NEED TO RESOLVE ISSUES AND REORGANIZE COMPOSITION CLASSES - A CRITICAL STUDY

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ABSTRACT

Language can never be taught but can always be caught, is an axiom**.** This only means that the learners take the lion's share of responsibility and credit in language learning. Teachers are facilitators providing learners with opportunities to catch language. Nevertheless, Environment plays quite a serious role in drafting the success or failure story of the individual learners involved in the big game of Language learning. English which is essentially a foreign language is now being learnt as a second language. The difference in terminology is not ignorable. The high status of English as a second language is a rosy picture on paper. In reality, The First Language enjoys the support of Environment and the second suffers from lack of Environmental support. To put it technically precise, L1 enjoys acquisition rich Environment and L2 is being taught and learnt in acquisition poor environment. This heightens the responsibilities of the teacher. Transfer of knowledge that happens so smoothly in the case of L1, struggles for footholds in the case of L2.Development of Listening, Speaking, Reading and Writing Skills cannot be carried out if the learning environment fails to favor learning of the target language. Writing, being the ultimate skill that can be acquired only by paying due attention to the other three skills, suffers. In this context the concept of Composition Classes gains all importance. This article closely examines the reason for failure of Composition Classes as a technique in schools and in colleges and insists upon the need to resolve issues pertaining to it in order to reorganize composition classes effectively and beneficially.

KEYWORDS: Acquisition Rich Environment- An Environment That Favours Language Learning`