APPLYING INNOVATIVE TEACHING METHODS IN TEACHING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

This paper focuses on the level of using creative teaching methodologies in teaching English as second language in classroom as studied by the researcher. Tasks based approaches can be employed in the classroom in order to develop students' second language learning ability. The article focuses on how teaching methodologies should be modified and used in the classroom appropriately by understanding the learning capacity of students.

Keywords: Communication Process, Innovation, Lingua Franca, Second language learning, Teaching Methodology, Teaching skills.

1. INTRODUCTION:

English has become an important language in the world. English is a very tricky language to teach. To substantiate the statement, Pollock stated that teachers now rejoice multiplicity and open the doors of public schools to all children, despite their culture, socio-economic status or ability. As classroom set-ups have been changed, curriculum has been expanded to meet all students' needs and teachers are striving to help their students in their classroom to learn and develop their language learning process. Pollock believed that in order to be successful teachers, they need to incorporate different learning tools keeping in mind the effective teaching.

2. IMPORTANCE OF ENGLISH AS A SECOND LANGUAGE:

Acquiring knowledge of English has become a prime factor for a nations' development as well as an individual's development. To improve the communicative skills of the learners, innovative teaching methodologies should be used or introduced to make the teaching- learning process interesting. Creativity is a prime factor of any student to develop his/ her lateral thinking in terms of learning a language. English learning as a second language should be created by using interesting teaching techniques to memories and encourage students to learn the second language. Second language acquisition has proved that child and adult learners have innate linguistic knowledge in a developmental sequence.

3. AIMS OF TEACHING LANGUAGE:

This research paper focuses on the use of creative teaching methodologies in the second language taught by the English teacher. The learning competency of the learners can be enhanced by using newspaper, advertisements

and some innovative tasks. Ingrarson pointed out that there are no short cuts to educational improvement. Hence it is important to use relevant and required teaching methods by evaluating students' level of understanding in learning English as a second language.

4. IMPROVEMENT OF QUALITIES IN TEACHING ENGLISH AS LANGUAGE:

The teacher should possess some of the qualities while teaching his/her students. The teacher's personality, attitude, dexterously handling teaching materials, knack in answering students' questions, and ability to teach by using techniques inculcate interest among students. However traditional methods cannot be written off from the classroom at any point of time, but including some of the interesting and innovating teaching methodologies will make students to be focused on the learning process. Newspaper task, advertisement tasks etc., to develop their problem solving ability and lateral thinking skills, otherwise students' individuality and their learning capacity might not be evaluated by the facilitator. DeKeyser emphasized that the practice of using tasks would go beyond behavior and include various engaging activities that emphasize form-meaning, mappings for day-today communication.

5. INNOVATIVE METHODOLOGIES IN TEACHING ENGLISH:

Teaching materials, teaching techniques should be updated to the interest of the second language learners. Innovative methodologies like use of games, role play, reading newspaper, watching TV, referring to dictionary etc, Skill based learning, knowledge based learning are essential for the growth and development of students. Krashen's theory of second language acquisition has influenced the development of integrated institution in the classroom at all levels. Krashen (1981) suggests that second language is the most successfully acquired one , when the focus of instruction is on meaning rather than on form;   This suggests that the focus of learning second language should improve employability skills of the learners.

5.1 TEACHING AND TECHNOLOGY FOR ACQUIRING ENGLISH LANGUAGE:

Learning process of English is always a difficult one to most of the second language learners. Students, especially from rural background, find it very difficult to read, write, and speak English even though they studied English as a second language from class I to class XII. These students do not have enough exposure to develop or correct their English extensively. For such students, role of teacher is predominant and teacher should use innovative teaching methods to make her students develop the second language learning process gradually. Practical knowledge of learning a language is an experimental approach for second language learners. Such learners should experiment their knowledge by communicating with others confidently. Their errors can be rectified or pruned through this practice. Teachers should develop students self confidence, independent thoughts, interest, and aid them to realize that their first language knowledge repository would be helpful to learn the second language confidently. . Teachers should discover activities and tasks that are filled with educational achievements. By using various tasks would help learners to understand the use of language in real-life situations by engaging them in doing many activities in the classroom.   In the present age, students' acquisition of a language is measured in. English plays an important place in every student's life directly or indirectly. Though, chalk and board method is unbeatable, using technological tools in it. No more English is considered as a subject by learners, but it is considered as a language by students, due to globalization. In this

vying competitive world, most of the institutions have set up language lab for their students to learn English. At present, multimedia lab is quite attractive and instilling the interest of learning the language. The difference between a normal language lab and a multimedia lab is that the former provides audio equipment through which learners can listen to the tapes, record their voices, and communicate with the teacher, while the latter operates as a multifunction tool through which students can either listen to the tapes, watch videos and different TV channels, access internet or communicate with one another while the teacher can operate technical equipment to group or to pair students, and hold discussions within the class. Bryant (2006) expresses that in this technological era learners require good rapport with other learners through chatting, task performance, and virtual collaborative conversational interaction.

5.2 LACK OF MOTIVATION AND SELF-CONFIDENCE:

Motivation and self-confidence are personality traits which would help students in acquiring a language successfully. These are the traits   helpful to develop in a learner on the language acquiring process. Self-confidence is a powerful motivation process in acquiring a language especially a second language. The motivation is of two types: extrinsic and intrinsic motivations. Extrinsic motivation is a goal achievement oriented. A learner learns a language in order to get a job, or to get a degree, this mode of motivation is extrinsic motivation. Motivation and exposure to the language would make learners to learn the language. Teachers should motivate students and provide situation to develop self-confidence among them.

6. LEARNING BASED ON ACTIVITY IN THE CLASSROOM:

 Every classroom is an important place to impart knowledge where teachers and students are collaborators. J. Richards (2001) expresses that 'Learners roles in an instructional system are closely linked to the teacher's status and function' .Teachers should think of new and varied activities to empower students to face many real challenges in their future life. Activities done make students to think and react proactively, innovatively and confidently. Performing the activities in the classroom will make students to have authorship over themselves and develop good rapport with teachers and fellow students. Classroom is a space especially means for learners and 'sensible' talking of students should be encouraged. A few prospects can be identified and implemented for a better learning atmosphere. They are

1. Lesson plans after weeks teemed with activities should be explained and presented to the Students
2. Provide time to students to think, understand, and perform activities effectively with their Competence Level
3. Teachers should be sincere in delivering their work efficiently, keeping in mind primarily the development of students
4. Teachers should share interesting facts and relevant information about all prescribed subjects in the Classroom
5. Teachers play a pivotal role in creating and stimulating interest among students to have healthy and Contextualized discussion from different anglesTeachers should think of practical activities that should be filled with humor and creativity. Student should be prepared to perform practical activities in the classroom by the materials provided by the teacher.

6.1 NEWSPAPER:

Newspaper is an important tool to teach students in the classroom. Reading English newspaper should be developed as a habit among students that will help them to improve their vocabulary and love for the language. Though newspaper's primary purpose is to provide news to public, for students it teaches about the nuances of the language through news. A special component of newspaper is that it can be used and read according to the interest of the readers. Every reader's interest is being fed by different columns like film, sports, cuisine, politics, ecology, and science. Students will get a wide choice of selecting and reading newspaper according to their top interest.

6.2 ADVERTISEMENTS:

Advertisements are very colorful and most of them come with stories. Adults enjoy watching advertisements that make them to learn concepts and the language implicitly. Many regional advertisements bring awareness about cleanliness, hygiene, confidence, self-confidence, patience, and education. Such advertisements provide a short message, an important concept, providing scope of expansion and production of language and content that are different from other learning techniques used in the language learning process. English Visual Advertisements   is a mini movie with an interesting visual concept or theme. Words used in such advertisements are glamorized with style, good pronunciation. Identifying signature lines, headlines, captions, slogans etc., in English advertisements are quite expressive for viewers that help them to learn English instantly. Identity is increasingly recognized as an important variable underpinning for second language learning success. During the task: Divide the class into small groups of two or three students in each and ask each team to download an English advertisement of its choice from internet give them time to understand and explain the advertisement within the team to enact performance similar to the theme or concept of the chosen advertisement copy each team's chosen advertisement to the teacher's computer so that she/he can scrutinize and evaluate,

6.3 REGIONAL MOVIES:

Movies are a larger version of visual treat with glamorous ingredients. Youth are attracted towards movies and the star cast. They learn words through movies because of their interest and involvement in watching such movies. Such attitude aids students to register the conceptual meaning of different words. For doing this task Instruct students to download a scene from a movie from internet or a scene from Facebook or Whatsapp or any other technical application, divide the class into small groups of two or three students in each, instruct each team to observe the selected scene on the computer or the Smartphone provided, Provide time for preparation, ask students to give voice over to each character in the specified scene in English, When the scene is screened, screen-voice should be muted so that the team members can dub the scene to the class, and Humorous exchanges or sentences can be used.   English vocabulary and sentence structures can be developed, and Sense of humor can be estimated.

6.4 SANDBLOT PICTURES:

Creative skill of learners can be developed by making the narrative entertaining. Eclectic process of exchanging and sharing ideas by expressing ideas with others in diverse is the essential requirement of the task. Learner can be allowed to narrate the self-made pictures on their own that would unleash their creativity. During this

task:Divide the class into group of two in each team, Instruct students to bring sand and compartmentalize it into different shades using color powder, students to apply liquid glue on a paper in a random way, Advise students to apply color sand on the glue applied sheet of paper, Each team will get a colorful modern picture made out of sand,   Instruct all members of the team to narrate the modern picture on their own, Provide time for preparation, Probably, students narrate the picture as a story or an incident, and Narrative skill and speaking skill can be evaluated. Masuhara shared the point that the context prompted a sharing of meaning and understanding that will develop to fix the multi-dimensional mental representations in the learners' minds that is important for long term retention.   Creativity can be developed, Narrative skill is enhanced, English communicative skill can be developed, Story narration in an interesting way will grab the attention of the classmates, and Confidence and moral can be developed when the teacher supports students in a positive way.

7. CONCLUSION:

Through understanding the level of students' learning abilities and capabilities, teachers can focus on providing variety of activities to students to develop their language learning skills. Teacher should create a congenial atmosphere in the classroom in which learners would feel comfortable to be a part of the learning process. Teacher should encourage and welcome ideas from the students without any prejudice. Teacher should give enough private space to students to allow them to think critically and develop their lateral thinking for their better future. Using innovative methodologies in teaching English in the classroom will pave a positive way to students to learn the language meaningfully. Students will understand the significance of learning English as a second language without any fear which will help them to equip with the power of confidence and achievement. Teachers should involve wholeheartedly while designing tasks for students as every student in the classroom should be involved and benefited. Teachers should also concentrate on providing effective curriculum development for students with learning-driven nature instead of examination-driven nature scenario.

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