

Innovations in English Language Teaching

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Abstract

Language is a tool that enables an individual to express his/her own desires to others, to acquire the knowledge from others especially from the society. So an individual must need to learn the language properly along with proper grammar and accurate pronunciation. In such condition, Non-English speakers are under the compulsion to learn English language and to acquire good knowledge in grammar and pronunciation. People from non-English speaking nations believe that having good proficiency in English language itself provides them good job and good future. But there are many hurdles for people in both teaching and learning a language especially in English Language Teaching (ELT) all over the world. This paper deals with the factors that make English language a tough one to teach and to learn under Indian circumstances, and also deals with innovations to solve the problems in English Language Teaching in classrooms.

Keywords: language, society, individual, non-native, English, classrooms, innovations, language teaching

Introduction

Communication is the only way to an individual to achieve his/her aim. Having good proficiency in communication is mandatory for an individual to live successfully in the modern and competitive world. In such a condition, English has been the **Global Language** since the imperialistic and colonization movement of England. Nowadays, English contributes a lot to the world constitution and world trade as a worldwide language. So everyone is forced to have good communication skills in English language. The people of India as well as non-English speaking nations have to be taught English language to have good proficiency in communication. So the Indian institutions have to introduce new methods in ELT to make it easy to learn for the Indian students, who have different mother tongues.

Objective of the Study

The principal aim of the study is to introduce innovative methods in ELT for Indian students.

Hypotheses

The following are the hypotheses of present study: (1) The Indian atmosphere makes the English language tough to learn for Indians and (2) Indian English learners are looking for easy and new ways to learn English language.

Research Questions

- 1.) What is the impact of mother tongue for Indians in English language learning?
- 2.) How does Indian atmosphere affect ELT in Indian classrooms?
- 3.) What are the other factors in making English tough to be taught and learned?
- 4.) What are the innovations going to take places in ELT and learning?
- 5.) What is the role of e-learning and smart classes in ELT and learning?

Discussion

As we all have known, India is the home for thousands of major and vernacular languages. Indians have had a very close association with their mother tongues since their childhood. So they have the different or “strange” pronunciations for the same words in English in other Indian languages, because of the impact of their mother tongues. They have been often teased by others for their different and “strange” pronunciation of a word, while they are trying to utter and speak other Indian vernacular languages. This criticism makes them feel shy and to have fear of others’ comment. This same problem is faced by Indian English learners as they have only a little knowledge of the spellings, pronunciations, grammar and especially in meaning for an English word.

As Indians are mostly communicating in their mother tongue with their family members, relatives, friends, neighbors, etc., from their childhood, they find difficulty in learning the meanings for English words and to understand and correctly use the English grammar. As they are usually afraid to face teasing, Indians never cooperate with their teachers, who teach English, to interact in English inside and outside the classroom. They feel bitter and difficult to learn English with old teaching methods.

The Indian English teachers have to draw the attention of Indian students. They need to create curiosity and interest in Indians’ minds over learning English. To achieve this, the teachers need to give up their effort to have total English interaction with students. They should teach their subjects bilingually i.e., in English and their mother tongue. Teaching bilingually makes the students feel easy and create interest in learning English language. For example, if a teacher wants to teach an English poem or drama or short story or novel, he/she should say the outline summary and theme of the work to students in their mother tongue to draw the attention of students. Thus the teacher lets his/her students know the content of work. This makes the student eager to know more about the work through listening and learning the teacher’s lecture more.

To teach the English grammar and its rules, the teacher can use daily activities of a man by making a student to say what he does in his routine life. As these routine activities are very familiar to all the students, they can easily and exactly understand what the teacher tries to teach them. For example, by making a student to frame the details over the incidents and events that

happened in his routine life in sentences of the student's mother tongue, the teacher can easily teach the tenses, subject-verb agreements and other grammar rules to students. This method enables students to understand grammar rules exactly.

With the aid of e-learning and smart class rooms, the teacher can teach meanings for English words along with their exact spellings and pronunciation. As the teacher can project an English word or sentence along with its translation in monitor/ screen, the students can learn the exact spelling and meaning of English words or sentences. By letting the English word or sentence to be pronounced through audio system, the students can pronounce it fairly close to what a native speaker utters.

To make teaching simple English words and names of tools or objects easy, it is better to use objects/ pictures of the objects and black boards. For example, if teacher wants to teach word 'ball', he can show the 'real ball' or 'picture of a ball' before the students. Then he can ask the students to say its name in their mother tongue. Then he tells them its name in English. Then the teacher lets his/ her students know the exact spelling for the name of the object (ball) by writing down the word 'ball' in black board. This makes the students understand the names and meanings exactly and easily. And this type of learning helps students to retain the meaning, uses and spelling, etc. forgot easily to the students.

Summation

Teaching and learning a foreign language are not easy tasks. Both the teacher and learner should be aware of each other's mind set, and abilities. This enables them to think and to innovate easy ways to both teach and learn another language. Having knowledge in modern technologies makes the work of teacher very easy and it helps to learners to learn the language, use it, and retain it better..

Reference

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