

Commitment of an English Teacher Towards Teaching English

¹Papaldeep Gosal, ²Jasraj Kaur
¹Research Scholar, ²Associate Professor
^{1,2}Punjabi University Patiala.

Abstract

English teacher has more responsibilities than any other teacher because of the requisite language skills to carry forward tutoring and learning in other subjects. It has become normal now for an English teacher to be aware of the various methods and theories of English Language Teaching. By manoeuvring different methods and approaches in a class room, the teacher can make the learners to develop the language skills easily and comfortable. English teacher has more responsibilities than any other teacher because learning all other subjects depends on the competence student's gain in English. In addition to teaching, teachers play several roles in the life of their students. They function as models to their students. The degree of control which the teacher has over the language decides how learning takes place. Teacher is responsible for determining the content of what is taught. Gone are the days where education was teacher-centered where students were just passive listeners. Now the teaching of English is learner-centered. Teachers are committed to their students and their learning. Teachers are responsible for managing and monitoring student learning.

Teachers mould the nation and students build it sound and strong.

Teachers have to be life-long students, engaged not in mere study,

but immersed in practice too, only a lamp that burns can light other lamps.

Introduction

India is a multilingual country. Each language in India claims the importance and hence language problems naturally arise. Hence English should be taught well and a revolution has to be brought about in the methodology of teaching this important world language. Through English maximum knowledge can be imparted to students. English, which has become, for historical and practical reasons, the major international language, is especially relevant to speakers of other languages since it is most widely spoken, it is the medium for the initial publication of much of the world's research, and, globally, it is the principal medium for international conferences, negotiations and other events. Modern approaches to methodology for the teaching and learning of English (and other languages) are able to develop high levels of practical language skills or proficiency, they can foster a realistic and balanced understanding of English-related culture, and they encourage the development of positive



cross-cultural attitudes that are vital in today's globalised world where, as a normal part of everyday life, people intermingle with people of different races, cultures and languages. English is the dominant international language in communications, science, aviation, entertainment, radio and diplomacy. English is an important tool for operating on the world stage. The ability to speak and understand English is mandatory in certain fields, professions, and occupations. With the global spread of English serious economic and political disadvantages will probably come to those not having a reasonable command of the language. The future demands a firm command of the English language. Students in their young age can pick up English quickly. They are the best fast learners, provided the preference to speak English at schools, colleges, universities is made compulsory. Without a teacher or skilled language speaker who can present the knowledge to be experimented with in a structured, graduated, and comprehensible manner, and who can guide, observe, and correct errors in usage, such a process of discovery is often haphazard, and growth in knowledge a matter of accident. Increase in the numbers of language institutes and their students also increasing interest of parents for their children to learn English can be a good evidence for the recent value of English language in our country. No matter what career the students choose, whether it is Engineering or History, having a powerful command of the English language will greatly increase their odds of success. In the teaching of English as a second or foreign language today, the approach is no longer teacher-centered, but is student-centered. In student-centered learning, students are active participants in their learning rather than passive recipients; students are more intrinsically than extrinsically motivated; learning is more individualized than standardized. Student-centered learning develops "learning how to learn" skills such as problem solving, critical thinking, and reflective thinking. Student-centered learning accounts for and adapts to different learning styles of students.

The accountability of the teacher: Teachers should converse and relate to the students, enjoy working with them, and be able to motivate them. They should have inquiring and analytical minds, and a strong desire to pursue and disseminate knowledge. The teachers must be vibrant and able to work in an environment in which they receive little direct supervision. Limited resources, frequent use of mother tongue makes the efforts of English futile for want of creating friendly environment wherein the children may participate in general discussion in English other than mother tongue. She should recognize the ways in which her teaching skills can be adapted for the teaching of English. A teacher must play many roles; organize courses, set learning objectives, establish a positive learning environment in the classroom, and evaluate students' progress. The main reason is that learning English doesn't just involve gaining knowledge. An equally important part of learning English is developing skills, and skills can only be developed by practice. They need to make English study as interesting and attractive as possible, that students will want to feed themselves. They need to help students' develop their own plan for studying English, and help students keep their plans - and their interest - alive. Students need to know it is up to them to feed themselves - and not always wait for a teacher to stuff them. Teachers who have a good command of English will have more confidence to use English in class, and also have more confidence when answering students' questions. Students will also tend to have more



confidence in teachers whose English is obviously good, and will tend to look up to them as role models.

The secret of successful teaching is to discover means of making the pupil like and want to do the things that the teacher wants to do. The more one is exposed to the use of language, the better one learns. Teachers who have a good command of English will have more confidence to use English in class, and also have more confidence when answering students' questions. Students will also tend to have more confidence in teachers whose English is obviously good, and will tend to look up to them as role models. Inspiration is no less important a factor in the reading classroom than in any other area of language learning. Once the class is encouraged, more than half the battle is won. Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning.

Being the investor of knowledge: Teacher deposits knowledge to the students. Knowledge is transmitted from teacher to students. Education is not just transmitting what is known. But education is discovering what is not known. The teacher's duty is to observe, understand and to motivate the students. In language learning teacher plays main role. The teacher removes the biggest language learning obstacles from the learners and creates conditions conducive to language learning success. The style of teaching should be changed into the style of learning of the students. A good teacher should listen and understand the feelings of the students. Care and affection is essential to motivate the students. To teach all students according to today's standards, teachers need to understand subject matter deeply and flexibly. They understand how to work as facilitators, coaches, models, evaluators, managers, and advocates. They know how to utilize various forms of play, different strategies for grouping students, and different types of media and materials. Teachers observe and assess students in the context of ongoing classroom life. They are skilled in collecting and interpreting a variety of types of evidence to evaluate where each student is in a sequence or continuum of learning and development. They know how to move from assessment to decisions about curriculum, social support, and teaching strategies, to increase the prospects for successful learning. Teachers understand and respect the diverse cultures, values, languages, and family backgrounds of their students, use community people and settings as resources for learning, and involve parents and families as active partners in the students' total development.

Assessing learner: The teacher is a source that helps students identify their language learning problems and find solutions to them. We should find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. We will serve as a source of information to the students about how they are progressing in their language learning. Students learn languages when they have opportunities to understand and



work with language in a context that they comprehend and find interesting. Students' refusal to take responsibility for learning English does not affect only their own welfare but their family members, the dependents and others too. They can experiment with these habits, undergo the consequences of their actions in the comprehension, incomprehension and corrections they receive from their interlocutors or readers, make adjustments in light of those consequences, and draw inferences about improved performance in future interactions.

Conclusion

Undeniably it is really an immense exigent task for the English language teachers to develop his/her students' skills in English language. The teachers of English must possess more patience and work very hard with a commitment and dedication to procure the expected outcome from their students. The English language teacher must play multi roles namely – mentor, counsellor, motivator, facilitator, a friendly trainer, and diagnostician. Teachers should enthuse, the learning spirit among students. Teacher's guidance from time to time helps in reading only useful books and material. Without a teacher or other skilled speaker who can serve as a linguistic exemplar, someone whose example can be followed, a learner is likely to miss out on important nuances in language that can only be communicated from person to person. Teaching requires the ability to communicate ideas well, motivate students, and be creative. They should treat their pupils kindly and sympathetically. Through activities the teacher can help the students to express themselves. In the class-room, the teacher should create situations, where there is willing desire for healthy competitions, if the child is treated with love and affection; he feels secure and thus develops self-confidence. The child must be allowed to move about in a wider sphere, so that he develops in the art of self-expression and command over the language.

References:

- Bhatia, K.K. (2001) Educational Psychology and Techniques of Teaching: Arora Offset Press, New Delhi.
- Brown, H. D. (2001) Teaching by principles: An interactive approach to language pedagogy. New York: Longman.
- Ellis, R. (2003) Task-based language learning and teaching. New York: Oxford University Press.
- Farrell, T. (2003) Reflective teaching-The principles and practices. Forum, 41, 14-21.
- Haque, S.(1995) Teaching English as a foreign language. Dhaka: Bangladesh Open University



Larsen-Freeman, D. (2000) *Techniques and principles in language teaching*. New Delhi: Oxford University Press.

McKay, S. L. (2002) *Teaching English as an international language: Rethinking goals and approaches*. Oxford: Oxford University Press.

Richards, J. C., & Lockhart C. (2005) *Reflective teaching in second language classrooms*. New York: Cambridge University Press.

Wallace, M. J. (1991) *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.

