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A Study on the Significance of English Language Training Program

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ABSTRACT

English is very popular language and it is spoken in most of the countries of the world. It is observed that the fundamental rules of English language in all countries are same but the basic difference comes in terms of accent pronunciation. It implies that the accent pronunciation of English language in Asian countries is different from that of the non-Asian countries.

In different countries, a number of English language training programs are established. The basic objective of these kinds of the training programs is to train the people about the understanding of English language and its speaking accent pronunciation. Under this kind of training program, an intensive English curriculum is facilitated. The trainees have to complete the whole curriculum in order to get proper knowledge of English language and accent pronunciation. The current paper highlights the significance of English language training program.

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KEYWORDS:

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INTRODUCTION

One of the English language training program is The English Language Enhancement Preparatory Programme (ELEPP). In this training program, the trainees belonging to the different countries with the knowledge of their mother tongue, are provided the training for speaking English language. This program ELEPP provides the quality training to the trainees.

Normally, it takes 8-12 weeks for the trainees to get the full training related to the English language. In these kinds of training programs, the standard rules and regulations are followed which are accepted internationally.

Before scheduling the training program, a pre-test is organized. It is difficult for a language teacher trainer to teach or train the teacher trainees because they are new and inexperienced in the profession of teaching. It is difficult for the new teacher to anticipate problems which his students may have. The new teacher will find it difficult to know in advance which aspect of language learning is difficult for his students. But an experienced teacher knows the aspects of language lesson which troubles the students and he knows how much time is required for a

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student to understand a lesson unit. Language teachers, who are experienced, teach target languages in a flexible manner. Each class they take makes them a better teacher and they will improve their materials, techniques etc so that the later classes were more didactic, memorable and enjoyable. Every experience each language teacher acquires helps him to use innovative techniques to teach difficult grammar points, solve the problem in pronouncing difficult words, the phrases the students misused, etc. easily.

Experience helps language teachers to use or modify or sometimes abandon certain teaching techniques. These strategies can be recollected and used in a future class in the similar way or with changes as the situation requires. As per the teaching situation the teacher selects the most suitable teaching strategy to use in that particular class. Experienced language teachers teach in a flexible manner in the class rooms and it can be elaborated in cognitive psychology term 'schema' theory.

Another aspect of schema theory is that they produce expectations of what is going to happen, it helps us to understand any unusual happening and it will help us to foresee what is going to happen. Language teachers draw from their memory bank and refine them to introduce in the most suitable way in the class, everyday. Language

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teachers improve their teaching skills on the job. A teacher may ask for opinion and get some materials from other teacher. He may collect the necessary materials from the library. Text books from other countries may not be acceptable wholly because of cultural difference. In such case the teacher will revise, modify and change the materials to suit the students' cultural background.

SIGNIFICANCE OF ENGLISH LANGUAGE TRAINING PROGRAM

Activities that allow students to enjoy and be entertained are very effective. Activity based language learning with games and other task is part of the communicative approach. If the games and tasks are selected and prepared carefully to suit the students, they are very much relevant. Further these games and fun not only reduce the inhibitions of the students but releases their tension and nervousness.

Since they have to gain language proficiency in a short time, this is more relevant in the case of adult learners. Also students preparing for college education do not have much time and are much pressurized. Language teachers in schools find that highly energetic young boys can be streamlined by using activity based language teaching. Teachers can streamline this extra energy to language learning, which is very productive. Communicative games, role playing, going around the

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classroom, to interact with others to complete the game, competitive activities where students can encourage their team mates, chanting, singing or giving dictations, making imaginary telephone conversations, students line up according to age and height, move to another location where there is more space and etc., are some of the contents of activity based education.

Literary texts prescribed for the under-graduate TESL courses include mostly classics in English literature in their chronological sequence.36 It is conceived that such a format will provide the learners with a historical overview of their subject. The election of literary texts, which ranges from Chaucer to the present age through every major period on the way, is thus determined by historical and aesthetic considerations rather than pedagogical. But unfortunately they usually stop well short of writing which could reasonably be regarded as contemporary. So what students gain from such a course is an acquaintance with the outdated and archaic register of English language rather than with its contemporary version. Thus it is deplored that the literature-component of the TESL courses that neglects the contemporary language and focuses instead on the old and middle English cannot function as a model of the current use of language for its learners.

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Therefore, it is argued that the exposure to literature or even the teaching of it cannot by itself ensure improvement in the learners' linguistic competence.

These are the arguments in support of literature; in other words, these are the benefits the introduction of literature is likely to bestow on the ESL learners, and hence form part of the objectives for which an ESL course is designed. However except for the first two benefits - that of enrichening the learners' knowledge of the language system and exemplifying the use of language - the other supposed effects ot literature are of an extremely general and idealistic kind. They fail to qualify as pedagogic objectives, for pedagogic objectives have to be necessarily limited, defined precisely, and within the scope of reasonable attainment. It is difficult to see, for example, how the literature component of an ESL course can be designed so as to develop 'creativity' among its learners. It is developed very rarely, if at all, even while learning the literature of one's mother-tongue.

Secondly, the discussion seems to shift from English literature to 'literature in general'. It the objectives are to pave the way for literary studies, to enliven the process of learning, and to develop creativity; there is no reason why these objectives cannot be achieved from the study of any literature, including the one in the learners' mother-tongue.

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and not just that in English. Thirdly, there are a number of other disciplines which might justifiably claim to help the ESL learners to acquire knowledge of the culture of a particular speech community; and help them develop intellectual, moral, humanistic and aesthetic perceptions.

Unless the literary works are treated in this way, they tend to be studied not for themselves but as evidence for something else: they take on the character of anthropological, sociological, or philosophical documentation.

DISCUSSION

Most of the benefits claimed to be attainable from the use of literature are in fact not central, nor pertinent, to an ESL course. They can be derived from other disciplines and from literatures of other languages as well and hence fail to distinguish the study of English literature from the study of other disciplines. They misrepresent the essential nature of literary communication and reduce literature to 'just another source of information' whereby it forces on literature the status of a conventional statement about ordinary reality.

The only relevant advantage or objective that is attainable from the use of literature in an ESL course is thus a linguistic one. It is this feature that

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distinguishes literary studies from other disciplines. Studying literature involves getting aware or' the subtleties of the language used in it and thus becomes indistinguishable from studying its verbal expression, Widdowson writes: It is true that a study of literature requires sensitivity, intelligence, precision of response and so on because it takes the reader into unknown territory where familiar signs may be few and where he must often find his own way by following recondite clues. But the signs and clues are linguistic.

The sensitivity must initially be a sensitivity to language and the intelligence and precision of response can only be developed as general qualities through literature if they are first shaped by practice in interpreting the unique language use of literary discourse.

Literature is found to be theoretically relevant in TESL classes. Our ESL learners are engaged in learning the English language: this involves in part a learning of thc language system - the structures and vocabulary of English - but it must also involve the learning of how this system is used in the actual business of communication. This being so, the manner in which the resources of the language system are used in literary discourse to create its unique literary message will give the learners a practical experience of language use and facilitate the comparison of the literary mode of communication with other conventional forms of

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communication. This will lead to reinforce their command over the language system and, at the same time, sharpen their communicative skills in the practical use of language. Thus the learning of the language system is extended into the learning of language use and the study of literature becomes theoretically relevant to TESL programs.

But we have also noted that this is possible in practice only if both the selection and the teaching of literary texts are done with the linguistic objective, rather than cultural, humanistic or aesthetic objectives, in mind. Thus the inclusion of literature in TESL programs need' not be objected to provided it can in some way contribute to the learning of language.

CONCLUSION

Under the conditions of modern life almost all men are specialists. But there is a wider aspect. Many subjects are taught in school, not merely because they are useful to the individual, but because they are desirable for the well-being of mankind English is such a subject. National literacy facilitates national well being. International literacy promotes international understanding and goodwill. Now, comparatively few of our pupils ever go outside their mother country, and still fewer of them, even if they go aboard, have acquired at school such speaking-power in a

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modern language that they can converse on the topics which are the stumbling blocks to international goodwill - or on any topic other than the common places of travels and hotels. To understand a nation we must appreciate its ideals, and these are best expressed by the nation's greatest men; these great men, living and dead, are met at their best in the nation's literature. International good understanding can best be promoted by teaching the children of the world to read each other's languages.

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