

Limits of Being an Effective Language Teacher

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Abstract

An essential component of ELT instruction, teachers are better at motivating students to achieve their language learning goals than learners do. The focus of this article is on the boundaries that a language learner ought to have. A set of questions has been created to find out about the background of the instructor, prior educational experiences, and effective language learning techniques. One could consider the following restrictions to be effective language promoters.

Key words: *Language learning*

I. INTRODUCTION

An integral part of ELT learning, the teachers play more effective role than the learner to drive the students towards what actually they need to accomplish in language learning. This article concentrates on what limits a language learner should possess. A questionnaire has been designed to discover an instructor's background, previous learning experiences, and the strategies that we can use while learning a foreign language. The following limits can be considered to be a successful language promoter:

II. AGE

The critical hypothesis theory, which contends that there is a specific window of time around puberty when an instructor is most likely to succeed in language learning, may be challenged by the individual's birthplace and circumstances. It is obvious that additional elements need to be taken into account while trying to figure out how an adult learner managed to acquire such a high level of English, thus it shouldn't be assumed that an adult learner cannot start learning a language and become proficient in it.

III. EXPERIENCE

One of the most crucial things a language learning instructor must have in order to comprehend and use the approach required to achieve a successful rate of interest among the students is a positive experience. Wide-ranging chances are provided by experience to investigate the dimensional distinctions and how a learner might acquire knowledge as precisely as possible. Whether new approaches are introduced or existing ones are modified, the students will gain from both approaches. Experience provides a significant advantage in handling specific situations and a great deal of prior expertise.

IV. INTELLIGENCE

A certain degree of high intelligence is required of a language instructor. To obtain the intended outcome, they might need to take a test. When working with students, it's likely that the instructor may occasionally need to go beyond the curriculum and cover issues that are outside of it. This will allow the students to venture outside of their comfort zones and explore new things.

V. ATTITUDE AND MOTIVATION

Its undeniable fact that attitude decides people how far they can stretch to the heights but it's what that demonstrates how they can take themselves approachable to any person to communicate at any level. It is natural to feel frustrated or anxious at times, but it is how one deals with such feelings that can affect motivation. They understand that it is impossible to be perfect all the time and errors are inevitable. They necessity to display most of the motivational qualities that Gardner & Smythe (1981) consider to be important to learn a language well: willing to communicate, whatever the circumstances; empathic with the target culture and people; and having a tolerant and outgoing attitude towards the L2. She does not, however, use positive self-talk to combat anxiety.

VI. PERSONALITY

The most important element for any person who is on their way to success is that a good personality. It can have an unbelievable effect on the shaping of their career, which may in turn give way to the success. This can help them to project many of the characteristics of a successful language learner described by researchers. A strong personality can empower any defects coming on the way to progress.

VII. RELATIONSHIP BETWEEN LANGUAGES

The way the L1 and the L2 have similar roots, it's possible that then the L2 will be easier to learn for any person with wide knowledge of L1. This may be one reason why instructors has found learning languages easy, as there is a linguistic link between English, Spanish, Portuguese and French. Relations between languages have more impact in providing more dimensions to the learner as well as instructor.

VIII. STRATEGIES

Besides adopting all the other ways of being an motivational and it's also possible to follow up few strategies; looking for patterns in a language, using mnemonic techniques, practising the strategies, talking to oneself, communicating in whichever way possible, having a low inhibition, accepting ambiguity in the foreign language, constantly searches for meaning, analyses speech, repeating, monitoring oneself etc.,

IX. OTHER FACTORS

It is arguable to what extent curriculum impedes one's ability to become a top-tier language instructor. However, it's important to realize that learning a language goes beyond the curriculum; it's like becoming a part of the outside world, and it can only occur when the teacher crafts a situation from the real world. The student can be pushed beyond his or her interest levels by using task-based approach, which also has the benefit of increasing learning and application.

X. CONCLUSION

The boundaries mentioned above may provide a path by which pupils can benefit from a skilled teacher. Everybody who wants to become a proficient language speaker needs a good teacher who can break down barriers, challenge conventional wisdom, and pique students' interest in the subject matter both theoretically and practically in the classroom.

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