

A Study of Explore Taught of Teachers Teaching in English Courses

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Abstract – The present study has attempted to examine the teaching of writing at the intermediate level through the different components of the courses, including the goals and curricula, text books, teaching methods and evaluation processes. The work has confined itself to a comprehensive study of the aspect of writing alone, without regard to the other three language skills, namely, listening, speaking and reading. The assumption that writing is a ability that needs to be learned to remove other abilities should not be seen. Writing must then be learned / learned alongside the other skills near. Nevertheless, the present research concentrated exclusively on writing skills because of the immense importance given to writing both in academic and professional terms. The students choose the intermediate-level courses in accordance with their own preferences and careers. Students appear to concentrate more on the topics of the party and are distracted with English. The students repeat everything they have learned from the written material provided by faculty managers, thereby restricting the spectrum of language learning. In India, English is the school medium and is used primarily as a language for libraries. In addition, it is the form in which students are tested at schools, universities and entryways. Even employment placement centers perform written tests. Student authors need to realize that writing is a tool for survival beyond their classrooms in the real world. Owing to the value of English as a foreign language, more and more people understand the need for working or academic purposes to learn to write in English.

Keywords: Teachers, Teaching, English Courses, Speaking, Reading, Writing

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INTRODUCTION

Writing is a method that we depend heavily on. Over the last five decades, the planet has shrunk. It's now a worldwide village. It is possible to communicate instantly. These English-speaking professionals can compete more successfully in English speaking societies and can talk to people in other societies who do not have the common language, but share English as their second language, in their social and professional discourses. Writing also makes other language skills easier to improve. The writing act requires comprehension, vocabulary and grammar skills. Reading for more knowledge helps to develop skills in writing. Reading strengthens vocabulary for specific purposes because they have to make appropriate word choices. The orthographic system requires morphological knowledge to be mastered that is not needed in speech. Raimes not only points to the fact that writing helps to develop all these skills and strengthen grammar structures, idioms, and vocabulary, but also encourages students to experience and learn the language they have just learned. Writing is a very important skill in the language, because students find it necessary to find

the right word and sentence in order to put their thinking on paper. Another important attribute of writing is its ability to solve problems and to think logically. Writers collect data, read, observe, discuss, synthesize and evaluate data. The students' ability to think logically and solve problems is increased by taking part in all these activities, as they conceptualize and state ideas.

During the language learning process the students must learn to listen, speak, read and write four language skills. Writing is categorized from the four language skills as one of the productive skills, because language is not received but produced. While writing and speaking are both useful skills, these two skills are fundamentally different. The variations lie in different dimensions, such as textual characteristics, social-cultural norm, using pattern and cognitive processes.

Penny Ur (2004), points out some striking differences between spoken and written discourses. They are:

- a. **Permanence:** Written text is secure and permanent. The reader has the convenience, time or speed to read the written text, while the speech is temporary. The speaker must be interrupted for a few reasons, and the speech must be followed at the pace defined by the speaker each time, the speaker's words must be presumed.
- b. **Explicitness:** For the contents, the written text is explicit and the references are clearly indicated. In speech, there must be no clear description of the real-time situation and information exchanged between the speakers, which can be presumed.
- c. **Density:** In a written text the material appears even more extensively where the knowledge in speech is condensed and conveyed with several repetitions, glosses and fillers in more phrases.
- d. **Detachment:** the written text is time and space, unknown and the writer is alone to his readers. The listener is present with speech and input is given immediately.
- e. **Organization:** A written text is generally structured in accordance with the grammar rules; the language used is correct and formal. A speaker has the right to change his / her speech.
- f. **Slowness of production and speed of reception:** In contrast to speaking, writing is very slow. Written text can better be understood when interpreted by them while the other person reads it aloud, opposed to hearing the same text.
- g. **Standard language:** In general, a standard language is used in the writing of a text. The language can be understood in regional dialects of the speaker, although the written language has been understood universally.
- h. **A learnt skill:** Spoken language is acquired, at least one's mother tongue, but writing is deliberately taught and learnt.
- i. **Sheer amount and importance:** Spoken texts are far longer than when the same ones are represented in written format. This is because of the phenomenon called „redundancy“.

NEW ENGLISH LANGUAGE TEACHING PROGRAM IN CLASSROOM

There is a common conviction that in second or foreign language (SLL/ FLL) learning, the younger one is stronger. The rising number of child-language students around the world is demonstrating this assertion. In

India, Early Language Learning (ELL) took place. International empirical research shows that an early FLL person generally has a higher skill level than those earlier. In terms of the crucial role of age in language learning, it is generally believed that the results of the learning process are higher as the learning process begins at an early age because of a longer exposure. Therefore, research on acquisition and learning in L2 and FL has shown that the process of L2 is easy and rapid by age, leading to very high rates of skills via language exposure. In the early stages of schooling, there has been a global tendency to incorporate English to provide more exposure to this language. This phenomenon has been witnessed in many parts of the world with the influence of globalized demands for higher skill levels. As Gimenez et al. (2013) have stressed, an increasing number of young children in different contexts around the world are learning English as a result of this fact. As a result of the world-wide interest, Early Language Learning in Europe project led by a group of researchers aimed at 'providing a thorough insight into the policies and implementing processes for early learning foreign language programs (FLLs) in Europe'. The project results showed that there is a global trend in supporting education systems in order to get young students (YLS) to begin to learn English at an early age. In the preface of the ELL report the British Council representative points out that early language exposure in schools around the world has in recent years been an overall trend towards the education policy "due to demands and expectations of parents and the willingness of education authorities to improve linguistic skills and cross-cultural comprehension." As for the ELL policies of the countries of the 21st century the attempt to reduce the language-learning era appears to have a consensus. The two most common language learning models of primary education should be: introduce the new one at the beginning of compulsory education or start after two years, usually at age 8. "Tinsles and Comfort (2012) challenged the age at which a foreign language education would start at the beginning of their research. The first is typically more prevalent than the latter in developing countries, as is mentioned in their analysis. The countries vary in their compulsory FL education at primary schools. Their countries are different. In Finland, Croatia, France, Bangladesh, Italy, Norway, Malta, Spain Sweda at the age of six; in Bulgaria, China, Cyprus, Germany , Greece, Korea, Romania, Taiwan at the age of eight; in Slovenia, Denmark, Hungary, Argentina, and Lithuania, at approximately nine years of age. Rationalities behind the inclusion of language in early schooling explicitly contribute to 'the international aspirations of a country and the desire to prepare children for effective participation in foreign environments'.

TEACHING ENGLISH AS A FOREIGN LANGUAGE IN PRIMARY SCHOOLS IN INDIA

Globalization has influenced language policies and initiatives across the globe, and facilitates a global dissemination of English. Many countries have revised their FL strategy based on their global English spread. However, it was a fairly recent development in India that English was incorporated into the curriculum of state primary schools. Following the educational reform of 1997, EFL is introduced at the fourth grade as a regular mandatory school subject. Over the last decade a number of modifications have been implemented over FLE curriculum which affects not only the apprentices but also teachers and educators. The program was then included in "Teaching English to Young Learners" and the in-service English Language Teacher Training and Development Unit (INSET) were then established in order to provide in-service training for English teachers. As stated in Fullan (1993) teachers must serve as mediators in order to convey these changes to their students through teaching. Teachers also need to consider the causes and the reasoning behind these changes. But it was found from the research that investigated the degree to which teachers took the proposed curriculum that they were not applied successfully in classrooms and that the experience of the teachers was different.

ROLE OF A TEACHER IN ENGLISH LANGUAGE TEACHING

Much of the correspondence in the modern world is rendered in English as teaching medium. It is an important or a global language as everyone knows when the present world forges forward by communicating to others in order to carry out its harmonious relations. In English Language Teaching (ELT) it is particularly important to increase the student's attention if English is connected with Class Room Teaching (CRT).

Someone needs to develop experience in all four skills in order to learn strong communication skills or to succeed in communication. We are abilities to listen, communicate orally, perceive and inscribe. A student must cultivate an interest in the subject or language before learning any of these skills. In this respect, the teacher plays a major role in attracting the attention of the student through interaction between the students. A teacher is to play various positions as a learner, facilitator, assessor, manager and appraiser. A instructor must first place herself as a learner prior to teaching students and think from the viewpoint of learners. It will attract students with curiosity. Teacher functions and other aspects of the program can be explored with students in the classroom as a part of their student preparations. Learners should imagine what roles their teacher wants, how this desire blends

into other aspects of their way of learning and why teachers choose each role.

Education is just one thing, and as a teacher all these things have to be done for the pupils' education. A teacher is the person who has the expertise, tools and information to educate young students in a classroom.

There are many improvements in teaching methods and learning approaches in this fast-growing country. In addition to parents, the teacher plays an important role in the development of children's interest in a subject or language. Teachers should therefore become learners by focusing on the situation through a different perspective, before teaching students, and by making them applicable in everyday situations.

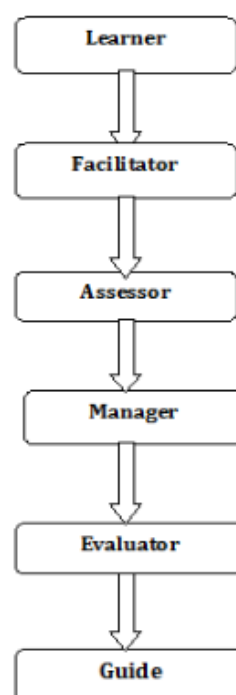


Figure 1: Different Roles of a Teacher

TEACHER AS A LEARNER

Teaching and learning are a continuous process, with methods that can differ from one generation to another. Although the education system is changing somewhat, the position of a teacher remains unchanged but with minor modifications. The role of the teacher is to persuade the student that studying in classrooms satisfies the needs and studying. A instructor will think from the viewpoint of the students before deciding to communicate with the students. When a teacher prepares from a pupil's point of view and begins teaching, the pupils can be informed without any hesitation.

TEACHER AS A FACILITATOR

This is really important for students to know that their teachers care for them and so will become the students' best facilitator in every way. As a facilitator, she will direct and assist students in self-exploring. Teachers should create the best learning environment that represents the life of students in cultures, intellectuals and languages. As an assistant, a instructor will lay the groundwork for its personal development.

TEACHER AS AN ASSESSOR

As a teacher assessment is one of the essential ways of gaining information from students through ongoing feedback. The job of the teacher is not only complete by lecturing. Evaluation is the powerful way to make learning better for students. A instructor must first determine his own findings before assessing a student and to what degree a student will gain from his or her proper assessment. Such tests may be done through verbal input, observing, completing tasks, etc. An assessment helps a teacher to prepare and direct her to learn the potential teaching techniques.

TEACHER AS A MANAGER

The role of the teacher as a manager is an significant and integral part of the management of a class. An instructor must prepare in advance to manage the lessons within the specified period, including academics and interpersonal skills, which naturally is a place for practice. An experienced instructor can handle timings on his own basis. A teacher's strong class management with the key processes leads to the effectiveness of teaching methods.

TEACHER AS AN EVALUATOR

Because we all know, the appraisal plays a vital role in the performance of a instructor. Assessment is a subjective, academic-related method. The instructor must be an efficient assessor during the student assessment. A teacher should conduct accurate and equal assessment to represent the future of a student. One student has a large range of errors to understand. For an evaluator, an individual student should always concentrate on strengths rather than shortcomings, and every student should meet realistic standards.

FUNCTIONS OF WRITING

Writing is an important language medium and is used for many purposes. In the everyday lives of an individual, it performs many important functions in many areas such as the government, academic, media and even social and personal environments. Many official correspondences are carried out by writing, for example. Person correspondence, memoranda, circulations, papers, orders, e-mail messages and meeting minutes, assessment reports, project reports, etc. Naturally, documentation is the most important

feature of writing, particularly as it is permanent in writing when speech transits. Official and legal records, usually in writing, are retained for future use. Lawyers must cite previous cases and rules, which are only possible if they are preserved by writing. Without written records, including books, newspapers, maps, manuals, bills and letters, one cannot imagine a future. In the field of academics, the writing of notes, projects and tasks, problems of practice, drafting and writing observations are commonly used in classrooms. English is used primarily as a library language and is used in India as a teaching medium in schools. It is also the way students are checked at schools, colleges and entertainment centres. Also work placement centers conduct written exams. Student writers must be mindful that writing is a way of survival outside of their classes in the real world. As English is an international language, increasing numbers of people are realizing the need to learn how to write in French for work or school purposes.

Writing takes a very significant place in society, since only if a person reads and writes is considered a literate person. Bacon correctly said that reading makes a man full, that lecture makes a man ready and that it makes an exact man. This is not enough to just learn how to speak the language. People living in a certain region will learn how to speak the local language, but only those who can read and write the language will be taught in the same language. And it's really important to learn how to compose. Writing is a method that we depend heavily on. Over the last five decades, the planet has shrunk. It's now a worldwide community. It is possible to connect instantly. English experts will participate in English-speaker communities more effectively, and will be able to communicate with people in other communities who do not share a shared first language but use the English language as their second language.

Writing allows other language skills to be improved. The writing method includes comprehension, vocabulary and grammar skills. Reading for more knowledge helps to develop the skills of writing. The reading improves the vocabulary for other reasons, as they will seek to make correct word choices. The spelling system requires that morphological knowledge is mastered and not that required in speech. Raimes (1983) not only points to the fact that writing helps to improve all these skills and strengthens grammatical structures, idioms and vocabulary, it also allows students to understand and experience the language they just learned. Writing is an valuable linguistic ability since students find it necessary to find the correct word and expression when it comes to getting their thoughts on paper. The fact that it improves students' ability to solve problems and also critically think is another essential aspect of learning. Writers gather information through the reading, interpretation, conversation, synthesis and analysis of data. The student's ability to think and solve problems is strengthened by

engaging in all these tasks as they conceptually plan and state ideas.

PICTURES FOR TEACHING GRAMMAR; PREPOSITIONS

From the start of language learning the grammar has been a source of headache. Linguists and pedagogy experts were constantly debating it in a remarkable way in order to support the purpose of linguistic learning. Within the field of English grammar, however, several studies have been conducted but the result has yet to be satisfactory. The current inquiry suggests other methods for teaching grammar, a significant aspect of learning, by using images in a classroom.

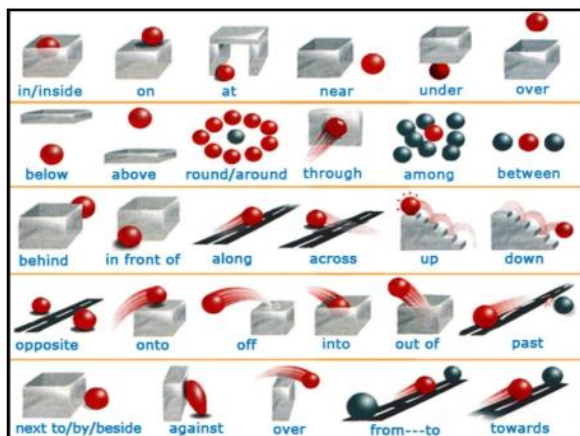


Image- Place Preposition

Students may also be inspired to write and express themselves by presenting a clear image of how they can communicate their thoughts in writing, which is called "free writing" in the language word. Students will write 20 phrases on the picture below. This exercise offers the student an opportunity to trigger a thought process and also lets him relay his ideas from brain to symbol, which is a complicated process. Students have a difficulty translating their concepts from their mother tongue to a foreign language where they are searching for the correct vocabulary, sentence structure and paragraph structure. They just speak in their mother tongue so that they experience certain dilemmas in conversion at first.

CONCLUSION

The study seeks to explore the ideas of English teachers on the ELTP, their views on the correct teaching technique for YLs and their implementation in the classroom. The differences in theoretical expertise and experience indicate that further work is required to understand the reasons of the findings. The study results are significant, since they illuminate the conditions necessary for the effective implementation of the curriculum. Such results will potentially remind politicians and other players of the kinds of values that teachers have in their classroom practice and how

these are expressed. It therefore is necessary to gain insight into the manner in which teachers influence the views of teachers by educating curricular, political creators and other stakeholders, and how they recognize, change and incorporate these developments in accordance with their beliefs and the context in which they function. As Goh (1999) says "innovationists will take action to ensure that the final and most important process of development is not abandoned after spending too much time and money in disseminating innovation." Teachers must therefore receive the required support, especially through in-service training on the new ELTP, its contents and efficient implementation in real classrooms. They must be made aware of the reasons and values behind the activities to be followed by teachers. As quoted by McLaughlin and Mitra (2001), "The implementation of the project is superficial, and teachers are unable to recognize their role or to support new methods in the face of changing contexts." Thus an important part of the training is to remind teachers about the theories behind what they do and to then revisit those hypotheses with respect to new views and strategies provided by the ELTP.

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