply enjoy the music without understanding the words.

Entertainment: Films, theatre, video along with stories, if the content is really entertaining (interesting, stimulating, humorous, dramatic) learners will be motivated.[9]

Krashen claims that only if specific emotional conditions, such as a happy attitude, trust in oneself, can learn. The success in the acquisition of languages depends on numerous aspects. Factors of age and motivation are key. In a study, motivated students were found to be more successful in second-language learning than those who are not motivated.

Roleplay and simulation are forms of games which project reality. Simulations contain diverse elements in their content and procedure. "Simulations are simplified patterns of human interactions or social processes where the players participate in roles. (Davison and Gordon, 1978,p.55) Accomplishing the task set in a simulation has sometimes got to be done within a time limit, e.g. in writing the front page of a news paper, just as in reality. In contrast to simulations, roleplays often consist of short scenes, which can be realistic. Role plays improve the students' oral performance generally, and simulations quite often train all four skills."[10]

Creativity paves the opportunities for language learners. In the words of Mary Lou Cook definition of creativity runs thus, "Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun."[11]

Tarcy Terrell a teacher who hailed from Spain developed Natural approach. He observed elementary to advanced level classes. Language is considered as a medium for conveying meanings and messages. Hence Krashen and Terrell state that "acquisition can take place only when people understand messages in the target language."[12]

In the Natural approach teacher plays three roles. He generates a constant flow of language input and provides many non linguistic clue to help students in elucidating the input. The teacher establishes an interesting, friendly atmosphere, not rectifying mistakes, and furnishing subject matter which creates enthusiasm to students. The teacher must opt and integrate amalgamation of many classroom activities, incorporating a diversification of content, context. The teacher is viewed as highly responsible for collection, designing and usage in the classroom. It stresses meaningful practice activities.

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