

MAKING ENGLISH LANGUAGE LEARNING EFFECTUAL

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Abstract

Effective learning is sturdily related to effective teacher and effective teaching. In this concept, teachers 'characteristics get crucial importance in understanding and lessening the problems and difficulties hindering students' long lasting learning process. The aim is to present the features of an effective English language teacher by comprising of the frequent characteristics in the studies and to give a few pedagogical suggestions for English language teachers on how to increase their effectiveness in the classroom. An English language teacher should have socio-affective skills, knowledge awareness, content understanding and individual virtues for better language teaching and learning. In addition, an effective English language teacher should have a balanced combination of these four main aspects. Common ideas on the pedagogical awareness of the teacher are that an effective English language teacher should steer students with informational feedbacks, have specific abilities to systematize and explain the course, use diverse approaches in language teaching integrating technology, have abilities about effective classroom management, teaching strategies, etc.

Keywords: Effectiveness, Learning, Teaching, Teaching Strategies.

Man has imagined a language for motivations behind correspondence. English language today is a standout amongst the most prized belonging of man. It is a living thing. Communication is not just the diffusion of significance starting with one individual then onto the next through images. It infers that the arrangement of communication is ordinarily possessed, acknowledged and perceived by the individuals from a cluster. It empowers them to secure, trade, store, recover and handle data. Persuasive communication joins an arrangement of aptitudes, including non-verbal correspondence, mindful tuning in, the capacity to oversee push, and the ability to recognize and comprehend our own particular feelings and those of the student we are speaking with. At the point when Students' Proficiency in the English Language is high, it will influence and enhance the scholarly execution of such understudies. Familiarity with discourse, legitimate information of sentence structure, trust out in the open talking will make individuals prepared to keep their pace with the creating scene. It will help in raising the measures of English as a language at the school level. Instructors will make a better showing with regards to in the event that they discuss well with their understudies. Persuasive communication can enhance connections at home, work, and in social state of affairs by developing our associations with others and enhancing teamwork, basic leadership, and critical thinking. The more the understudies speak with the educator and with each other in English, the more agreeable they will get to be with it. The best correspondence when effectively executed can prompt to the majority of far-fetched and significant alliance with somebody. Understudies who experience issues with their relational abilities in the English language may not work viably. By and by, where the capability in English is deficient in any intellectual setting, it will bring down the scholastic execution of such understudies.

English Language Teaching and learning has become very intricate in India. This is mainly because of the issues, debates and discussions about the position of English language in India. The underlying principle of introducing English

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language in India has been served because it was very intricately and marvellously woven into the lives of Indians. The language is accepted on the surface level but opposed at the cultural and psychological levels. Challenges like ideological and political resistance to English language, encouragement of mother tongue based education, poor infrastructure, non availability of unqualified teachers have made English language teaching in India a difficult and arduous task. It makes all the more important the fact that how should an effective English language teacher should be.

MAIN FEATURES OF AN EFFECTIVE ENGLISH LANGUAGE TEACHER:

- **Social Skills:** As in all other areas, it is essential that teachers have some basic social skills to interact with their students and uphold the educational process effectively. These skills include a wide range of items such as motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere. The social skills enable teachers to establish first-rate understanding with their students as well as maintaining the process of education more effectively and successfully. Another crucial point is what students experience, how they feel and how to approach their related inconveniences in the process of teaching and learning. It is important for teachers are to create an environment in which their students can concentrate on learning in both cognitive and emotional levels.
- **Academic Awareness and Management:** In order to carry out any kind of job properly, one should have the knowledge of how to do it. S/he should be aware of the measures and the strategies to follow in the process. Without academic awareness teachers cannot convey what they know to their learners. To deliver the content in the best way, an effective teacher needs both field precise knowledge and knowledge of how to present it. Academic awareness helps the students in many ways such as providing students with an environment in which they can be relaxed in order to learn and generate well, guiding students, having the ability to systematize, explain and elucidate, as well as arousing and sustaining interest, motivating students, giving positive reinforcement, allocating more time to preparation and deliverance, and teaching with effective classroom materials by integrating technology. Hassle-free environments provide not only learners but also teachers with the relaxing environment to take part in the process willingly and to eliminate or at least minimize the fear of making mistakes.
- **Content Knowledge:** Another main area that attracts attention is the content knowledge which teachers should acquire regarding their specific field. Content knowledge includes things such as using target language efficiently in class, integrating lessons based on students' backgrounds and preparing useful lesson plans. Content knowledge enables teachers to make use of audio-visual materials when possible, guide students to get some learning strategies, teach a topic in accordance with students' proficiency levels, and observe and inform students about their improvement in language learning. The more teachers have the content knowledge, the more effectively they teach and the more victorious results will be obtained.
- **Individual Qualities:** People who work in any line of work indispensably bring their individual qualities in the working atmosphere. In addition to the subject-matter knowledge or the pedagogical knowledge, teachers are also supposed to have some indispensable personal characteristics to teach effectively and to be thriving in their profession. Some of the individual qualities are being broad-minded, enduring, kind, level-headed and open-minded, flexible, hopeful, passionate, having constructive

attitudes toward novel ideas, and being considerate for students as qualities essential for being an effective teacher. An efficient English language teacher should have defined characteristics to achieve successful language teaching. Language teacher should be keen to teach English, have good relationships with students, care students' needs about English and inspire students by creating self-sufficiency supportive environments within which students can stimulate themselves.

- **Strategies for Language Teaching:** Before applying any strategy a language teacher has to keep a small number of things in mind which are very important from humanistic point of outlook.
 - a. Admiration for learners as people, including nurturing the individual's self-worth and the learners' respect for each other.
 - b. High belief for the learners' knowledge and sovereignty, that learners know best how and when to learn. Thus classroom performances should only be those the learners wish to engage in.
 - c. Be acquainted with the affective as well as cognitive character of the learning occurrences.
 - d. Recognize the function of self-discovery, and of the individual learner's autonomy and independence.
 - e. Teach in an enabling way, regarding teachers as enablers or facilitators who support learners in their self-discovery rather than as instructors who 'transmit' information to learners. Humanistic language teaching therefore embodies a set of progressive educational ethics and beliefs about learners, learning, and the rationale of education more generally.

The following strategies may be used for better reception of the language:

1) Effectual Explanations: The task of the teacher is to make knowledge available to students that is, to endow with explanations. There are of course a number of ways this might be achieved, from teacher-led Deductive explanations to guiding learners through a course of Inductive discovery. Effective explanations require various factors like the vigorous engagement of learners in processing innovative information and linking it to old information, effective and linked stages which neither over-explain nor under-explain the matter. An outstanding teacher should also have lucidity of presentation, teacher eagerness, assortment of activities during lessons, achievement-oriented performance in classrooms, acknowledgement and stimulation of learner ideas, be short of disapproval etc.

2) Using technology: An range of acronyms have been used to explain the application of computers in language teaching and learning e.g., CAI – Computer Assisted Instruction, TELL – Technology Enhanced Language Learning, WELL – Web-Enhanced Language Learning, CALL-Computer Assisted Language Learning . Technology makes language learning very appealing and effective as the results are long-term. These days language teaching with the help of technology has achieved much ground.

3) Induction or Deduction Method: The extent to which attention to grammar takes place varies as per the viewpoints, practices and norms of teachers and learners. The learners can be initiated to language rules through two very different ways. In deductive approaches to learning, learners are first presented with the rules or generalizations about language, which are explained and verified before being practised. Inductive approaches characterize 'discovery' actions such as reading examples of distinct grammar items, working out the dissimilarity in meaning and hence the rule. However, inductive approaches, with the intellectual effort and processing required of learners, are thought to more accurately reflect the way the mind learns.

QUESTIONS TO BE KEPT IN MIND WHILE TEACHING ENGLISH LANGUAGE:

The following questions must always be kept in mind of an English teacher while teaching the language in the classroom:

- 1) What are the principles for the selection of language items in language teaching?
- 2) What processes do learners use in mastering a language, and can these be integrated into a method?
- 3) What should the aim of language teaching be? Should a language course try to teach conversational proficiency, reading, conversion, or some other skill?
- 4) What is the fundamental nature of language, and how will this influence the teaching method?
- 5) How much 'engagement of the mind' does the method anticipate?
- 6) What principles of organization, sequencing and presentation best facilitate learning?
- 7) How much importance does the method give to 'genuineness of language'?
- 8) What should the job of the local language be?
- 9) What teaching practices and activities work paramount and under what circumstances?

Differences in the way these apprehensions are addressed highlights the approaches of a variety of different named methods that have been practised in English Language Teaching over the last many years. But it needs to be seen that what methods are in reality helpful in learning English language from the students point of view. The strategies also depend on various factors such as the background, the age of the learner, curiosity factor, grasping power etc.

CONCLUSION:

The ability to put across viably has turned into an essential employment necessity. With good language skills a learner of English language or any other foreign language can very well land positions effectively and can take part in meetings and examine with individuals in a gathering about any given point. Aside from being the most critical and broadly utilized language, English is thought to be one of the slightest demanding languages to learn and talk. Teachers of English should take into account the possible troubles that may influence their decisions of implementing teaching and learning strategies in their classes. In doing so, they can alter or monitor their instructional approaches to meet the growing need of the learners in a more appealing and thought-provoking learning environment in a changing world. Teachers of English should be encouraged to make the most of critical learning strategies in order to motivate student learning reading at a higher level of thinking practices for greater depth of knowledge. The teachers should be provided with more opportunities to take part in professional development training workshops or programs, thereby creating their innovative instructional strategies to teach reading to students through making curricular modifications. Such teachers' positive changes will enhance students' learning capacities to a great extent.

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