INNOVATIVE TEACHING-LEARNING IN ENGLISH

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Abstract: A middle way should be used. Innovative tools and technology can be used to make classroom teaching effective. Apart from technology, some easy but innovative methods can be invented and adopted by the teachers to make the teaching-learning interesting. meet to the global standards and to impart global competencies, teachers have to play significant role to improve the quality of higher education. Teachers should create benchmarks with their innovation and quality initiatives. English teachers should be more careful while using ICT based teaching-learning. They should develop new learner-based methods for particular students having particular socio-cultural backgrounds and learning capacities.

Keywords: Innovation, tools, teaching, Applications

Introduction :

COVID-19 pandemic has given a terrific blow to the entire world. After a year of tough time, the condition seems like that was in 2020 when it spread rapidly and took all the world in its deadly arms. Though India succeeded to have the the lowest death rate that is 2.41% and more than 97% recovery rate, the pandemic has swept the entire country in various ways. The strategies like lockdown, social distancing, quarantine practices, isolation, testing and medication, wearing masks, sanitization, staying at home and vaccination caused to turn the situation into normalcy. But till now it has influenced the economy, socio-political conditions, health and education. It has the indelible impact on various sectors. The pandemic had a shocking impact on education globally. As per the report of UNESCO, 63 million teachers were affected in 165 countries. A total of 1.3 billion learners around the world were not able to attend school or university and approximately 32,07,13,810 learners are affected in India alone. All schools and colleges were closed. Examinations were either cancelled or postponed. Students of some classes were promoted without examinations. The academic calendars were extended.

When the situation became somewhat normal, schools and colleges opened with some restrictions. But before that a new trend in teaching-learning entered into the realm of education in the form of online education. 'Work From Home' concept came into existence. Universities and the higher educational institutes started organizing webinars focussing on the online teaching-learning. A guidance through experts about the online tools and technologies was delivered from this platforms. Some faculty development programmes were also organized to make the teachers aware of the various tools and process to use it. Teachers started using online platforms like zoom, google meet, webex meet, Team link, google classroom etc. They started using various mobile applications like screen recorders,

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screencast-o-matic, video makers, video editors etc. Everything has gone online with the drastic changes in teaching-learning. It seems to be a paradigm shift directing towards the innovations. Though the much of the credit goes to COVID-19 pandemic for this shift, teaching community learned to understand innovative tools and techniques.

This new method of online teaching-learning was adopted by the higher educational institutes, but in non-professional institutes, it was difficult to run it smoothly. They met with various challenges while implementing this mode of education. Teachers were not getting desirous results as expected. Lack of proper training, lack of knowledge of technology, network problems, non-availability of android phones were some of the major issues. Internet speed, network issues, link failures, sound and video quality were some important reasons. External distractions and interruptions like playing on TV, music, barking of dogs, playing of children, their shouting, visitors etc were the demotivating experiences. As far as teaching-learning of English is concerned, the situation becomes more difficult. So, students were not taking much interest in online classes. The result of all this was less attendance, unwillingness, no proper understanding etc. Then, there are problems of rural students.

So, middle way should be used. Innovative tools and technology can be used to make classroom teaching effective. Apart from technology, some easy but innovative methods can be invented and adopted by the teachers to make the teaching-learning interesting. meet to the global standards and to impart global competencies, teachers have to play significant role to improve the quality of higher education. Teachers should create benchmarks with their innovation and quality initiatives. Ravindranath Tagore's words are opt in this regard when he said, "The primary task of a society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society."

English teachers should be more careful while using ICT based teaching-learning. They should develop new learner-based methods for particular students having particular socio-cultural backgrounds and learning capacities. Such methods are suggested as follows-

Problem-based Learning :

Many institutions are focusing on it as a solution to producing graduates who are creative and can think critically to solve problems. It is becoming popular in educational institutions as a parameter to focus the inadequacies of traditional teaching. It is user friendly, comfortable and very interesting.

Humor in the classroom :

The student loves a teacher who has a good sense of humor. It strengthens the relationship between student and teacher. It reduces stress and makes learning interesting. A teacher can create humour through words, their pronunciation, their meanings, rhymes etc. They can give examples of students doing mischief, not paying attention, yawning at present etc. Humour creates naturally. Reference from movies, TV serials, some scenes can be mentioned to create humour in the class. Students take interest and learn new words, their

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meanings, and their pronunciation in this jolly atmosphere. A teacher can play with words to create humour while teaching. They should invent their own techniques in this regard.

Presentations through students :

In this, students present themselves as great men. Students can be asked to say their popular sentences in English. One student is selected and asked to speak a monologue. He speaks about the life, hard work, determination, hurdles, difficulties, success of that great man. The students love the classes and everybody remembers without effort the details of that famous person. Dialogues with friends, teachers can be arranged in the same way. Such type of practice will give students a confidence as well as a competence in a skill to learn English language. Chris Morgan rightly points out as, "Competence in a skill is acquired by practice. The principal challenge for the teachers is to provide maximum opportunities for practice with individual feedback upon developing expertise."

Seminar and Group Discussion :

This is another tool a teacher can adopt for the enhancement in the skill of speaking English. In Group Discussion, some topic is given to students and asked to discuss it in groups. A group leader is also selected to handle the discussion. Students participate in it with great interest and interact with each other without fear. Then they are asked to present their outputs before the students. This method helps students to increase their capacity of thinking, expressing, arguing etc. In Seminar, one or more topics can be given to students to prepare. On the day of the seminar they are asked to speak on their topic. Students may ask them some questions and they have to answer those questions. In this way there may be the discussion as well as presentation. All will be done under the supervision of the teacher.

Communicative Language Teaching (CLT) :

Syllabus and exam are based on question-answer method. These methods lack in communicative approaches. Students fail in usage of English in practical life. They cannot even make simple sentences. Our learners are unable to perform a simple communicative task. The teaching approaches and methods should make our learners structurally competent and develop in them the ability to produce grammatically correct sentences. This is precisely where the Communicative Language Teaching (CLT) approach comes in. This emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be a popular approach. The stress should be on communication. Everyone in the classroom should be made compulsory to speak English. 'English Hour' can be celebrated daily or weekly where everyone will speak only English at that hour. Such type of tools can be applied to improve the communicative skills of the students.

Task-based Language Learning (TBLL) :

Communicative Language Teaching requires task-based language learning. It has gained ground in recent years. CLT is important for developing and improving listening, reading, writing and speaking skills. TBLL prevents students' merely listening passively to

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the teacher without interaction. Various tasks can be given to students to improve the four skills.

A teacher has to design listening comprehension exercises in such a manner that a student can train himself to listen for i) a theme ii) identifying structures iii) specific details iv)sounds, stress and intonation. The teacher should include only one activity at a time to avoid confusion. He should instruct students to focus on the theme of the speeches. They can be encouraged to take notes while listening. Reading like listening is a decoding process. Reading a lesson in the class should be done by the student and not by the teacher. To begin with, the teacher should make the whole class read a lesson once silently. While reading the text silently, students should note down words which they find difficult. They should be motivated to use dictionaries. The teacher should note down the problems in pronunciation and correct them. The main aim of writing course is to train the students in expressing themselves effectively in good English. A teacher can give them various tasks of writing as class works and home works. The students' written work should be gone through by the teacher. This will enable him to assess the students' level of achievement and prepare the task ahead.

Mobile Applications :

Now a day, people spend a lot of time online. We do shopping, plan tours, become socialize online. So, Why not study English online? There are many mobile apps to help you learning English. On Facebook, WhatsApp, Skype, we can join various apps like e-newspapers, news channels, magazines, English teaching apps, Q-language app etc. We can use English dictionary. On Facebook and WhatsApp, we can make English speaking friends and their groups. When we read their postings, we can shape our postings in English. From English teaching apps, we learn new words, idioms, phrases, their meanings and their usages. The main thrust should be innovative methods, and teachers themselves should invent such easy ways to make teaching-learning interesting and effective. The proper balance should be maintained between ICT enabled methods and easy innovative methods invented by teachers.

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