



Role of Teacher and Taught in Learning English Language

(Short Communication)

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Abstract

Language provides us a powerful medium of expression. Man used 'sign language' much before he invented language. We find that human beings are so creative that today thousands of languages exist in the human world, and we keep our languages very flexible by adding new words, coming out with new expressions, and using languages creatively to give expression to our human ideas and thought. The objective of this paper is to discuss the role of teacher and taught in learning English Language.

Keywords: Learning English Language, Mother Tongue, Expression, Language Function

Discussion

For the ultimate attainment in a second language acquisition, an ideal ELT practitioner needs to possess at least six types of competence as they are the mainstay of modern prerequisites for effective teaching and learning according to current language researchers like Diaz-Rico & Weed (2006), Canale (1983), Johnson, (2008), etc. Languages have their fascinating history and interesting stories. We don't intend to discuss all that, but it is interesting to note that languages grow out of one another. We have groups of languages which have lot of similarities. A major language may have many sub-languages called dialects, and these are languages which get into their vocabulary words of many languages, in order to increase their flexibility of expression and usage. Languages function in a very interesting manner in a community or a society where they are used. For example, in a country you may find a standard form of a language which may be

called standard language, used by the educated, learned and socially polished group, often called the elite of the society. In England, for example, the language of the southern province, spoken by the people who live around Oxford and Cambridge universities, is said to be the standard English of England. English is also spoken by the people who are not educated at University. People in London or in other parts of England like Ireland or Scotland, have their own type of English which is different from the standard version of English that is spoken by people who live around Oxford University. B.B.C. English is the representative of the standard form of English language of England, and it is often described as the model that should be taken as the ideal by the non-native speaker of English language. Words can be learnt by encouraging the learners to play various types of popular and well known games, which make students to compete and get involved in the healthy spirit of doing their best for their groups, teams, etc. This way the interest in learning can be created. Students can be motivated to make speeches, they can be asked to express their views and thus improve upon their speaking skills.

The motive of university teaching is to lay the basis for smart and wonderful specialization, to open the thought to new interpretations and new understandings each of man and of nature, and to give preparation in those standards of judgment and appreciation, the possession and software of which are the marks of the truly trained and cultivated man. Moreover, they learn to be pioneering, decisive, and sound readers. In short, literature makes accessible to the learners an extraordinarily affluent foundation of genuine substance. It not only helps in learning the four basic language skills (Speaking, Reading, Writing, and Listening) but also adds a new characteristic of learning i.e. the cultural side of the target language as literature is one of the most useful and influential transmitters of culture.

Application of literature in teaching language helps the learners obtaining command over all the aspects of language. It facilitates them to expressive their thoughts and feelings in lucid English. It teaches them how to employ the verbal communication for speaking noticeably, precisely, and abruptly. In the learning of a language, what one requires a great deal is the patience on the part of the teacher and also the motivation on the part of the learner. The interest can be created if the teacher tries to make the subject interesting. Actually, any learning which is made interesting motivates the student to take interest in it. If the teacher tries to ‘teach’ language through ‘acting’, dramatics and conversations, etc. and thereby makes the students get involved in the learning, the learning of the subject becomes more of an entertainment than ‘learning’. Learning a language, and particularly a language which is not one’s mother tongue, is difficult because one is not getting sufficient ‘exposure’ to that language.

While talking of the roles of teachers and learners, it is desirable to mention that Jha (2017) hypothesizes that, an ideal ELT practitioner, needs to possess multidimensional competence of six types, namely: Systemic, Strategic, Sociolinguistic, Inter-cultural, Communicative, and Research competence. We must realise that here we are trying to learn a language in an artificial manner. The language is not our Mother Tongue (M.T). and we have to adopt ways and means to learn the language by practising the language a great deal. An effort to repeat the various sentences also helps. Consulting books of grammar, dictionaries, and talking to the people in the language are some of the ways by which one creates a deliberate atmosphere which is not natural but useful enough to give one some ‘exposure’ to the language. Learning procedures can be created by the eager student in order to acquire more and more of practice in the language which he wishes to master. Constant and regular practice of repeating forms and expressions of a language does help a non-native, speaker to learn (the language, and he can gradually increase his mastery over the language by making further efforts in this direction.

So, learning a language and, particularly, learning a language in the second language learning situations, is a difficult process. To understand the situation a little more clearly in practical terms, it will be better if we talk about how English is actually learnt by the people in our country, and what problems they can and do encounter in the process of learning. But before we do that, we should briefly understand that learning of the language in the case of one's mother tongue is not a difficult and intricate process. It must be understood how Mother Tongue is learnt. The teacher has to adopt certain ways and means to bring the learning process, as far as he can help, to the ways and means which are there when a child learns the mother tongue. For example, give plenty of interesting materials to the student to read in English. Give him enough opportunities to speak so as to overcome his 'shyness'. Even a native speaker, in childhood, does commit mistakes. We should think how we learnt our mother tongue; we did learn by 'trial and error' and gradually perfected our language or our command over our mother tongue. Exactly the same process is going to be there in the second language learning. Plenty of exercises to expose the learner to the language should also be undertaken. With the availability of BBC materials (audio cassettes) etc., it is possible to listen to the native speakers interacting in the language, which gives us the 'feel' of the real language. The complexity of the learning process can be understood by the fact that human mind has the capacity and the capability to acquire what it wishes to receive and retain. It is necessary to realize that the basic human tendency is to accept what is less burdensome in the shape of information, to add to one's knowledge and understanding. Experiments have proved that when students are asked to learn rules of grammar, they find that the learning is a troublesome, and a boring burden. On the other hand, if they are asked to know about the rules in a given 'situation, in the guise of an entertaining story or situation, the rules are not only learnt but imbibed and digested. When talking about learning language Skills, the four basic ones are listening, speaking, writing, and reading. However, there are more skills based on social strategies, have been identified such as describing, narrating, memorising etc. Further it has been recognised that we generally use more than one skill at a time, leading to more integrated exercises. The study of recent text books emphasises on importance of students working with other students in pairs or groups, sometimes, the entire class. Pair and group work provide an opportunity for more students to participate actively. Such activities do provide opportunities for peer teaching where weak learners can find support from other classmates. In the same vein, an ELT practitioner needs to get into the role of an inquisitive researcher as (Jha, 2014) expects an ideal ELT practitioner to have an adequate amount of competence that could be used to understand the impediments in effective teaching and learning inside and outside an EFL or ESL classroom from both causal and remedial perspectives.

Thus, meaningful aspect of language is also very important because, if we wish to communicate, then clarity of the meaning should be very much there in the system—grammar, words and many other aspects of the language ensure that what we wish to convey, only that is to be conveyed to the receiver of the communication. A proper usage of the system — the alphabets for writing and sounds while speaking, will definitely help us to convey our message forcefully and effectively.

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