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The Art of Language Teaching, Challenges And Use of Supporting Material

**Nirja Tomar, Humanities Department,
Shilpa Lunawat Taunk, Management Department,
Vivekanand Mahavidyalaya, Raipur, Chhattisgarh, INDIA**

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Corresponding Authors

**Nirja Tomar, Humanities Department,
Shilpa Lunawat Taunk,
Management Department,
Vivekanand Mahavidyalaya,
Raipur, Chhattisgarh, INDIA**

shodhsamagam1@gmail.com

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The art of language teaching, challenges and use of supporting material Abstract : A teacher of language faces various levels of difficulties as a teacher, facilitator. teaching English with the complexities in this ever changing scenario is an challenging art. this paper tries to explain and explore the role of supplementary materials like newspaper and different type of greeting cards as they have qualities like adaptability flexibility easily availability and connectivity with the learners learner may use them with their own

ABSTRACT

A teacher of language faces various levels of difficulties as a teacher, facilitator. teaching English with the complexities in this ever changing scenario is an challenging art. This paper tries to explain and explore the role of supplementary materials like newspaper and different type of greeting cards as they have qualities like adaptability flexibility easily availability and connectivity with the learners learner may use them with their own pace of preferred learning style for good communication.

KEY WORDS

Supplementary Materials, Innovative mode, Language learning skills, LSRW.

As an teacher teaching English language as a second language each of us need to introspect/ examine the teaching learning environment and methodologies, as the challenges and roles of a language teacher is multiple and multidimensional, becoming aware of them and rising up to meet them is itself the biggest challenge in an ever changing scenario it gets more complex.

In India the class size of an average urban school college is of 50 to 60 student the materials textbooks are written by expert and the course is revised once in a decade or two, learners do not understand the relevance of learning materials to their own lives, the teachers have also not gone through recent approaches and methods of second language teaching nor did they have received any proper training and use of mother tongue is also a problem apart from these teaching learning environment there is a difference between teaching

any content based subject like physics history maths and teaching English some of them are here teaching language as a skill and teaching language skills, the first part has to deal with the awareness and the second with the execution that is how awareness translate itself into actual practice that helps to achieve language proficiency of the learners a teacher of language attempts to adopt the principles of of communicative language teaching and learning and tries to to develop all the the four skills of language LSRW that is listening speaking reading and writing, teaching of English language includes the following:

Teacher's goal is to enable the student to communicate and understand in the target language. To teaching learning process is followed by communicative intense with M of using communicative tasks and activities.

The language is used as a tool and along with linguistic competence the knowledge of contextual meaning is also emphasized and one has to use the native language judicially.

Though teaching apparently is a simple and a straight forward activity but this simplicity is very difficult because so many aspects and issues are involved in in this process and are taken for granted. Effective teaching does not happens by chance a good teacher always needs to prepare and it must be realised that second language teaching has multiple and multidimensional challenges and meeting those challenges is itself big challenge.

The essential conditions for language learning are motivation exposure and use of target language and as a teacher one has to explore some methods or ways in which one can provide learners the atmosphere and support to the formal instruction method describing supplementary material. 'Tomlinson' says that supplementary materials are the materials designed to be used in addition to to the core materials of the course and they are used to develop the skills of reading writing and speaking.

From the wide range of supportive materials if we select authentic supplementary materials we could be able to what the classroom teaching learning activity to the real world day to day language exercise. Fortunately such materials are around us and are are low cost and of no post authentic materials like newspaper, greetings, invitation cards, posters and pamphlets are available in abundance. Using this materials have many "advantages" and some of them are:

1. Easy availability and low cost can be
2. Collected gathered by student equally and the contribution may bring desired result.
3. They are very cheap but extremely useful and valuable can be merged easily and combined with the core material
4. Using such materials can lead to the collaborative learning as the students are part of collecting such materials.
5. It may also bring variety to teaching learning process it is useful for both teacher and learner to understand and use real life events incident based communication in target language.

How to use

BrainTomlinson says that the Supplementary materials we are using should be relevant to the learning environment and they should create and achieve impact.

1. Help the learner to understand language, feel ease and develop confidence.
2. Able to draw attention and create interest in second language.

Activities like quiz answering MCQs and other objective type questions and other exercises can be done on the basis of newspaper reading lsrw can be targeted hand in hand while using this supplementary materials we can ask the student to find many interesting things like headings, headlines, captions, GK question and many more like:

Who is Neeraj chopra in page 6 and what is his achievements in third column?

Write the 5 line of the advertisement you like the most in newspaper.

Write three different lines or three lines sentence to wish birthday etc.

These are very simple examples the teacher may change, explore methods and ways which will create an environment to support formal instruction system when can also experiment with the techniques to bring positive change.

CONCLUSION

This paper ends with the hope that with the use of of these easily available supporting material the teachers may contribute to cumulative mutual process of practicing and developing the art of language teaching and give a new meaning to teaching learning process without changing the fundamental basics of this process.

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