

TEACHER-EDUCATORS AS A KEY FACTOR ON INCREASING ELT IN SECONDARY SCHOOLS

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ABSTRACT

Why do some people motivate others to learn something new or amusing? Being a member of ELT sphere gives a person such kind of strength which could give honor and pride.

Key words: teacher-educator, ELT, ESN, psychology, correlation, facilitator

In this investigation, I am going to notice an aspiration of learning. Specifically, like other kind of science, Linguistics also requires to explore more and more. Firstly, much more representatives of ELT have already done a great deal of movements that opened revolutionary level of teaching and learning. Doing this, those who want to learn any kind of foreign language could easily find lots of e-sources they need. However, learners may probably not be motivated with such kind of resources but still likely to be inspired by somebody who are called teacher-educators. There have been lots of educators who are incarnating and encouraging their learners for years. Thus, teaching and learning are increasing constantly together with a basic phenomenon of any time.

Asia is a place of where you could find renaissance of science and culture. Moreover, it is also a home of people who always hire to find out innovations of life. When it comes to language, it is fundamental element of communication on one hand. On the other hand, who wants to be in a modernized part of the world should know at least three foreign languages which English stands on top of the list. In fact, last decade was the golden time of the ELT and several contributive affairs that could lead its rate onto higher level were accomplished. For instance, with the help of American council the family of ESN (English speaking notion) has been organized with the aim of improving a number of objectives such as to increase the quality of teaching and learning English. A large amount of interactions have been done for the past two years.

To sum up, as a member of ESN family I am going to refer to my recent research work to continue the duty and make teacher-trainer committee which will always be ready to give a hand to educators both virtually and in-person. We have organized ESN

team which is working on online platform for teachers who want to share their work experience with one another.

Introduction

In the rapidly changing world, plenty of the methodology is done in ELT, as the medium of instruction. English has already become an international language and used by many countries as L2, it seems like some countries have challenges in the learning and teaching.

This study intended to analyze a deeper understanding of how ELT educators can enhance performance of learners during the teaching and learning process. Therefore, based on the above preliminary findings, there was a need to explore the role of teacher-educators in increasing learners' interest in English Second Language in Secondary schools.

This study sought to answer the following research questions:

- **Why do some teachers do not get pleasure from their position in ELT?**
- **Have teachers understood the main purpose of ELT in our country as L2?**
- **Why teacher-educators should be motivated so that they will not lose their focus in ELT?**

Discussion

Do you know that there is a person who inspired you to be a real man? Yes, it is a teacher. In this recent work Vygotsky's constructivism theory of cognitive development classified as the main agenda. According to [Leavy \(2017\)](#), Levy Vygotsky proposed that in order for a student to learn a concept or skill, it has to be within what he called the student's "zone of proximal development". According to [Daniels \(2005\)](#), Vygotsky defines the concept of the zone of proximal development as the distance between a child's actual development and their higher level of potential development as determined through problem solving under adult guidance or collaboration with more capable peers. [Daniels \(2005\)](#) further states that the zone of proximal development is also a theory used to determine what a student is capable of learning.

The study used the theory to understand the practices in the school activities as [Edward \(2015\)](#) believes that the activity must be analysed as a contextual phenomenon. The row is that the zone of proximal development accounts for the environment/context where the activity is taking place includes the history or cultural background, the roles of the artifacts, motivation and the complexities of the real life. [Edward \(2015\)](#) further argued that an activity is not a static phenomenon, but something that is socially, culturally and historically evolving.

In his study that looked at the role of the teacher-educators in ELT in Uzbekistan, [Finlinson \(2016\)](#) explains that the teacher, as an architect, designs detailed

lesson plans based on a specific lesson objective, the types of activities that will meet these lesson objectives, the sequence of those activities, the materials needed, how long each activity might take and how students should be grouped. In his article that discussed the formation of a lesson plan, [Al-Zhoubi \(2018\)](#) states that these objectives are specific knowledge or skills that student should master by the end of the lesson or unit. He further posits that each day should have an overall purpose or goal that students should be able to accomplish by the end of the class period. Moreover, [Al-Zhoubi \(2018\)](#) articulates that, the opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for ESL teachers for specific purposes, because these teachers have to be not only language experts, but also familiar with different disciplines like business, engineering, law-fields that use English language in specialized ways.

In a research project conducted in Ghana on the implementation of the basic curriculum for ESL by [Torto \(2017\)](#), asserts that lesson plan is the initial teaching and learning material that is prepared to facilitate the teaching and the learning situation effectively. He further claims that for a teacher to implement the ESL curriculum, his or her preparation for the lesson is very crucial. If the teacher does not prepare their lesson notes, their teaching becomes stalled since the lesson preparation is a systematic guide as to how the teacher's lesson should unfold ([Torto, 2017](#)).

Besides that, [Kuami \(2017\)](#) also notes that if a teacher is well prepared for the lesson, the delivery of the lesson is done smoothly since all that the teacher needs to teach are ready and close by. She also argues that a well prepared teacher will not get stuck in the middle of the lesson because the teacher knows how to manoeuvre to get through the lesson. The above arguments seem to indicate that lesson planning serves as a useful tool for the ESL teachers in enhancing their learners' performance. Effective planning should also be reflected in every ESL teacher's classroom management effort ([Kuami, 2017](#)).

Methodology

Statistics says that more than 80% of schools in Uzbekistan chose English as their L2 and the rate of teaching English is also on a high level. The study used a qualitative methodology in the form of social action theory to collect data from 30 experienced teachers in Turakurgan. The qualitative methodology sought to elicit subjective diverse opinions of the participants in the study as it is used to gain an understanding of the main reasons and subjective opinions of the participant ([Walsh, 2016](#)). A qualitative approach helped to get an opportunity to find different opinions or views from ESL teachers at the five selected schools about what their experiences are during the teaching and learning process.

According to [Johnson & Christensen \(2008\)](#), a case study design is a design that requires the researcher to understand a unique phenomenon that presents itself with an outstanding outlook.

A purposive sampling method was used to select English Second Language teachers because the researchers only targeted the ESL teachers who were currently teaching in Secondary schools to analyze their capacity and role in their classroom as a role of facilitator. Most of the teachers mentioned that some factors like lack of salary bonus, pedagogical manuals.

Findings

Questions about their role were asked to indicate that ESL teachers could play that contribute to the enhancement of learners' performance in ELT motivators. Their responses indicated several reasons such as teachers are facilitators, motivators, assessors, planners for the subject content, developers of activities and teaching materials, creators of a positive learning environment as well as engaging learners in extramural activities.

As students are motivated to learn, they are more likely to achieve the goals set for them, either by themselves or by the teacher ([Theobald, 2006](#)). Motivation, while it may have several definitions, influences students' learning.

These findings concur with [Davion \(2017\)](#) who also notes that although students are born with the natural ability to learn, much depends on the teachers' involvement. Davion further mentions that sometimes, students' energy, drive, and enthusiasm for a subject or task may wane and therefore require continued reinforcement through external support. This is also in line with [Theobald \(2006\)](#) who explains that teachers, who are responsible for creating a supportive environment that facilitates and increases students' learning, often provide this external support.

On one hand, most teachers mentioned that people should choose their career according to their abilities, so students who desire to become a teacher should have both pedagogical and psychological skills which are the most needed. Without them they do nonsense and their students also could not get any progress.

Conclusion

The study is unveiled a number of significant roles that ESL teacher-educators play that contribute to the enhancement of learners' performance ESL. Nowadays, not only the government but also the president of the RU pays great attention to ELT in Uzbekistan. Much more educators are trying to elaborate on their future success. It is so pleasant that most teachers have understood the main purpose of ELT in our country. Like teacher, like student. If you are a teacher, if you want to be an exemplary teacher for your students you should refrain from your traditional way and make your students

do their best. By the way, I recommend some websites which have become my assistants in ELT.

www.teachingenglish.org.uk

learnenglishteens.britishcouncil.org

www.esl-lab.com

lab.english-club.tv

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