A Wide Range of Resources Provide A Rich Base Stimulus For Language Development

Dr. S.Rajeswari,

M.A., M.phil, PGCTE, Ph.D

Associate Professor, Geethanjali College of Engineering and Technology, Keesara,R.R. Dist.,Telangana, India

ABSTRACT: A wide range of resources used by the teachers in English language classroom provides students a rich base stimulus for language development. Any activity done in the classroom must be efficient in achieving its purpose. For meaningful, purposeful uses for the target language, materials should be contextualized to topics and themes. Visual tools like symbols, posters, posters, photos, mind maps, etc. are powerful retention aids which increase understanding level of the language learners. Pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Pictures provide the students with the chance of being creative and using their imagination. They can be used in numerous contexts. Pictures should certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involve pictures or not. English language teachers should take into account diverse learners when adapting materials. To ensure appropriate challenge and levels of success teacher-prepared materials provide the opportunity to select texts and activities at exactly the right level for particular learners. Authentic material is a great aid to create a relaxed atmosphere in which students feel safe and comfortable to initiate learning. Evaluating meaningful language learning is a constant process and so must be carried out during the ongoing lessons.

KEY WORDS: range of resources; language development; contextualized; initiate learning; meaningful language learning

1. INTRODUCTION:

English language learners are increasing day-by-day. A need of special education programs in designing and implementing culturally and linguistically appropriate educational plans are essential for successful fulfillment of learner needs. A wide range of resources used by the teachers in English language classroom provides students a rich base stimulus for language development. Any activity done in the classroom must be efficient in achieving its purpose. For meaningful, purposeful uses for the target language, materials should be contextualized to topics and themes. Visual tools like symbols, posters, photos, mind maps, etc. are powerful retention aids which increase understanding level of the language learners. Parental choice and meaningful involvement play a key role in the process.As defined by Harris and Caviglioli, "visual tools are powerful retention aids which increaseunderstanding. There are several types of visual tools like pictures, posters, photos, illustrations, icons, symbols, sketches, figures, presentations, mind maps."[1]

2. WIDE RANGE OF RESOURCES:

Many language teachers are concerned to help students to develop their ability to use the foreign language. It is not enough for students to have a competent ability in a language if they cannot develop a conversation or discussion. Language teachers have a key role as communication teachers and, indeed, as teachers in the broadest sense. It is important to have as wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. Any activity done in the language classroom must be efficient in achieving its purpose.

In terms of materials design and production within the limitations of available resources and facilitiesteachers must be realistic about what they can achieve. Access to resources such as computers, video player, TV, CD player, radio, cassette recorder, photocopier, language lab, digital camera, whiteboard, OHP, scissors,cardboard, etc. will impact in materials design.Confidence and competence are the factors that determine an individual teacher's willingness to embark on materials development. This influences by the teacher's artistic skills and overall understanding of the principles of materials design and production.

Visuals are powerful tools that can be used for a wide range of activities, from speaking and writing to enhancingstudents' vocabulary and grammar skills. They can stimulate students to startthinking about the topics that will be introduced or to initiate classroom discussion and debate, which can sometimes be difficult to achieve. According to Macwan, "visual aids can help in speaking activities as learners will share theirfeelings and inspirations. They provide the learners with the opportunity to speak in order todevelop their speaking skills" [2].Visual tools can be used to provide a better understanding of the topic, whether teachersexplain grammar or learning vocabulary.Using such tools encourage students to use their imagination, as the same picture can be interpretedin many different ways. Visuals give an insight into the world and help students think 'outside thebox'.

3. LANGUAGE DEVELOPMENT IN NUMEROUS CONTEXTS:

Teaching materials form an important part in English teaching programs. Many language teachers continue toproduce their own materials for classroom useinspite of available teaching materials. Indeed, most of the English teachers spend considerable time infinding, selecting, adapting evaluating, and making materials to use in their teaching.

Pictures can be used for language development in numerous contexts. Pictures open multiple interpretations. The use of pictures convey a whole range of grammatical and lexical concepts. Most of the pictures are used as a support to written texts which continue to provide the main focus of attention in English language class.It is easier and quicker to communicate message with a picture. Pictures can play a key role in motivating students and contextualizing the language they are using. This helps to discipline the activity in the classroom.Pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Pictures provide the students with the chance of being creative and using their imagination. Pictures should certainly be subjected to some practical criteria for assessment of their value.

English language teachers should take into account diverse learners when adapting materials. To ensure appropriate challenges and levels of success teacher-prepared materials provide the opportunity to select texts and activities at exactly the right level for particular learners.Video materials are also used as an aid to comprehension and acts as a useful tool for developing intercultural awareness providing interesting and relevant input for learners.

4. CONTEXTUALIZED MATERIALS:

Teachers need to make decisions in designing materials about the most appropriate organizing principle or focus for the materials and activities. And this can be changed by the teacher over the course of the programme if necessary. "Most course books remain organized around grammar elements and the PPP (presentation, practice, production) model of teaching, often with an 'unrelenting format' which can be deeply unengaging" (Harmer) [3]. Taking control over materials designing, teachers can choose from the range of possibilities, including functions, topics, situations, notions, skills, etc., or a combination of these principles, as starting points to develop a variety of materials that focus on the developing needs of a particular groupof learners.

The advantage of teacher-produced materials is contextualization. An importantaspect ofEnglish language learning materials produced is that they are necessarily generic and not aimed at any specific group of learners or anyparticular cultural or educational context. The possible lack of bridge between teaching context andcourse book has been expressed thus: "Our modern course books are full of speech acts and functionsbased on situations which most foreign-language students will never encounter… 'Globally'designed course books have continued to be

stubbornly Anglo-centric. Appealing to the world marketas they do, they cannot by definition draw on local varieties of English and have not gone very far in recognising English as an international language, either" (Altan)[4]. Many language teachers, adapting or designing their own teaching materials, enables to overcome lack of specificlearning environment.Another aspect of context is of the available resources. Teaching contexts may berich in resources such as supplementary texts, readers, course books, computers, audio-visualequipment. Consumables such as paper and pens also play a key role. For many learning contexts, teacher-produced materials can be the best option in terms ofboth school and student budget.A second area in which teacher-designed materials are an advantage is that ofindividual needs of the learners. Modern English teaching methodology increasingly emphasizes the importance ofidentifying and teaching to meet the individual needs of learners. English language classrooms are diverseplaces not only in terms of where they are situated, but also in terms of the individual learners withineach context. Teacher-designed materials can be responsive to the heterogeneity inherent in theclassroom. This approach encompasses the learners' first languages and cultures, their learningneeds and their experiences. "Few course books deliberately incorporate opportunities for learners tobuild on the first language skills already acquired, despite research suggesting that bilingualapproaches are most successful in developing second language competence" (Thomas & Collier,)[5]. Teacher designed materials ensure appropriate challenges and levels of success.

5. INITIATE LEARNING:

Contextualized materials provide meaningful and purposeful uses for the target language. Wherever possible, these should be chosenon the basis of their relevance and appropriateness for the intended learners, to ensure personalengagement and to provide motivation for dipping further into the materials.Materials should stimulate interaction and be generative in terms of language.Language-teaching materials shouldprovide situations that demand the same situations where learners need to interact with each otherregularly. Language learning will be maximally enhanced if materials designers are able toacknowledge the communication challenges inherent in an interactive teaching approach and addressthe different norms of interaction.

Students are often reluctant to talk and discuss in English language class. Visual and audio-visual tools are a great aid to create a relaxed atmosphere in which language learners feel safe and comfortable to initiate discussion. As an expansion, the same video can be used to encourage students to other language skills like writing, reading or listening on the topic. Authentic material is a great aid to create a relaxed atmosphere in which students feel safe and comfortable to initiate learning. Evaluating meaningful language learning is a constant process and so must be carried out during the ongoing lessons.

6. MEANINGFUL LANGUAGE LEARNING:

Language teachers need to take into account when embarking on the design of teaching materials for their learners.Teachers must ensure they know their learners well.Teacher designed English language learning materials provide valuable opportunities for self-evaluation. Theyincorporate activities which encourage learners to assess their own language learning and language development in real time situations.Effective learning frequently involves learners in exploring a new linguistic terrain,and interaction with peer group forming pairs can often be the medium for providing the 'stretch' that is necessary for ongoinglanguage development.Language material designers should ensure their materials allow sufficient scope fortheir learners to be 'stretched' to build on generating new language learning. Interactive learning leads to progress beyond surface fluency to proficiency and confidence.Materials also need to encourage learners to take an analytical approach to thelanguage. Well-designed materials can help language learners by providing opportunities for regulated practice in addition to independentand creative expression.

Evaluating meaningful language learning needs a check of contextualization, stimulation of interaction, facilitation of learners autonomy, focus on form and function, authenticity, progression and flexibility. Contextualization can be checked by curriculum objectives, prior learning experience and knowledge of students and topics and themes relevant for learners. Real life topics with sufficient scope of challenges lead to language progress of learners. Learning strategies essential for lifelong language learning provides opportunities outside the classroom. Closer look at how language works from a linguistic point of view enables learners to focus on form and function.Wide range of texts and media representing a variety of English facilitates appropriate authentic language use. Coherent materials which are interlinked having clear underlying objectives facilitate language acquisition. Teaching

approach with various methodologies based on language level results in effective evaluation and outcomes.Appropriate instructions play a vital role.

7. CONCLUSION:

Materials designers for English language development should aim for authentic spoken and visual texts. Neutralizing their mother tongue, learners need to hear, see and read the way native speakers communicate with each other naturally.Designing effective materials results positive effect on learner motivation. Exposure to real language with authentic cultural information supports more creative approach to teaching.English teachers need to measure the benefits and costs of designing their own teaching materials and make their own decision as to meet the learners' needs for fruitful effort.English language teachersin designing their own materials can considerlocal to global events.Focus should be on relevantand high interest topics and tasks. The teachable moment can be more readily seized.

REFERENCES:

1. Harris, O. Caviglioli, "Think it - Map it!" Network Educational Press, Stafford, 2003.

2. H. J. Macwan, "Using Visual Aids as Authentic Material in ESL Classrooms", Research Journal of English Language and Literature, Vol.3. Issue. 1, pp. 91 -96, 2015.

3. Harmer, J., Course books, A human, cultural and linguistic disaster? *MET*, Volume *8*(4), 2001,Pp 5–10.

4. Altan, M. Z., Culture in EFL contexts: Classroom and course books, *MET*, Volume *4*(2), 1995, Pp 58–60.

5. Thomas, W. P., & Collier, V.P., S*chool effectiveness for language minority students*. NCBE Resource Collection Series 9, 1997, December.