
Exploring English Language Teacher's Role in the Classroom

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Abstract

This paper discusses the importance of defining the teacher's role in building a class room community. It discusses some new teaching techniques in oral class, which breaks the traditional teaching methods. If teachers are aware of the advantage of these new methods and put them into practice, then we can create a lively and natural atmosphere so that the students will lose their inhibition and learn English happily. The main point of this paper is that the best teaching method can produce the best effect and it should be a combination of some flexible and approaches rather than only one single teaching method as well as the cooperation of teacher and students.

Keywords: The Importance of English, How students treated differently, The Role of the Teacher in the classroom, Teaching Techniques, some repertoire of skills for a teacher.

Introduction:

It is universally recognized that the teacher is the key person in an education system. He /she enjoy the high esteem and prestigious status and he/she plays pivotal role. Around him, whole system of education revolves. But many English Teachers think that the duller class should be English class, because students don't like speaking English in the pressure of shyness, let alone be active in class, as a result the oral class becomes a teacher-based class rather than student-based. But I think we arranged it well, it will be the most interesting and vivid class. This paper exemplifies the strategies from the following aspects.

1. The Importance of Oral English

We all know communication is the basic and essential function of human language. Communication between human beings is an extremely complex and ever-changing phenomenon. One of the best ways to learn communicate is to speak a lot. Students therefore need plenty of speaking practice. Certainly the aim of all our teaching is to train students for communicative efficiency. Traditionally, language teaching in many countries concentrated on grammar, reading and writing and failed to give learners an opportunity to gain realistic experience

in actually using the language knowledge gained. Throughout the last century approaches based mainly on oral language practice through repetition and drilling have also been widely used. As teachers we should know how many students leave school after studying a language for years unable to speak an intelligible sentence.

2. What you should know about as an English Teacher

2.1 Knowing about the students

Teachers need to know a considerable amount of information about their students. Such as the reason for learning English, their attitudes, interests, and needs etc. knowing the students will give the teacher a good idea of how to provide a programme of balanced activities that will be most motivating and most beneficial to the students.

2.2 The reason for learning English

Now a day's people learn languages for a variety of different reasons such as for business, travel, and social communication. So some linguists begin to think about how people actually use and learn to use language for communication in real everyday life, because in everyday life we often do far more speaking and listening than we do reading and writing.

2.3 Student's Attitudes

In one class there will be a number of different personalities with different ways of looking at the world.

Some students are always in high spirit, while others are sometimes in low spirit. So the activity that is particularly appropriate for one student may not be ideal for another. But teachers who vary their teaching approach may be able to satisfy most of their students at different times.

2.4 Student's Interests

Interest is a primary ingredient of motivation, so if teacher knows what the students interests are, we will make planning decisions on the basis of student interests, then we can get success in teaching.

2.5 Student's Needs

Different types of students will need to be treated differently. For example, a medical student may need to read medical text books, a travel guide may need to be trained to give quick oral descriptions and answer factual questions in English. so a detailed knowledge of the students is essential when planning what activities to use and what subject matter to teach. It is also important for the students to know that their teacher has taken account of their needs and organized the classes accordingly.

3. Knowing about the Role of the Teacher

It is important to organize lessons well. As a teacher, we need to teach our syllabus and help your students learn well and succeed. We need to introduce new language, help students practice it and give students a chance to communicate freely with

each other in English. We also want to make sure that we include a variety of teaching approaches in our lessons in order to keep students motivated and to help them learn better. It will be clear that the way teacher behaves in these different kinds of activities will change according to the nature of activities. I think teacher can perform as the following roles.

3.1 Teacher as Controller

Teachers as controllers are in complete charge of the class. They control not only what the students do, but also when they speak and what language they use.

Certain stages of a lesson lend teachers to this role very well. The introduction of new language, where it make use of accurate reproduction and drilling techniques, needs to be carefully organized. Teachers have interesting things to say and do which hold the student's attention and enthusiasm. Some teachers have a gift of inspiring and motivating students even though they never seem to relax their control. All attention is focused on the front of the class, and the students are all working to the same beat at any time.

3.2 Teacher as Organizer

Organizer is the most important and difficult role of the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are going to do. A lot of time can be wasted if the teacher omits to give

students vital information or issues conflicting and confusing instructions.

The main aim of the teacher when organizing an activity is to tell the students what they are going to talk about, give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over. The organization of an activity and the instructions the teacher gives are of vital importance since if the students have not understood clearly what they are to do they will not be able to perform their task satisfactorily.

3.3 Teacher as Participant

The teacher should participate as an equal in an activity especially where activities like simulations are taking place. Clearly on a lot of occasions it will be difficult for us to do so as equals, since we often know all the material, all the details and all the answers. The teacher should not be afraid to participate since not only will it probably improve the atmosphere in the class, but it will also give the students a chance to practice English with someone who speaks it better than they do. The danger is that the teacher will tend to dominate, and the students will both allow and expect this to happen. It will be up to the teacher to make sure it does not.

3.4 Teacher as Tutor

Teacher can also be as tutor when he acts as a involved in their own work, and call upon him mainly for advice and guidance. This is the role of the

teacher adopts where students are involved in self-study or where they are doing project work if their own choices. The teacher will be able to help them clarify ideas and limit the task, for example the teacher can help them by pointing out errors in rough drafts, the teacher can also offer the students advice about how to get the most out of their learning and what to do if they want to study more. The tutorial role is often appropriate at intermediate and advanced levels.

3.5 Teacher as Investigator

Teachers should constantly develop their own skills and the best way to do so is by investigating what is going on, observing what works well in class and does not, trying out new techniques and activities and evaluating their appropriateness.

Teachers who do not investigate the efficiency of new methods and who do not actively seek their own personal and professional development seek to enrich their understanding of what learning is all about what works well, on the other hand, will find the teaching of English constantly rewarding.

4. Repertoire of skills for a teacher

The teacher as a responsible person has to play a prominent role in the classroom to tackle the speech difficulties among the children. Miller and Wright (1995) suggested some skills required for a teacher if they are to meet the needs of children with speech and language difficulties. The suggested repertoire of skills for a teacher is:

4.1 Observation Skills

Teachers should have awareness of the stages of human development. It is also important for a teacher to understand in detail how speech develops in children and what can be expected at different ages and stages in order to identify speech difficulties. They should be able to make observations which show the understanding of the process of communication with the overall development of children.

4.2 Recognition Skills

Teachers need to identify whether the child has difficulties in comprehension of language, in expressing him/herself or both. They need to be able to say whether it is difficult to understand the child because he/she cannot make sounds or because he/she cannot construct structures. They should be able to recognize the nature of communication speech and language difficulties and their effects on child's learning.

4.3 Evaluation Skills

Teachers need to know how to use the curriculum to the maximum extent in order to develop a child's language with regard to their speech and language difficulties. They should be able to plan, implement and evaluate curriculum taking into account the needs of the children with speech and language difficulties.

4.4 Participation Skills

Teachers need to collaborate as a team member with colleagues. They should be able to participate in and evaluate inter

professional intervention with children of speech and language difficulties.

4.5 Reflective Skills

Teachers need to be aware of how to ensure that a child understands them and also the particular strategies that would help a child to develop their skills. They need to learn how to listen to their pupils and their colleagues. They should be able to reflect on their spoken and written communicative skills with children, their parents and with colleagues.

5. Teaching Techniques

Good lesson planning is the art of mixing techniques, activities and materials. When planning lessons, we should remember each should include a good variety of learning activities. This will help keep students interested and improve their motivation. Variety is also important in a large class because it gives all students a chance to benefit. Each student has a different way of learning. So if we use only one type of activity, then only the students who enjoy or excel at this type of activity will benefit. If we use a wide variety of activities, then all students can find something they are good at enjoy doing. This gives an opportunity to all students to learn better. But it is not enough just to plan what activities to include. We must also plan how to organize the activities in other words, what teaching techniques to use. There are some techniques that can help us in different teaching classes.

1. By performing Role Plays
2. By performing Dramas

3. By Guessing Games
4. By Exchanging Information
5. By finding the Different Pictures
6. By story telling
7. By class questionnaires

Conclusion

As everyone knows that the Teacher Profession is the noblest one in any field. A teacher plays a prominent role in the classroom. Teacher as practitioner in the classroom has to understand the range of speech and language difficulties experienced by children and plan appropriate activities with pupils, their parents and other colleagues in education.

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