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ENGLISH TEACHING AND LEARNING THROUGH INNOVATIVE PRACTICES AND NEW TRENDS

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ABSTRACT:

Innovative practices and English language which congregate more often than not with new dynamics with interest for methodological innovation in the classroom is to be discussed and in fact since teaching and learning are in cope with each other its implication as well as practicability also apparently being debated. From last 20 years, new practices and trends have emerged and have become universal and interdisciplinary devise that can serve as support to certain educational activities exclusively in the wide arena of

teaching English as a first, second and third languages in a global scenario. Adjusting with these a teacher and a learner is to be familiar with new resources that are embedded with new strategies that generate high motivational components for successful teaching and learning.

KEYWORDS: *Innovative practices and English language , methodological innovation.*

INTRODUCTION :

Learners in the class room and the performance that is being displayed by them ,which is to be fostered in a careful manner having kept their sentiments comfortably secured and rescued from a situation where they feel unguaranteed, are to be anticipated as a diverse and antithetical which has been vividly compounded by linguistic, cultural and ethnic diversity. As far as English as a second language and foreign language is concerned .it is a complex and challenging endeavoring to have it. For making students to achieve

proficiency in English, we required foster time, effort and huge resources. Different methodology and approaches and learning environment have to be adopted and integrating technology in this paradigm would assist to improve students' proficiency in English as well as to meet the needs of knowledge consumed society. With an advancement education technology and evolution that happens in the course of time exclusively in the field education seems to have been a positive juncture.

Adaptation of technology in English language teaching and learning have had either boost or appall and cannot go unnoticed that benefits have been multiplying as new

generation being born with digital and have become technology savvy. Hence it is pertinent that to explore new possibilities through which anxiety in learning English could be tackled. Recent literature has empirically vivid that use of ICT for both teachers and learners is essential for improving their vocabulary, reading and speaking skill.Let's discuss major top innovations that changed English language teaching and learning. The examples below are some of the pivotal trends on ELT and EST

BLENDED LEARNING

Blended learning in English language Teaching and learning has been defined as a combination of technology and

classroom instruction in a flexible approach to learning. Sharma and Barrett (2007) mention that a language course which combines a face-to-face classroom component with an appropriate use of technology could be called as blended learning. The term technology does cover or it is an umbrella term that deal a wide range of recent technologies like the Internet, CD-ROMs and interactive white boards etc. Blended learning is a fusion of online and face-to-face course delivery interactions. However, they quite often could be widened this description or its practicability could also is done with offline a CD-ROM'.

MOBILE LEARNING

Mobile technology and other this kind of innovations did kick off exclusively for pedagogical discourses and subsequently it in fact turns a necessary part in our life. iPod, Podcast and PDA have had great contribution for teaching and learning and have been a great tool to be adopted as far as the smooth learning and teaching are concerned. Besides, most of the recent literature has also acknowledged the embracing of this technology by language teachers. Learners as well as teachers' wide access to mobile phones have made it more accepted in the field of education. As we know a computer is perhaps more brilliant than a mobile phone for managing various varieties of information such as visual, sound, and textual information, but mobile phone is greater to a computer in portability. Therefore, the amalgamation of mobile learning with English teaching and learning may propose vast innovations in the coming days even though the use of mobile learning in ESL is not common in many developing countries. Mobile learning applications in language learning is having its own benefits and hence its possibility should not be disregarded.

GAMIFICATION

A game is a pleasant source of recreation, a co competitive amusement designed in tune with a system of rules and executing for pleasure without much conscious effort. It nourishes the cognitive, affective and psychomotor domains of the child at the same time. Using games for educational purposes are quite a serious subject. When used sensible and with moderation, it can be a good tool which can help students enrich their language skills. Just like any other tool we use at our lessons. A concept that is adaptable to digital natives and digital immigrants that are learning a second language as well as third languages and is Gamification and it is a pedagogical strategy, Gamification is basically new, but it has been used successfully in the business world.

EMBODIED LEARNING

Embodied learning has been a teaching learning method that has been around for a while in primary level that has extended its scope in higher stages as well. In this method, one does not only offer an intellectual way of teaching, but also employ the whole body. This is one of the new innovative ideas and having much positive reception in recent times for its unique approach in helping students. When we look at its recent attraction especially in Teaching English many researchers have approved that this is one of the most effective techniques that involve physical movements and interactivity. It not only increases student attention in learning but engages them in the most pleasing way and is based on the idea that learning is not just about remembering. When a learner involves on this he or she passes through the processes of collaboration, discussion and exploration. Therefore learners require to be expressively, academically, physically and socially affianced.

NEW TRENDS FOR FOUR SKILLS

Listening skill is paramount significance for language learners to acquire information as well as use of ICT to be making the class room child centered. ICT empowers learners and have offered teachers and their classrooms novel directions towards English language learning and in fact they have also given students the liberty to orchestrate resources and it enhances to move towards autonomy and be able to devise more interactive approaches in their later life transforming their learning either individual or group work.

- To master correct pronunciation, stress, pause, and intonation patterns of English
- Pronounce word correctly while speaking
- It enhances while learners are in role playing ,story making and dramatization
- It makes the them divergent, creative and having analytically sharp
- It provides the gate way for receiving knowledge so that the learners can have an ability to face 21 century challenges.
- Get opportunities to learn through natural situations and he or she feel relaxed ever since the task of grasping starts
- It creates opportunities to nurturing of the different aspect of language

LISTENING

Listening provides learners with large amounts of language input. Thus helping students learn the ways through which their mind functions when learning through technology is crucial, as they discover how to control their learning. 'Planning and consciously executing appropriate actions to achieve a particular goal' e, is what learners need to master in order to acquire language in technology-based environments. Metacognitive strategies that is being assured through ICT will direct each learner to improve himself/herself in the areas they need improvement, in our case, listening. Podcasts are a means through which the listening skill may be simplified and become available to larger groups of population.

SPEAKING SKILL

As English today is regarded as a lingua franca, the skill of speaking has become a skill of paramount significance to acquire. When Online Foreign Language Speaking Class, virtual classes firstly be introduced the scenario of teaching English seems to be happening a marvelous changes that is having in mind principles of ELT and e-learning along with techniques that raise interaction, integrating vocabulary and use of English it gets the learners stress-free environment in order to motivate even taciturn learners participate and produce spoken language. The major concern was the poor environment in both physical and emotional ways of learner and teacher In order for such an outcome to be achieved though, learners must among other characteristics, be open-minded, motivate themselves and have basic technical knowledge. However, while learners are only required to have basic computer skills, on a tutor's level, that proves to be inadequate.

- The learners may b acquiring fluency in speech
- Commend over English could be developed
- Good pronunciation skills could be acquired so that he she may be able to confident in using best ever skills on it
- Attain mastery over structures and complex words that could enhance them in using language effectively
- Inductively acquire knowledge of grammar and its usages whenever he or she uses it

READING SKILL

How to be improved Reading skills was major concern I English as a second language. When Online reading is started a task that appeared to be essential for the 21st century students seemed little easier than the earlier practices. There after the creation of a Web-based reading program called English Reading Online is created to narrow the gap between reading and comprehension using online reading strategies. This helps the learner to use effective of reading strategies and to amplify a reader's understanding. We know the contribution of technology to our teaching learning processes and how it has penetrated our lives and also the perception of reading for comprehension through technology has to turn into a forward-thinking way of doing major task of teaching and learning English. Let us look at what the great personalities like Harrison and Singhal opined on the uses of technology in the class room "the ultimate goal is to enable students use strategies spontaneously".

- They may identify the rhetoric and stylistics of language on which they could not have the skills once upon a time we used formal practices in the class room
- It enhances the learner to identify the central idea easily than the formal one we used to practice in our class room
- Imbibing the writer's attitude, tone and aims on which it was written for

Writing skill:

Writing can be perplexing for many students since it requires correct use of grammar. Unlike spoken language, written language cannot use gestures or body language to explain what it is that needs to be understood or conveyed. Many researchers conducted study where they tried to identify the best way a teacher can use to teach.

- They can have an ability write critically about an activity that is held either in the class room or else where
- They could appreciate a poem that earlier for teachers as well as learners were having tough task to be cracked
- Developing different types of composition exercises

CONCLUSION

The use of innovative practices in English Language learning and teaching is to be fully explored. Both learners and teachers have a lot to gain by their use as well as to offer. Each aspect of whether that is online listening, speaking reading and writing or offline it aim must be aiming at vocabulary enhancement or computer based speaking enhancing literacy activities that should provide learners who faces recent challenges with valuable knowledge to how to be systematic using not just language-based but also multimedia-based ones. Therefore, we should not overlook the motivational value of innovative practices and its practicability and applicability on teachers and learner as well as the fact that ICTs have elasticity in their employability which allows them to be used with both hasty and non hasty learners.

The teacher should plan his or her academic activity aside from technological strategies and must complement the traditional methodologies with these new innovations, trends and strategies and to be encountering the most effective situations where for both cases either formal or informal and using these instruments as models and references for support.

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