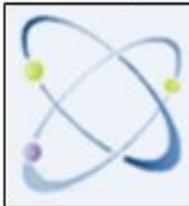


SIGNIFICANCE OF MATERIALS AND METHODS OF TEACHING ENGLISH IN INDIAN CONTEXT



ENGLISH

Keywords:

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Of all the languages in the World, English deserves to be regarded as a bal language. It is the first language of the UK, The USA, Canada, and alia. It is spoken and read widely by millions of Europeans, Africans, hinese, Indians, Japanese, and South Americans as a second language. One on of every four on earth can be reached through English. English is being ght as Second language in many countries. It has occupied a major part in the iculum in India where multiple vernacular languages coexist. A lot of research being carried out on the methods of teaching English as Second Language (ESL) foreign language. New methods and new approaches are in practice everywhere than aim to enhance English language skills. To attain various objectives of teaching English, it is essential to have effective coordination between materials and different methods of teaching A wide variety of materials has to be taught to the students and we have to include any things to be taught at the different stages of education. For this, coordination is very important. Materials do not mean only text books but it also contains English structures, idioms, phrases, figures of speech, usages, proverbs etc. The thing method should be adopted according to the material. For teaching grammar and vocabulary, communicative approach, structural and situational approaches, direct method, grammar translation method ... are more suitable. For teaching Text books, direct method, narrative techniques, pictures and illustrations are much more useful methods.

Methods of teaching English were developed rapidly, especially in the last 50 years. It is important that language learners and training managers, as Well is teachers, understand the various methods and techniques so that we are able to navigate the market, make educated choices, and boost the enjoyment of learning a language. An approach is broadly a philosophy or a point of view of teaching and a method is an overall plan based on some approach. The method includes the selection and gradation of material to be taught. So within an approach, there can be many methods. The main methodologies are listed below in the chronological order ir development:

Grammar Translation

Direct Method

Audio-Lingualism

Humanistic Approaches

The structural approach

Suggestopedia method

Total Physical Response (TPR)

Communicative Language Teaching

According to academic researches, linguists have demonstrated that is not one single best method for everyone in all contexts, and that no one ing method is inherently superior to the others. Also, it is not always possible appropriate - to apply the same methodology to all learners, who have different ectives, environments and learning needs. Each teaching method is based on a icular vision of understanding the language or the learning process, often using ific techniques and materials used in a set sequence. Each method has a erent focus or priority, so let's look at what this means in practical terms in the IOO11.

Let's see the methods of teaching:

Grammar-Translation method

In Grammar - Translation method, we can say that Learning is largely translation to and from the target language. Grammar rules are to be memorized long lists of vocabulary are to be learned by heart. There is little or no emphasis on developing oral ability. In this method, Translation takes place from English into native language. The focus is on written literary texts.

The Direct Method

In the Direct Method, the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar are avoided and there is an emphasis on good pronunciation. In this method, student learns by associating meaning directly in English. The focus is on everyday spoken language and situations.

Audio-lingual method

In Audio-Lingual method, focus is on listening and speaking skills. theory behind this method is that learning a language means acquiring habits. e is much practice of dialogues of every situation. New language is first heard extensively drilled before being seen in its written form. In this method, Listening and speaking drills and pattern practice only in English are given much importance.

The structural approach

The Structural Approach considers the language as a complex of atical rules which are to be learned one at a time in a set order. So for ple the verb "to be" is introduced and practiced before the present continuous which uses "to be" as an auxiliary.

Suggestopedia method

The theory underlying in the Suggestopedia method is that language in be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to

the student that the language is easy - and in this way the mental blocks to learning are removed. Motivation and preparedness for teaching and learning are given more prominence.

Total Physical Response (TPR)

Total Physical Response works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations. The content of CLT courses are functions such as inviting, Suggesting, complaining or notions such as the expression of time, quantity, location. In this method, Understanding of English takes place through active student interaction by way of participating in role plays, games, information gaps, brain storming, task based learning etc.

Immersion method

This corresponds to a great extent to the situation we have at our schools. ESL students are immersed in the English language for the whole of the school day and expected to learn group subjects such as mathematics, sciences, etc. through the medium of the target language, English. English medium students who attend institutions find themselves in an immersion Evaluation.

Task-based language learning

The focus of the teaching is on the completion of a task which is given to the learners. Learners, use the language they already have to complete task and there is little correction of errors. This is the predominant method that be adopted for ESL teaching and learning process effectively. The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of biology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students Etc.

Natural Approach

This approach stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

Lexical Syllabus

This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic material.

CONCLUSION

As mentioned above, the modern language teacher doesn't follow one method but chooses a perfect method which fits to the learner. This means using the techniques and activities that are appropriate for each particular task, extent and learner, with a focus on motivation and helping learners become confident and inspired to learn more. An experienced professional language teacher always adopts a judicious mix of appropriate methods and approaches depending on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context.

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