

WHAT ARE THE PRINCIPLES ON WHICH LANGUAGE TEACHING IS BASED? WHAT ARE THE JUSTIFICATIONS FOR THEM?

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Abstract

Language is nothing more than a means of communication, a means of passing on our thoughts to one another. Language is a set of human habits that allows people to convey their thoughts and feelings. In this particular age of globalization, data and communication technological innovation, English provides an exclusive and predominant position in the global sphere of typically the world. In the realm of education, it has a distinct identity. A teacher must remember the subject's goals and objectives while teaching. Educating requires specific bearings, later all outcome of instructing relies on its points and targets.

Key words: language, principle, learning

Language is a complex system, and mastering it necessitates a lifetime commitment from the learner. The individual's earlier information, perspectives, character, learning styles, abilities and inspiration are generally factors connected with possible result of the language study (Brown, 2004). Language, such a long ways as we probably are aware, is something explicit to people, in other words the essential limit recognizes people from any remaining living creatures. Language along these lines remains possibly an informative medium equipped for

communicating thoughts and ideas as well as moods, feelings and attitudes. It is critical for English teachers to educate in a way that allows students to accomplish their targeted outcomes. As a result, a thorough understanding of the basics of English language education is required. In learning a language, their own or another, every student should create and solidify mental portrayals that are fundamental to understanding the language as well as to articulating one's thoughts through it. Students must recognize they may be in charge of their personal learning; they will certainly take this obligation more seriously if they identify and address their own limitations and inadequacies.

Mastering and teaching will be shaped by student needs and aims in particular instances. The needs and goals of students are not only personal. They will be shaped into an extensive degree by social pressures, political exigencies, and parental objectives influenced by these types of two. Individual choices are largely influenced by social factors and community-wide perceptions, whether they represent reality or are simply hopes and fears.

Language learning and instructing depend on ordinary purposes of language, with correspondence of implications (in oral or written structure) fundamental to all methodologies and procedures. To become familiar with a language normally, one requires much practice in involving the language for the typical purposes language serves in daily existence. This is in contradistinction to the fake kinds of drills and practice activities to which numerous students are still oppressed. Manipulation of strength patterns in a few presumptive logical orders in a semantically incoherent sequence does not adequately prepare the student for typical language use. Language practice should currently be as near to real communication as practicable. Class relations reflect common liking and esteem, allowing for both equally teacher personality together with student personality throughout a non-threatening ambiance of cooperative mastering. Students and professors, as well as students among themselves, must be comfortable with one other, interested in each other, and respectful of each other's unique temperament-imposed limits in order to

create an engaged language-learning environment. To accomplish this balance, educators should feel alright with what they are doing, similarly as students should be comfortable with what they are generally anticipated to do.

Reference

1. Principles of language learning and the role of the teacher. 2017 by TESOL International Association.

