

International Journal of Scientific Research and Reviews

An Inventive Approach towards Student-Centered Learning in English language and Communication Skills

Amrapali Chawla Sapra

Assistant Professor, Prestige Institute of Management and Research, Gwalior, Madhya Pradesh, India
E-mail: chawla30amrapali@gmail.com

ABSTRACT

India is a land of diverse religions, languages and dialects. English itself continues in everyday use in large number of families but it is not the same as Standard English. The multilingual context offers myriad problems to the teachers of English. Today's world is a full of rapid technological change. Innovations come out at an ever increasing pace. Due to tremendous progress in information technology, the scenario of contemporary teaching techniques is entirely changed. A teacher of this century should abstain from using archaic concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. To be inventive, imaginative, and resourceful and to have thorough knowledge of the subject is the need of the hour. Hence, this paper attempts to bring forth some inventive approaches to make English learning more interesting and comprehensible in all aspects.

KEYWORDS

Inventive, Globalization, Learning, English Language, Communication, Teaching Pedagogy, Humour, Digital techniques

***Corresponding Author**

Amrapali Chawla Sapra

Assistant Professor, Prestige Institute of Management and Research,

Gwalior, Madhya Pradesh, India

E-mail: chawla30amrapali@gmail.com

INTRODUCTION

Due to globalization the world is changing rapidly, hence a teacher should upgrade his/her knowledge of innovative techniques to meet the demands of changing era which will in turn assist for the betterment of students. The present paper explores the use of innovative techniques for teaching English to learners. Novel methods such as audio video aids, mimicry, group discussions, dialogue construction, and enactment of drama would pave way for learning the language and boost the confidence of the learners.

The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information.

DISCUSSION

A teacher tries his best to impart knowledge in the way which learner can understand. So, any communication method that serve this purpose without destroying the objective could be considered as inventive method 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 galvanize the effort to achieve the human development goal for the country.¹

1. USING MULTIMEDIA IN TEACHING AND LEARNING PROCESS

I hear and I forget.

I see and I believe.

I do and I understand. - Confucius

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to produce graduates who are creative; think critically and analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and

learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set.²

Since knowledge is no longer an end but a means to create better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge, problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems.

The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

2. TEACHING WITH SENSE OF HUMOUR – AN EFFECTIVE MEDIUM OF TEACHING

Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is again a bigger challenge. Being humorous is also a challenge. However, laughing is easy. We are convinced both by experience and research that using humor in teaching is a very effective tool for both the teacher and student. Humor strengthens the relationship between student and teacher, reduces stress, makes the curriculum more interesting and if relevant to the subject, may even enhance a recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humor is the most effective tool for enhancing recall of advertisements.³

It is easy to create a humor in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humor

lies in observations about real life and truthful situations. In conclusion, humor not only plays an important role in the healing process but is also very important in education.⁴

3. MOBILE PHONE ASSISTED LANGUAGE LEARNING

Mobile phones are considered as mini computers because of their additional facilities like texting, gaming, email and recording. Mobile Phone Assisted language learning covers PDAs, iPods and wireless computing. MPALL applications consists of mini lessons of grammar points, closed ended quizzes or games testing discrete language points available through SMS, the web or downloads, the vocabulary lessons, short definitions of words with examples of use, recording lectures for better understanding, dictionary, and a communicative language learning games using actions.⁵

The most important features of Mobile Phone Assisted language learning are, social interactivity, context portability, sensitivity, connectivity, individuality and immediacy. Due to greater opportunities of Computer Assisted Language learning, more and more language learning is taking place outside classroom setting.⁶

4. GAMES

Games which are task based and have a purpose beyond the production of speech serve as excellent communicative activities. The aim of all language games is for students to use the language; however during game play, learners also use the target language to play, persuade and negotiate their way to desired results. This process involves productive and receptive skills simultaneously. Games offer students a fun filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learner's attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, or the concern of being negatively judged in public which is one of the major factors inhibiting language learners from using the target language in front of other people. In a game oriented context, anxiety is reduced and speech fluency is generated thus communicative competence is achieved. Some of the games are mentioned below:

- **A word game:** Students should sit in a circle. The group may consist of 5 to 6 students. One student writes a word with a minimum of 5 letters. The next student should write word with the

last letter of the previous word within 5 to 6 seconds. This would enable them to know their vocabulary.

- **A sentence game:** Students should sit in a circle. The group may consist of 5 to 6 students. One student writes a sentence with a minimum of three words including subject, verb and object. The next student should write another sentence with the last word of the previous sentence within 10 to 15 seconds. This would enable them know their sentence framing capability.

CONCLUSION

The methods whichever are more congenial for the needs of student based on their knowledge of the language are always appreciable in all aspects. This paper has made a mention of a few of many inventive methods which can be very helpful for the teachers in meeting the expectations of students at intermediate and graduate level to learn a new language.

REFERENCES

1. Boud D. and Feletti G. *The Challenge of Problem-Based Learning*, London. 1999; 01(04): 04-06
2. Hofstetter F. T. *Multimedia Literacy*, New York: McGraw-Hill. 1995; 2(04): 06-11.
3. Lindstrom R. *The Business Week Guide to Multimedia Presentations: Create Dynamic Presentations That Inspire*, New York: McGraw-Hill. 1994; 6(01): 23-25.
4. Tapscott D. *Growing Up Digital: The Rise of the Net Generation*, New York: McGraw-Hill. 1998; 06(04): 12-15.
5. Agnew P. W., Kellerman A. S. and Meyer J. *Multimedia in the Classroom*, Boston: Allyn and Bacon. 1996; 3(05): 01-05.
6. Jonassen D. H., Peck K. L. and Wilson B. G. *Learning with Technology: A Constructivist Perspective*, New Jersey: Merrill/Prentice Hall. 1999; 03(01): 04-06.