



INNOVATIVE METHODS IN TEACHING ENGLISH LANGUAGE

Dr.D.Indira Priyadarshini, Hepsiba George.M

Professor of English, Asst. Professor of English
Humanities & Sciences,
Vidya Jyoti Institute of Technology Hyderabad, India.

Abstract: Languages emerged when Homo sapiens began collaborating with one another. It is challenging to provide a response to the question of what language is the oldest in the world. Language use eventually grew to be a significant aspect of human society. It served a variety of social and cultural purposes in addition to serving as a means of communication and information sharing with those around it. It eventually evolved to utilize for a variety of purposes, including group identification, social grooming, amusement, etc. As time went on and people began to travel over the world, many languages changed and diversified. As a result, there are several languages that are spoken around the world.

Index Terms - Innovative methods, Language skills, teaching English. Etc

INTRODUCTION

Language and literature are two sides of the same coin. A pedagogical instrument for language learning is literature. Next to food is language. We take it for granted much like we do breathing or walking since we are so accustomed to it. Literature keeps the language's evolution current. The present article intends to investigate the language interactions and classroom discourses that take place in 'Literature circles'. Literature can help learners to develop their understanding of other cultures, awareness of differences and to develop the process of learning and understanding in general.

Writings that have a high and enduring artistic value are considered literature. Language - A system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country. The teaching of Language is the one of the methods of efficient expression and communication, but the use of English as a means of communication has become a vital requirement. Most of the English teachers, who opt to teach English language, do not know how to teach, but thankfully there are some teachers in our country, who brought revolution with their teaching skills in their classrooms by accommodating Innovations in English Language Teaching.

BACKGROUND

Currently, formal and ritualistic methods are used to teach English in India, with little interaction between teachers and students. English instruction has evolved into an activity focused on exams, courses, or degrees and teachers have never made an effort to create English instruction that should be relevant to modern demands. Furthermore, given that we are in the post-independent era, it is assumed that we are still relying on conventional wisdom, in part due to the legacy of colonialism and in part due to our adoration and respect for the West.

Probably there is a lack of a spark, which can light the fire of skills and compel teachers to think about their own cultural requirements and situations. Several factors should be taken into account in developing, discovering, and planning the system of education, particularly English Teaching Skills.

As a result, in order to concentrate on the actual goals, objectives, and factual targets of education, the following two facts should be taken into consideration in order of importance:

- 1) The majority of teachers struggle to cover the university-required syllabus;
- 2) The majority of students enroll solely for the purpose of receiving a certificate.

These two major issues prevent both the teacher and the student from engaging in a genuine and emotional way of learning English teaching programs or the educational system.

CHANGE THE UNCHANGED

Change the unchangeable, as the saying goes, "Change is the biggest boon of the universe" and "Change is the law of nature." We are aware that habits, attitudes, and seasons change, and even from birth to death, every living thing would undergo numerous transformations. Therefore, why is it impossible for the educational system to adapt to new approaches, capabilities, or innovations?

We teachers consider ourselves to be the change-makers and builders of the next generation; however, have we ever rethought our curriculum? Have we ever been concerned about how good education is? Or have we ever looked at the English that our students are learning?

Therefore, in light of all of these factors, only teachers can develop a model; teachers should reorient themselves with new skills, innovations, and methodologies in order to impart accurate English education knowledge to students.

CINITIATIVES IN THE WORLD OF INNOVATIONS

A few decades ago, teachers would require their students to read English newspapers on a regular basis, listen to All India Radio, and watch English news on television. However, this is no longer possible in today's world because of cutting-edge technology such as instant messaging on mobile phones, email on the internet, and social networking sites like Facebook, Twitter, and blogs.

Unfortunately, students in this era are forced to create their own innovative jargon by altering the spelling of common words, language grammar, and literary forms. This kind of English user can easily cover up their lack of proficiency and ignorance of the language.

There's more to this phenomenon than meets the eye: The English Lexicon is just as familiar to today's children as it was a few decades ago. In addition, the English language skills of urban children are superior to those of rural students. The English language also changes after globalization.

Innovation is always required in this globalized environment; The "attitude of teacher in the classroom" and "continuous and comprehensive evaluation" are two significant innovations. There is one example to support the aforementioned innovation. A few states in India used to teach English in government schools starting in fourth standard, where regional languages were used as the medium of instruction. Later, the policy was changed and English was taught in third standard, and it is now taught in first standard.

The curriculum, learning materials, and timetable must all be designed in accordance with the system's requirements in order to emphasize a comprehensive and continuous evaluation system. Additionally, infrastructure enhancements must be in line with the system's requirements. Aside from that, the most important thing is to retrain teachers in new teaching techniques by holding monthly workshops and numerous skill development programs.

There are many ideas for innovation, but the following are regarded as the best:

- Task-Based language instruction;
- Using English Songs for Effective Language Learning Activities;
- Using Anecdotes and Malapropisms for Language Education;
- Using Newspapers in English Classrooms for Language Development;
- Roles of English Language Teachers in the Classroom;

Critical Thinking Skills Teaching Techniques Therefore, it is recommended to place emphasis on the final of the six significant innovations—methods for teaching critical thinking skills. Now comes the question of what critical thinking is.

Thinking abilities in terms of applying, evaluating, reasoning, conceptualizing, observing, experiencing, experimenting, and interpreting are what are generally considered to be critical thinking. However, in the context of instruction in the classroom, critical thinking is defined as any conscious thought that is solely goal-oriented. However, these two definitions are connected and dependent on one another.

FEATURES OF CRITICAL THINKING SKILLS IN CLASS ROOM

1. We are aware that teaching is a two-way communication in which both the teacher and the student should have a mutual relationship.
2. The classroom should be focused on the student; the most crucial aspect of the classroom should be the students' increased and significant involvement and contribution.
3. In a learning setting, the aims, goals, and objectives should be present; this ought to assist the students in developing critical comprehension.
4. The learning habits of students should be permanently altered by teaching critical skills.
5. Students' ability to develop critical thinking should be the goal of every instructional strategy.
6. The class might have a mix of students, and each one should be able to show off their skills, abilities, capacities, and abilities.

CONCLUSION

Using new methods of teaching English encourages and motivates all students, enables them to develop their thinking and learning skills, and encourages them to be more creative in their learning. Literature definitely belongs in the classroom of languages. Literature has the power to inspire many students to read English-language texts. Literature is a great way to show how language is used and to introduce cultural assumptions to all students. Naturally, a selection of texts that are not overtly difficult on a linguistic or conceptual level is crucial to our success in using literature.

REFERENCES

1. Adamason B. and C. Davison. 2003. Innovation in English Language Teaching. Hongkong.Prospect 18(1). p. 27-41.
2. Krishnaswamy N., Skand Shukla and Revathi Srinivas. 2012. Innovation in English Language teaching – p. 1-3 Orient Black Swan.
3. Oliphant R. Locus of Change: Notes on Innovation in English Teaching. California.English Journal 3(2). p.14-19.
4. O'Neil R. 1990. Currents of Change in English Language Teaching. Oxford. Oxford University Press.

