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## **THE IMPORTANCE OF TEACHING METHODS FOR TRIBAL STUDENTS IN RESIDENTIAL JUNIOR COLLEGES OF A.P.**

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### **Abstract**

English teaching is the very complicated task in Tribal welfare residential junior colleges. The way of teaching English is also very different in every Institute. We know that English taught as a second language and as a subject in Indian Educational Institutes, but not a language. We know that the importance of need-based language skills in English, which plays a major role in every student career or learner in their day to day life. Now, need to know that every teacher "How and what to teach to the students' because it is very difficult for teachers to use suitable methods or language skills. The students face some other problems in this Residential Institutes, i.e. Suitable methods of teaching English and basic need-based language skills and infrastructure, there is no single method that to be considered effective and acceptable. This paper also explains that what methods they are following, whether it is helpful or not? Then what, students learn from English, as a subject or language? This paper also emphasizes the need-based language skills of tribal students.

### **Keywords:**

tribal welfare residential Jr. colleges, tribal students, Suitable methods of English,

Need-based language skills, English Subject or Language

### **Introduction**

‘If you are teaching John English, you must know John, you must know English and you just know how to teach John English ‘

Teaching of English as a second language or Foreign language in the institutes like Tribal welfare, Educational institutes always demanded expertise in the pedagogy for many reasons: Socio-cultural, Economic, Psychological, Philosophical, Educational and Pedagogic. The Learning of English serves a very limited purpose, and the target learners have less opportunity to practice the target language in the classroom and outside the classrooms. The teacher with a good method of teaching is liked by the student. A good method of teaching results in better learning. A method is a servant and not a master. Selection of the right method ensures the success of the teacher. It helps the achievement of the teacher goals. In a method, the word ‘how’ is important. According to W.F.Mackey, ‘A method determines what and how much is taught (selection), .....Presentation and repetition’. If we go to the old days, we find that nobody was so particular about the method of teaching. They followed certain methods surely.

"Methods are meant for us and not us  
.....our masters. (pg.52)

I hear and I forget

I see and I believe I do and I  
understand.....Confucius

Let us now look at the principles and  
practices of the popular methods of  
teaching English. These methods are  
practiced in India.

Grammar Translation Method

Direct Method

Bilingual Method

New West Method

Let us now analyze these methods of  
teaching English.

Translation Method (Grammar translation  
method (GTM)):The Grammar Translation  
method(1840-1940), is the oldest method  
of teaching and the Classical method of  
teaching English. In the past Greek, Latin,  
French, and German, etc. was taught by  
this method. Translation method means  
teaching the target language by translating  
it into their mother tongue.

### **Principles of the Translation method**

The teaching of foreign language  
through translation is easy, quick and  
economical.

The structural patterns of the two  
languages are compared to this comparison  
makes learning more, clear and firm.

The knowledge of the rules helps the  
learners to avoid any types of mistakes.

### **Advantages**

This method is very successful in  
the present day classrooms, where there  
are a large number of students in each  
section.

It does not help the students to learn the  
correct pronunciation of English and in  
which method, the learner can remain  
absent-minded while being taught by this  
method. Ultimately, this method does not  
help the students to learn the language.

### **2. Direct Method**

The direct method, which means  
teaching English directly through English  
medium only and mother tongue are not  
used at all. This method came as a reaction  
against the translation method and it is also  
called a natural method. Frank, a German  
philosopher says that a language could  
best be taught by using it actively in the  
classroom. So that the teacher should  
create certain platforms for language  
practice as well as awareness about the  
importance of English and develop the  
communicative competence must be  
stimulated in the minds of the tribal  
students.

### **The principle of the Method**

The basic principles, which method  
is based on a Direct association between  
thought and words, Oral practice,  
Functional grammar, Inhibition of mother  
tongue, Sentence as the unit of speech and  
limited vocabulary. Pronunciation is  
stressed right from the beginning of the  
language learning

### **Advantages**

There is a direct bond between  
thought and expression. So it helps the  
learner to have fluency in speech, and  
which helps the learners to get a good  
command over the language.

### **Disadvantages**

This method, cannot be used  
successfully for the average and the below  
average students and which method does  
not lie emphasizes the selection and the

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gradation of language material that is very important.

In this method, there is an overemphasis on oral work.

### **3. Bilingual Method**

Bilingual method means a method where two languages e.i. The mother tongue and target language are used. Here the mother tongue is used to achieve the target language. This method is based on the similarities and differences which exist between the two languages. The advocates of Bilingual method believe that is mere wastage of time as there is a duplicity of, the same thing.

#### **Advantages**

Judicious use of the mother tongue by the teachers does not spoil the environment of teaching English. It only helps in teaching English.

It helps in giving proper training for different skills i.e. listening, speaking, reading and writing. Pattern practice given to the learners is essential in acquiring a skill and which method helps in developing fluency in a spoken language.

The use of mother tongue saves a lot of time otherwise the teacher will have to make use of a number of devices for giving the meanings of words. Meanings and concepts conveyed in this way are better understood by the learners.

#### **Disadvantages**

In a Bilingual method, the teacher teaches English through English medium and in certain situations he starts using mother tongue. It diverges the attention of the learners.

The use of the mother tongue while teaching English spoils the continuity and fluency of language.

### **4. Dr. Michael West's The New Method:**

Dr. West approached the problem of teaching English not from the standpoint of pedagogy, but from the standpoint of the social needs of the Indian people

It has done a useful service in the teaching of English in India. This paper deals with the effective methods which can be employed in teaching English to the rural students for their enhancement.

#### **Comparison**

In comparison with the translation method, the bilingual method stands unique because in this case, we have some modifications of the translation method. In this method, the mother tongue is used by the teacher only, and that too for explaining the meaning of difficult words and not by the students. Secondly, the students get a lot of practice in patterns which are not taken care of the translation method. In Indian situations, many times the Direct method of teaching English creates problems. Sometimes the teacher finds it difficult to make the student understand and sometimes the student fails to follow properly. The indirect method, nobody is allowed to use mother tongue use in any situation, whereas in the Bilingual method some freedom is there for the teacher. In some situation where the student has failed to follow the teacher in spite of the best efforts made by the teacher, the mother tongue may be used. Thus the glaring drawbacks of the Direct method have been put to the end by the use of the Bilingual method. Moreover, the merits of the Direct method continue with the Bilingual method.

Having discussed the various methods of teaching English in Residential junior colleges and India, we conclude that there is something good and something bad in each method. However, when the teacher becomes the slave to the method, the complete teaching work becomes a hotchpotch. Therefore, it is rather advisable that the teacher should adopt an eclectic and pragmatic approach because no single approach is used in all the situations. The success of teaching, learning depends on the technique as well as the choice of material. After my close observation of the rural students, another important thing is city-bred children are exposed to a lot of modules and they have the privilege of learning English through different methods.

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