

CONTENT AND LANGUAGE ORIENTED ASPECTS OF TEACHING ENGLISH

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ABSTRACT

This article studies teaching methods and the teacher's role in traditional methods of teaching through lectures where we find one-sided discourse from the teacher and passive response or blind acceptance by the students. Much is left to the imagination of the teacher and the students and, if possible, to the interpretative ability of the students. In new methods, the teacher's skill in making the learner feel the experience of the writer contributes to effective learning. The teacher has to have the ability to apply new techniques suitable to the learning of English literature in content-oriented and language-oriented aspects. The teacher has to train the minds of the learners to grasp the writer's vision, approaches and the beauty of language as well as the use of new words; he requires such new skills. The teacher must have an ability to connect the non-native aspect in the content and language with the real-life situation.

Keywords: English teacher, learners, structures, languages.

INTRODUCTION

Teachers tend to think of themselves as a breed apart, unique in the way they hone their craft. Teaching may be a profession, a vocation, or even a calling, but it is never just a job. In reality, this self-elevation to a semi-religious status is neither helpful in understanding teaching as a career, nor unique in the world of work. Nonetheless, teachers do occupy a special position in society, for better or worse, and teacher development studies have proliferated since the 1960s accordingly. Many have focused on how novice or early career teachers develop, others on career cycles over longer periods.

MAIN PART

Different methods of teaching structures

Comprehensively speaking, there are basically three steps that have been adopted in teaching the structures of English. They are Presentation Practice and Application. Let's analyze these steps to show that what extent they are really adding to the growth of learning. In a teaching process, the learners somehow know the prior knowledge of the structure on which the new structure is built upon. For, before teaching the structure subject-verb-object-extension, the teacher should see that the learners know the structure subject-verb-object. This is what we do call the testing of previous knowledge [16,5]. The presentation of structure is basically aims at making the learners understand the lexical as well as the grammatical meaning of a structure. This is made with the help of meaningful situations which may be real or artificial. By virtue of these meaningful situations we mean the occasions in real life demanding the use of specified structures, sentence patterns and the vocabulary.

Situational teaching

Teaching different structures needs certain situations. Children learn language only through different situations happened around them. Therefore, it is desirable and experimented that to teach certain language the teacher ought to create some purposeful situations. A situation can be made through two ways that is visually as well as verbally. Visual situation can be shown by playing movies or through any direct action by the teacher. Some, more visual examples are the actual use of objects, pictures, charts, models, drawing and sketching on the blackboard, and also performing actions as well as through the Power Point Presentation, etc. Simultaneously, the verbal situation can be best made by the teachers with the of words. At the early stages of teaching, the teacher of English should make use of the actual objects as far as possible to convey the learners. For example to convey the meaning of the word camel; a teacher needs to carry the picture of a camel to the class room. Therefore, here the teacher also should develop the art of drawing pictures and maps on the blackboard. They should also

develop ability to show different actions before students. Not only through the exhibition of certain pictures or diagrams the teacher enables himself to convey the sense of the words to the learners but also he has to physically make a show off different gestures and actions before the learners [13,10]. Suppose the teacher is teaching present progressive tense; he has to do the action by saying, “I am walking” or “I am writing” etc. Some pictures may be used to supply situations which are outside the classroom. In case of learning Present Simple Tense, the teacher should have finished teaching simple past and simple future. So the teacher can make the situations as given below:

- a) He came to University yesterday;
- b) He came to University today;
- c) He will come to University tomorrow;
- d) He comes to University every day.

Even, after speaking all such types of examples, a teacher can also deliver the sense of the structure through the help of mother tongue. By the usage of such bilingual method in teaching it can be of a great help to the learners.

Some suggestions

A teacher should speak clearly and audibly using the stress and intonation.

The presentation should be clear to the learners.

The presentation should be quick.

The presentation should not take more than one-fifth of the period. Like presentation, practice too plays an important role in the field of teaching. Presentation makes clear the meaning of a structure to learners instantly while reading or understanding. But, at the same time practice aims at establishing the permanent place of the structure in the mind of a learner. Really, it is seen widely that this stage is not being given the due importance as well as attention as a result; the learner's command over the language becomes weak. In this context, it is an apt to quote to the statement that “The more the practice, better the command of language. The learning is over learning”, (Kohli, 1984).

A teacher should make the students doing the drills such as oral drill, repetition drill, substitution drill, transformation drill, completion drill etc.

A teacher should make the students reading rigorously again and again.

A teacher should make the students writing the portion that they read or understood from the teacher.

A teacher should teach always some new words to the learners.

Apart from learning through the presentation and practice, there is another important stage is the application. Learning is not enough only through the practice and presentation. The learner should know how to use it in new situations. While drilling makes the response automatic, application helps the learners inferring sentences of the same pattern in new situations. But it is said that this stage of structure is neglected by a majority of teachers. At this stage, nearly all the speaking is done by the students.

Suggestions:

1. Teacher should show some new objects and actions.
2. Teacher should perform some actions before the learners.
3. Teacher should draw matchstick figures on the blackboard.
4. Teacher should verbalize context wise.

However, in our day to day life it is a must for us that we need our skills be sharper as well as finer as we find “listening and the reading are passive skills whereas the speaking and the writing are active skills. The Knowledge of the language makes us to know the meaning of isolated words or sentences or the rules of grammar. Talking about the language does not mean knowing language and using it. If we consider language as speech, as the linguists do, then knowing a language means to use its grammatical patterns as well as proper usage” [13].

Importance of grammar

It is really compulsory that we can have the better skills of language only with its grammatical clever otherwise learning of a language becomes immature as well as floating on the surface of any theoretical knowledge. “In language teaching, the most important aspect is grammar teaching. It is true that without the knowledge of

grammar anybody can communicate in a foreign language. It will be only for the sake of communication. But the real fact is that without the knowledge of grammar nobody can learn and use a foreign language properly. Without the grammatical knowledge the students will not be able to understand the difference of appropriate use of English and wrong use of English. The knowledge of grammar enables the students to get introduced with sentence pattern. Learning grammar improve the language skills of students. Grammatical knowledge helps the students not only to write proper English but also enables them to produce correct English while speaking.” It tends that one can master over expressing English with the help of its grammar enabling students to express themselves correctly on the matters of every day life.

Motivation and making learning successful

Motivation is a major factor in language learning and forms an essential element of self-actualization. Motivation is stimulated by a variety of sources; from a feeling of enjoyment in learning; from a sense of achievement; from a belief in the value of what is being learnt, and so on. As success is a great motivator, the materials should have some form of communicative outcome productive or receptive or both, that could be used in real-life settings, thus providing the students with a sense of achievement as they see their work on display or being put to practical use.

CONCLUSION

To conclude, it is drawn that by adopting the above cited methods the whole teaching learning process can be best achieved. Therefore, the structures of English will be better utilized with the process of presentation, practice and application to make the students skilled. In Uzbekistan, where the teachers of English are to be much acquainted with above methods systematically with keen interest while they go for teaching a specific subject in a specific context. As a result, our students may largely get themselves benefited from the contents of their curriculum of learning English language.

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