

CREATIVE APPROACH IN LANGUAGE LEARNING

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Abstract: *Indian readers uses English as a foreign language. It is true that the use and teaching of English in India is not up to the mark as it is not our mother tongue. One of the biggest reasons behind this is the lack of state-of-the-art instructional material and the lack of knowledge of teachers in English. If both of the needs get fulfilled, still the question of effective classroom learning - teaching remains unsolved. There comes the need of innovations in the teaching material and methodology. It has become the need in India to find out the creative activities to teach English and to move beyond reliance on textbooks. This may create the interest about English language and literature. These activities can modify the instructional method to teach English and can be developed keeping into the mind the target students' culture and background. Some of the activities may stand as the backbone of the language component of English as a Foreign Language (EFL) program while others may give rise to the information of culture to students.*

Key words: *Bingo-Grid, Veto.*

Introduction:

Teaching English in India has become a great task for the teacher of English. The teacher requires being creative. He must adopt the innovative approach for teaching. In my opinion, following activities can be overviewed as the innovations in teaching English in India and students can easily be adapted to EFL teaching in Indian context.

Use of Music in English Teaching:

In this activity, the teacher requires to play a song and adopt the students' active participation in the activities given below.

Disordering of Words:

Teacher can put some words or phrases in the song into a disorderly manner. Students can be encouraged to number the phrases or words in an orderly manner as they appear in the song. Furthermore, the phrases or words can be written on sentence strips and the students are made to organize the strips in the proper order.

Missing Words:

Teacher can remove selected keywords from the text of song and can place those in the word list given on the notice board without order. Students can find out the missing words while listen to the song and reading the word list.

Word Bingo:

Teacher can make the students to select the words from the text of the song and put them into a bingo-grid. Then, they can be encouraged individually or in groups, to mark off the words while they listen song. The winner will be the one who check off all the words.

Identifying the Meaning of the Song:

The students can identify the characters in the song and their actions within the song. They can discuss the events, issues or meaning arising from the words. In this way, they can be made to listen and speak English.

Reciting of Songs:

While listening the song, the students can be encouraged to make the projection of the action in the song, in front of their eyes. The students can imagine the story of a song and then they should be stimulated to recall the story in their own words. Even the action of the songs can be illustrated with the help of role plays which is the greatest stimulus to use English.

Role Plays:

It is a creative activity that students can be encouraged to perform roles of various government systems. It gives the maximum exploration to the students to speak English and to present themselves in English. One activity for helping students to understand the system of government in India is to split the classroom into two groups, one that represents the Lower House (*Loksabha*) and the other, the Upper House (*Rajyasabha*). Each group will elect a speaker. Most students will assume that the speaker will be the sole voice of the group. The exercise, if properly run, will teach students about how laws are passed and about the role of leadership in both the Houses. To facilitate the process, the teacher will serve as the President. The President informs the two groups that they must make the rules governing the class for the day, or for the semester.

When a student from one of the houses makes a suggestion, the speaker of that house will ask for a show of hands of those students who support the idea. These supporters then form a committee to decide on the wording of the bill. When the committee presents the written bill to their house, changes may be suggested by other members and voted on. Finally, the entire house will vote on the passes of the bill. If passed, the bill is sent to the second house, discussed, and voted on there. If passed by both houses, the bill goes to the President for signature. If the President signs the bill, it becomes law. If the President vetoes it, the bill may return to the House and Senate for another vote. If two-thirds of each house vote in favour of the bill, it becomes law. If not, the bill is defeated.

During this process, potential problem words such as "veto," "vote," "pass," and "bill" are written on the board and clarified in order for all students to fully understand their meanings. At all stages of the process, students use English to act and react in these situations. This activity also provides students with the opportunity to see law making in action. Because the students will encounter problems in their discussions of a particular bill or idea, they will be better able to ask questions about how law making functions, to discuss the results of the law making process in their house, and to prepare an outline of the procedure of law making.

Then, after students have completed this activity, they will be prepared to read a newspaper article or view a video clip dealing with the passage of a controversial bill in the Indian legislature. Students can then discuss the issue, decide how they would word the bill, and vote on the bill in their different houses based on the procedure they have already learned. There are a few other activities like the role plays of a particular movie, the role plays of politicians, the role plays of teachers etc. This may give rise to the students to express themselves in English.

Environment Building:

English language teacher must be creative enough to build the specific environment around the students of English in India. For creating such environment he can design certain language teaching-learning activities like arranging summer or winter camps. This will minimize the native language's influence on the students where the students are made to speak strictly in English. To have a greater impact of this activity, every bedroom where students are residing, can be labelled as a separate country. This new room will be their "new world" for some days. Students can be promoted to design passports for themselves, immigration stamps and signs to welcome visitors.

Students can be then divided into four teaching groups based on their level of knowledge of English. During evening programs, each of the four groups will be responsible for particular activities, including reporting on their countries, exchanging pen friend letters with another group, presenting fashion shows, teaching songs that they have learned, and organizing and running both summer and winter games. These courses may prove very enjoyable for course participants, and may prove them new and exciting way to further develop their English skills.

Exploration to Creativity:

It can be observed that the students are basically creative. They need a push to implement their creativity into practice. For this English teacher can help and support the students. Various activities like preparation of tree diagrams of family, generations of English literature, the prominent writers of the age, the cards giving information about the various writers and their works, photographs/pictures related to novels or dramas et. al. can be encouraged by the teacher to make his students learn English easily and innovatively.

Conclusion:

Thus, English language learning activities can serve as a viable substitute for traditional instructional materials, while introducing students to various enjoyable ways of learning. Language should not be taught with the help of straight sentences and decontextualized chunks of language. Such activities can provide students with the opportunity to use their imagination and creativity, and can motivate them to learn English. Innovation is the currency in English Language Learning circles. The English language teacher needs to be highly creative in order to take the fear from the minds of learners and create a sense of craving among them to pursue language with joy.

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