

RESEARCH ARTICLE		<b>Exploring The Micro Strategic Methods To Teach English As A Second Language In Indian Classroom</b>
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<b>Abstract</b>		
Training is not just a discipline; it's a way of life, if not a penance. The role of a teacher in a student's life would be very significant and important if the student did not graduate in the language. The purpose of this paper is to provide practical guidance to teachers who have recently started their training. The purpose of this article is to promote the principles of the development of language skills, since language is not just a rulebook. The methods suggested by the author are used and the results are very solid. In order to understand how we can develop an effective learning and education plan in a classroom, two interdepartmental viewpoints should be divided. The content of the research, the manner in which the student was produced and the answers are addressed in a micro-view. The Micro Method is an effective technique for introducing new language skills for students, using language and resources that have already been implemented and using languages to communicate. The micro-method is interdependent in nature and not only depends on different assumptions, but also has an effect on the implementation of an effective strategy.		
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## 1. Introduction

The primary language or in some cases, the foreign language needed for communication, study, industry, training and entertainment, Modern English is the first international language. The expansion of the region started at the end of the 19th century on the British Isles with the development of the British Empire. Asian countries have recognized and become an administrative and educational tool in various Asian countries including India. In reality, English has a unique global reputation and functions as an association language in India. English is now a deep Indian language, but it is not popular in Indian communication because it fills the void. Right now it's Indian English. It's English. -English, guy. Thus, English plays a critical role in India's reputation. Indians have certain functions and obligations in the English language as an ESL community. Since teaching is both a science and an art, the professor undergoes educational metamorphosis between exposure and practice. Just as a student is exposed to Inter language (Selinker, 1972) and is commonly called Interim Grammar in international or second language studies, so doctors can learn

various languages and tacitly use them in a nice school (Schon, 1987). Inter language research is also performed by students. Learning is a science and artistic approach that encompasses section and segment elements. Languages should not be warned and trained solely in the form of dumping laws on language contact to students. Vocabulary Instruction. English has made a variety of gestures in the direction of reflection. Language pedagogy is common, but is not limited to a single approach in most second language courses. There are a number of techniques. Many rural teachers in India may not have been exposed to language instruction until recently. In addition to the Master of Laws, the language teaching system and the language curricula are designed to improve linguistic competence by promoting applied linguistics and language communication. The linguistic ability to listen, communicate, read and write is essential and as an instructor, students must receive accurate linguistic knowledge in a number of contexts. This strengthens the language skills of the learner.

### **1.1. Basic Parameters of Communication**

The teacher is to recognize the following conditions from his own understanding of linguistic phenomena. In other words, congratulations on speech and skill, if not complexity, levels of different criteria without mixing up the pedagogical ego and persevering with the individual.

1. Parameter of orthographic spelling
2. Knowledge and significance of semanticized words, including denotation and connotation.
3. Syntactic Word Construction Parameter
4. Stylistic parameter-the way the words are used in context
5. Phone Parameter-Speech Voice
6. Pragmatic parameter-Construction components of logic and collective debate.

### **1.3. Background of research work**

Since it is mainly known for academic purposes, English is teaching. Registered articles and organized workshops have been analyzed. The primary source of these records is lectures and speeches. This is not the basis for the spoken language portion. Normal English lessons in national schools take 35-40 minutes. The instructor must plan for the procedure at this time. It is also limited to the delivery of immersive hours at school. There is no public trust in even linguistic flamboyance in scripts.

### **1.4. Problem statement**

Develop a strategy to develop the communication skills of English among high school students.

### **1.5. Objective of research work**

The main goals of the article are in particular to encourage the general use of secondary language to be accomplished by these objectives.

- Establish a key basic mode for interpersonal English students to interact.
- Empower students across a variety of innovative activities to develop their language skills.
- Increase exposure to English students' results-oriented practices.
- To encourage students in real life to use English.
- Promote academic language comprehension

### **1.6. Hypotheses of research work**

- Students rely on English to communicate well with people.
- Creative language skills boost students' language skills.
- Good activities will boost student understanding.
- Students are studying English and practicing real-life skills.

Improving the enthusiasm for learning English and improving the wide variety of English content, literature and knowledge.

## 2. LITERATURE REVIEW

**In the year (2013), Wang Ping [3]** a good way to expand the English approach to include qualifications for English teachers. Simple and positive micro-learning systems are essential for a teacher's qualifying exam. We know a lot about teacher training in this method, as we know very little about conventional teacher training. As we know from this article.

**In the year (2016), BurcuKoc et al. [1]** Discussion of the capacity of language precursors and actual feedback activities in microteaching. The implementation of English language micro-teaching methods, including the results of the level of skills of students not specified by the micro-teaching process, is currently underway. Additional research can also be conducted to reduce the influence of pre-service language professors who are students of micro-teaching.

**In the year (2017), AfafAbdelrahim et al. [2]** the importance of vocabulary learning in the development of written skills for EFL students. He also studied vocabulary education and suggested the need for further research. Research findings support the idea that micro-strategic use is more likely to occur and that this type of atomism is more likely than the conventional holistic approach to vocabulary acquisition strategies.

**Syed Sarwar Hussain [4]** teaching second-language students: benchmarking strategies in the classroom. Via second language teaching, students become active members of the international community. The second language window opens in a modern world. It provides a variety of dialogue and intelligence and information that would otherwise not have made it possible for students to learn a new language. L2 gives students easy tools to make their lives more successful.

**Dr. Afsha Jamal [5]** Second language instruction and micro-learning skills. A second language requires learning a vocabulary, which means understanding a variety of subjects in order to understand a lexical subject. Learning strategies include methods that allow students to learn their own language effectively.

## 3. Methodology

In the present analysis, the micro-strategy approach is used as a research method.

### 3.1. Micro strategic

Microteaching is a method in which future teachers can create and use certain learning strategies. YatimaSuwarna (2006:3). As a result, applied apprentices learn a lot of knowledge, teaching and skills in their English during the micro-level era. Of course, English has a strong ability to use it. When his students are studying, a teacher should speak good English. Students undergo training as a micro-pedagogue instructor because micro-pedagogy is necessary. When you become a professor, you prepare your student to teach. Teachers play a key role in managing the relationship between students and learning resources in the context of cultural change, especially in education systems. If you see what the adversary is talking about, this is a good debate. Strong language skills are very important. Professors are also concerned with specific scholarly, technical and professional skills. They also decided to look at the educational standards for the micro-pedagogical achievement of English students with a view to influencing prospective teachers to meet all the requirements and improvements of their teaching work. Later, they wanted to improve their teaching skills. That was really significant. Learning is microteaching. It uses actual teaching circumstances to improve educational qualifications and helps further education, which substantially reduces the complexity of teaching the number of students, the size and timetable of courses, etc. Some pre-service teachers use micro-teaching, which is an intelligent way to significantly enhance their teaching experience. A high-quality professor is an effective instructor for students. The purpose of this document is to explore approaches for students of micro-teaching. In the sixth half of the year, English students were in attendance. The findings examined are based on a coherent description. In order to

collect knowledge on the teaching process, the author used the observation checklist and the student's micro-instruction documents. The author has identified two modes of education: direct and indirect. In direct instruction English students used memory, cognitive methods and countervailing strategies. Otherwise, students' cognitive, emotional and social growth has been extended on the basis of indirect micro technologies.

### 3.2. The following Micro strategies may be of use to the budding teachers

1. For example, list, approve, leave, disagree with at least 20 examples, etc.
2. Set and pronounce a random set of 100 terms. You will see the dictionary and modify it.
3. Get a random selection of 50 sentences a day from journals and other authentic content.
4. Use phrases, expressions, and styles to fit the first sentences, and add your own words to the sentence.
5. Select a word of 40 words per day, select two synonyms per word, and collect two anonymous newsletters of materials.
6. Listen to the lectures of the experts and try to compare the latest method.
7. Listen to radio and TV news and try to write news without even having to copy a word. The technical language can be used. You draw and rewrite the last drawing three times.
8. Take all of the table conversations mainly in real-life English.
9. To meet your academic requirements, regularly monitor and improve your reading pace.

Maintain it. Maintain it. Maintain it. Maintain it. Be excellent when it comes to fundamentals such as verbal agreement, conditionality, stress, parallelism, closeness, etc. The teaching method is primarily developed in India in several third world countries. It's already labeled. It's already labeled. However each instructor is responsible for incorporating competency-driven methods, as students must be prepared for tough competition in this technological and economic environment. The instructor must be dynamic and well educated. The author points out that in commending the work of experts on integrated language learning for content and language, approaches to integration into content and language are balanced. In other words, efforts should not lead back to the meaning of the message, but not to the medium.

## 4. Data analysis

This descriptive research was performed by 35 pre-intermediate students aged 20 to 35 years. The approach used was the post-method of four qualitative, quantitative and mixed methodological micro-technical structures. Their grammar is fine, and students are chosen for their skills and vocabulary, but much more practice is needed. Furthermore this technology is used for surnames and strengthens the meaning of identity or criticism in cultural, social and political contexts. This aspect of nicknames must be taken into account at this stage of learning, so that students can focus on it and explore cultural awareness. Data were collected during this process for two weeks, every four hours. At first a questionnaire was used to give you an idea of how much more you need to develop with four skills and vocabulary in journalism. Each skill and vocabulary section had 10 multi-choice questions. At the end of the analysis, the success of the post-method was also beneficial during the quantitative methodology phase. The Strategy Checklists have been extended to any ability in gathering information on the strengths, measures, skills and student participation in the process. In order to know what the students are doing and what needs to be modified, anecdotal documents have also been used. The process of self-assessment, the exit glitch approach, often enabled people to focus on their past, how they felt, how new insights into what they experienced, and so on.

## 5. Result and discussion

These students were tested at the beginning of the module to determine their various skills. The entry test shows the student's difficulties in some areas of each skill. Ten questions relating to each competence and vocabulary were placed. There were they looked at some photos and had to make questions during this examination. The average score was 8, 5 of 8, 0.7 of 2, 1,2, 1, and 1 of 0.8. The result was eight. Students can best listen and talk, but must develop other skills, as the test results suggest. There were six out of 10 total points. More than two skills were available. These schools were financed by schools which use traditional methods to teach English, for example grammar translation. Teachers use the tools and techniques to repeat grammar codes, listen skills and fluency.

## 6. CONCLUSION

It can also be understood that language teaching is being mastered more and more continuously. The instructor should recognize that this is a natural process that needs to be learned by natural methods. The teacher shall remember, if possible, the laws and the truth from the hallucinations. Of course, the pedagogue is better prepared for this course by understanding management principles, binding concepts and technical concepts. However the teaching technique was only possible with the congratulations of the teacher.

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### Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article. No financial or personal relationships have influenced the outcome of this research.

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