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Research Paper

INNOVATIVE METHODS IN ENGLISH LANGUAGE TEACHING

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ABSTRACT **In this Article we will go through The purpose of this paper is to evaluate the innovative methods of teaching and to suggest other useful teaching methods that can be attempted in in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and stimulate the effort to attain the human development goal for the country.**

KEYWORDS :Innovative Methods, English Language, Teaching, Importance of

INTRODUCTION

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeablity and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers.

To improve their own quality of teachers is the basis for innovative teaching of English. Teaching students the knowledge and capacity to learn an important position, and their quality of teachers teaching in the classroom plays an important role. To be innovative, you have to first have a solid basic teaching ability, be diligent in teaching practice thinking, good summary. English Education aims to develop students initially be shipped in English communication skills. English new materials to use, requires English teachers have a solid basic knowledge of English and a wealth of knowledge of language, can speak perfect English, along with singing, painting and other kinds of capabilities, able to use visual aids and audio- visual means, and have strong analysis. problem-solving abilities. the only way to effectively organize classroom teaching, to achieve the requirements of the new English Teaching outline.

Importance of Education

- The importance of learning in enabling the individual to put his potentials to optimal use is selfevident.
- Without education, the training of the human minds is incomplete. Education and learning is one of the most important processes in today's society.
- I think that the teacher's job is to fill the students with their knowledge. the education which transforms a person to live a better life and more importantly in a socially well being.
- Education involves gathering of knowledge in whatever aspects. It helps a person to draw the best out of their mind and spirit.

Methodology

The innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

Strengths

- presents factual material in direct, logical manner
- contains experience which inspires
- stimulates thinking to open discussion
- useful for large groups
- involves audience at least after the lecture
- audience can question, clarify & challenge
- allows experts to present different opinions
- can provoke better discussion than a one person discussion
- frequent change of speaker keeps attention from lagging

Limitations

- experts are not always good teachers
- audience is passive
- learning is difficult to gauge
- communication in one way
- time may limit discussion period
- quality is limited to quality of questions and discussion
- experts may not be good speakers
- personalities may overshadow content
- subject may not be in logical order

Preparation

- needs clear introduction and summary
- needs time and content limit to be effective
- should include examples, anecdotes
- requires that questions be prepared prior to discussion
- facilitator coordinates focus of panel, introduces and summarizes
- briefs panel

Teaching Strategies

Effective discussion

Discussion is an excellent way to engage students in thinking and analyzing or in defending one side of an issue, rather than listening to lecture. Students must also respond to one another, rather than interacting intellectually only with the instructor.

Concept sketches

Concept sketches (different from concept maps) are sketches or diagrams that are concisely annotated with short statements that describe the processes, concepts, and interrelationships shown in the sketch. Concept sketches can be used as preparation for class, as an inclass activity, in the field or lab, or as an assessment tool.

Using case studies

Case studies have been used successfully for many years in business school and in medical school for actively engaging students in problem-solving relevant to the discipline. Good case studies give the students considerable latitude in deciding how to solve the problem, rather than leading them through the problem by the nose, and provide excellent opportunities to engage students in the classroom.

Debates

Debates can be a very useful strategy for engaging students in their own learning. Debates force students to deal with complexity and "gray areas", and they are rich in content. Debates can also help provide relevancy of course material to everyday issues, which can improve student learning. Debates also improve student's oral communication skills.

Just-in-Time Teaching

Just-in-Time Teaching (JiTT) was developed as a way of engaging students in course material before class and preparing them to come to class and participate actively during class.

Humor in Teaching

Humor has been defined as "the mental faculty of discovering, expressing or appreciating something that is comical, amusing, or absurdly incongruous" (Merriam-Webster, 2001, p.564). Humor has also been described as a "sense," as in the term, "sense of humor." As with any sense, however— such as taste or smell—individuals may have differing levels of receptivity; similarly, humor can be highly personal, contextual, and subjective.

According to Peter Connor, Public speakers often begin with a joke or an amusing anecdote—and with good reason—to get everyone's attention. A good laugh at the beginning helps bring an audience together. Waiting for the punch line—or the point of the story—focuses attention on the speaker.

In the classroom, besides getting everyone's attention, humor goes a long way toward fostering a healthy learning environment. For one thing, it's an ice breaker. It can help open the floor up to a freeranging, topic-oriented discussion in which students relax enough to become fully engaged.

Creative Teaching

Creative teaching methods are vital for the effectiveness of a teacher. Good teachers use creative teaching methods due to the fact that all students learn in their own unique manner. Many students learn through auditory, visual, or kinesthetic fashions. If a child is consistently subjected to one style of teaching that he or she cannot adhere to, then that student will have forever been lost in the shuffle. The average attention span of a student is seven minutes, which does not bode well for the teacher.

Creative teachers will use multimedia to the best of their ability in order to keep the students interested and motivated, and will give the students a chance to learn in a variety of manners. A good teacher will keep up to speed with trends, fads, technology, and prevailing attitudes. The role of the teacher is ever-evolving, and a good teacher will continue to use creative teaching methods in order to not dry up and become a teacher set in their ways.

When it comes to keeping students interested, many teachers often feel like they are shooting arrows in the dark. Some- times the class will seem completely enthralled by your lessons, and other times they will appear as if they would rather be anywhere in the world but where they are. The worst part about it is that you are often unsure as to what makes the difference, and you probably feel like asking your students for the answers would be like a doctor asking a patient what they thought their diagnosis might be.

We will also keep your class interested in learning by building on their current knowledge, using analogies and scenarios that they can relate to, and promoting critical reflection. The key is to keep things fun, exciting and innovative, while still managing to impart the pertinent information that your students need to learn.

Teaching with Multimedia

Educational projects on the computer have a mysterious air to them, primarily because the technology is often unfamiliar. Without a basic understanding of software and hardware, the results can look like magic, interesting, but unattainable. Unfortunately, the technical and marketing jargon that surrounds multimedia often hurts the new author more than it helps.

Overcoming the Buzzwords

Along with new media, hypermedia, and integrated media, the term multimedia has been picked up by the marketing world to describe virtually any conjunction of media on the computer screen, no matter how prosaic. At heart, a multimedia document is much like any other document you have created with text to be written and edited, illustrations to be created or collected, and the footnotes, annotations, indexes, and bibliographies you would expect from any scholarly work in your domain of expertise.

Multimedia can best be defined as various combinations of text, graphics, sound, video, and animation that are controlled, coordinated, and delivered on the computer screen. Multimedia also implies interactivity, where the user is actively engaged in the presentation of information, and is not just a passive observer of a fixed procession of sights and sounds.

Multimedia in the Classroom

Now that multimedia technology is steadily filtering into most institutions of higher education, we should focus on how best to apply this powerful new educational tool in our laboratories and lecture halls. The three principal ways in which multimedia technology is used in higher education include:

i) at the front of the classroom as a more flexible and flexible update of traditional audiovisual media,

ii) in student groups for collaborative learning, and

iii) in individual student use for independent learning.

Lecture/Presentation

Many educators feel that conventional audiovisual materials remove an important element of spontaneity from their class- room lectures. It is often difficult or time-consuming to back up a slide tray or rewind a videotape, and students tend to become inattentive during long audiovisual examples.

By using interactive media in the classroom, have instant, random access to both sound and video content. We can compare and contrast different audiovisual examples at will, without having to rewind a cassette tape or search a CD for the passage you need to illustrate a point. Such ready access to multimedia can make classroom lectures a much richer experience for both you and your students.

Well-designed interactive audiovisual presentations can solve many types of educational problems, particularly those that involve dynamic events or processes difficult to describe fully in print or still illustrations, and provide students with a much clearer model of dynamic processes. Multimedia can also be used to enrich. Using materials such as video, still images, or audio segments from famous speeches, you can make the subject immediate and alive in a way that the printed page never can. Individualized Learning

As the cost of hardware falls, the use of multimedia with personal computers is becoming more common for individual student use as well. Educational presentations on the computer provide a private, non-judgmental learning environment; the student controls the pace in a "hands-on" learning experience and can back up, repeat a segment, or ask for further explanations.

Interactive learning on an individual basis helps students of all levels. For quick learners, multimedia offers the opportunity to explore beyond the basics of the course. For slower learners, individualized learning situations lessen the fear of having to publicly ask for extra help or admit that they "didn't get it" the first time around events that might otherwise slow down the rest of the class.

Innovations for English learners

Literacy is all about understanding reading, writing, speaking and listening. To be a good at these, you must learn about :-

* Sounds and spellings (we call this phonics);

* Grammar (full stops, commas, question marks, speech marks etc.);

* Vocabulary (knowing the meanings of lots of words and using them when writing);

* Comprehension (understanding what you have just read or heard).

CONCLUSION

We can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge an the role of the teacher is changing to that of facilitator. We need to have interactive teaching inside the class.

The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the students community with his ideas and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information. Any method using computers or modifying the existing conventional chalktalk method are innovative if they ultimately serve the attainment of core objective of teaching.

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