METHODS FOR TEACHING ENGLISH
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Abstract: This article discusses the role and importance of different methods in teaching English. There is also information about methods and their types, with examples.
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Language teaching has its challenges. Most of the time, it is a foreign language that the learner can't pick up from his/her surroundings, and you should teach patiently and systematically so that the students become confident and can read, write and speak the language effortlessly.

The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners. The present generation gets exposure to the world through social media, their knowledge base is augmenting by the information available on the internet, the students nowadays are more impatient and to grab their attention, teaching methods need to cater to their dynamic thinking process.

Language teaching, like any other topic, has undergone a lot of changes. It has shifted to role-plays, interactive games, short visuals, etc. from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays. In general, everything you teach needs to be relevant to the students' environment, as students are the focal point of the teaching and learning process.

Grammar Paraphrasing- This method of teaching English is a classic one used since the 16th century. This approach was improvised for teaching the Latin language, which was not commonly learned and spoken by people. The method of teaching English focused on translating the texts in Latin to the native language and then gaining it, in line with the grammatical rules and vocabulary of Latin. The rote learning method is the most used method to learn vocabulary.

This method of teaching English, also known as the direct method, seems to be a response to the Grammar translation technique. In this process, the teacher who is aiming to teach English as a second language, asks the learner to think in English so that they can communicate in English.

The technique aims at building a connection between thought and expression. It required the teacher to strictly prohibit the student from using his/her native language. The learner is supposed to perfectly express himself/herself in English, with proper accent and usage of grammatical skills.

This method of teaching English is used in modern times and is useful in teaching to communicate in English. As the student thinks and talks in English in

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real-life situations, they learn the language accurately, and there is no rote learning or translation. This might take some time, but whatever is learned has a long term effect on our memory.

The various characteristics of this method are:

Interaction in English language results is a proper understanding of the language.

Students are taught strategies to understand English.

The experiences of the students are focused on making up the content of the lessons.

Authentic text in English is used for teaching

Principled Eclecticism: This refers to the variety of teaching methods, depending on the aptitude of the learner. Different methods are put together to suit the requirement of the student.

Any single method has its strengths and weaknesses. Therefore it may not be suitable for a specific learner, so the teacher in this approach uses a combination of techniques to make the language understandable.

This is the most contemporary method of teaching a foreign language and is very useful.

Much like the task-based approach, the project-based approach is meant to address students' real needs by adapting language to the skills and competencies they truly need personally and/or professionally.

The application of this approach begins by determining the one, global objective that the individual or group of students have.

Give examples of new lexical units to your students through your own speech. Challenge your students to listen for the new vocabulary items as you talk to them and then ask them to use the same new vocabulary items in their own speech. Take a few minutes and tell your students about the topic you have chosen. For example, you can talk about family. Write down any units you think they might use to talk about their families when you talk about your topic. You can give students the opportunity to compare their writing. Then, let the students talk about their families in groups, exchange ideas, and use various new vocabulary units that you used while talking with them.

Eventually, you will find that the most effective way to teach your students new vocabulary is to have them speak in groups. It is human nature to forget most of what we have learned in a very short time. By emphasizing new vocabulary items to your students and reinforcing their use in class, your students will be more likely to remember and use them correctly in their speech. This theory has been studied by American scientists and has given many results.

There are many theories about the study of new lexical units, for example, V.V. Markovkin in his scientific work, new lexical units occupy a central place in the development of speaking about the types of new lexical units and their functions. He explained that it has the most functions compared to other units - this is their purpose. To have a certain function, to do something means to be intended. The tasks of the new lexical units differ from each other, firstly, in terms of their content, and

secondly, in terms of the degree of specificity of the new lexical units. From the point of view of content, some functions reflect the relationship of new lexical units with the objects of the surrounding world, and therefore they can be called external, while others reflect the relationship of new lexical units with each other and with the language system - internal functions. The first includes nominative, generalizing-cognitive information-accumulative, emotional, symbolic, communicative, contact, aesthetic. The second includes synthesizing, stylistic metal, constructive and unique. According to the degree of specificity of various functions to new lexical lines, they can be divided into correct and incorrect ones. The correct function is the main carrier of new lexical units. In other words, the correct functions include, first of all, the functions characteristic of new lexical units, and characteristic of some other language units. The corresponding tasks of new vocabulary units are nominative, generalizing-cognitive, information-accumulating, motivic, symbolic, synthesizing, stylistic and metalological. Incorrect function is the main carrier of new lexical units, any other linguistic units except new lexical units. The greatest contribution to the study of the information-accumulating function of new lexical units was made by E.M. Vereshchagin and V.G. Added by Kostomarov.

For example, if you're teaching a business English class, you should look at why students are in the class to begin with and plan accordingly. One time when working for a corporate client, I taught a room full of accountants who were all for promotions up for grabs in their company.

Naturally, I taught them differently than I would students interested in learning casual English conversations because of the nature of their jobs. They had to produce specific monthly reports in English for multiple departments in their office. So, we broke one sample report into sections and analyzed each segment. Each student prepared the sections as if they were the real thing.

In class, discussed the difficulties my students encountered, in addition to covering all the vocabulary and grammar needed to complete each section. Their final project was a finished report they could submit to their boss for approval, and the criteria we used to create the report was based their company handbook.

Think of the project as their final, comprehensive assessment. Whereas small tests or the completion of individual tasks are cumulative assessments. Just remember, your evaluation criteria must be clear so students know what they're being graded on.

Using Smartphones in the Classroom

A good example of how smartphones enhance classroom learning is the scavenger hunt exercise. Here, students must go through websites to find the information they need to fill out a worksheet. Students can also use their devices to access free, online exercises that reinforce language and skills seen in class.

The key issue here is to be creative with the use of smartphones. Other uses for smartphones in the classroom could be polling apps, surveys or even recording, yes, recording! Students can record themselves in action, which is perfect helping them receive feedback on specific tasks and activities.

In the scientific literature on methodology various models of communicative been presented. But in the current interpretation the communicative competence includes linguistic, sociolinguistic, discourse, strategic, socio-cultural, and social competences. Linguistic competence: the ability to produce and interpret meaningful utterances which are formed in accordance with the rules of the language concerned and bear their conventional meaning that meaning which native speakers would normally attach to an utterance when used in isolation. This competence includes vocabulary, grammar, phonetic and phonological, stylistic knowledge. Sociolinguistic competence: the awareness of ways in which the choice of language forms is determined by such conditions as setting, relationship between communication partners, communicative intentions, etc. This competence covers the relation between linguistic signals and their contextual/situational meaning. Discourse competence: the ability to use appropriate strategies in the construction and interpretation of texts. It refers to selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. This is where the top-down communicative intent and socio-cultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts. Strategic competence: when communication is difficult we have to find ways of getting our meaning across or finding out what somebody means; these are communicative strategies, such as rephrasing, asking for clarification, etc.

In addition, goals of the English language teaching are determined of all-round development of an individual and up-bringing of students as well as by requirements of the syllabus of a certain type of an educational stage.

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