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## USE OF INNOVATIVE TOOLS FOR HUMANIZING ENGLISH LANGUAGE LEARNING

**Vibha Juneja**

Research Scholar , Gujarat University.

### ABSTRACT:

Education has an important and strategic role to ensure the development of cognitive intelligence, psychomotor and affective. It aims to develop human potential and forms a good personality. However, current education loses humane aspects (dehumanization). This is due to the approach used for teaching based on educator (the teacher center) and not centered on learners (student center). Education is a light that shows the mankind the right direction to surge. Knowledge in the name of education has to be imparted through innovative tools but not conventional and traditional methods. Hence, a learner can meet the needs of an employer which is not possible at present as there is mismatch between the educational outcome and the requirements of the employers. So, in order to meet the needs of the learners humanistic approach is required. The ultimate purpose of humanistic approach in education is the learning process that was started and is intended for the benefit of humanizing mankind. Humanizing humans is to achieve self-actualization, self-understanding and self realization people to learn optimally. So, the present paper focuses on the use of innovative tools for humanizing English language learning.



**KEYWORDS:** development of cognitive intelligence, psychomotor and affective.

### INTRODUCTION

In the 21<sup>st</sup> Century, English has become one of the major languages and its study is 'success mantra' for human progress and prosperity. It figures one among the top twenty languages in the world. (Saryug Yadav, 2008:33). It is a window to the world of science and technology and occupies the first position as far as official language status is concerned. The English that we

are using today as a 'library language', common language in and around the state and country, medium of instruction, 'mass media' has its origin in India when the British came to our country on the pretext of business a few centuries ago. Though, the British went out of our country, its significance and need are felt in all the walks of our lives. Its influence is much that we can't speak a few sentences in our mother tongue

fluently without using a single word of English.

Man is the most intellectual being among all the creatures that are born in the planet earth. He needs knowledge on par with the growing technology which is fast pacing due to modernization. As Swami Vivekananda says, 'Education is the manifestation of perfection already in man.' Education is a light that shows the mankind the right direction to surge. Knowledge in the name

of education has to be imparted through innovative tools but not conventional and traditional methods. Hence, a learner can meet the needs of an employer which is not possible at present as there is a mismatch between the educational outcome and the requirements of employers.

As conventional and traditional methods are too old, they should be superseded by novice methods of 21<sup>st</sup> century. Basically, teaching must include two major components of sending and receiving information. Due to globalization, the world is changing rapidly, hence a teacher has to advance and update his/her knowledge to meet the demands of changing era. A few teachers of English find the humanistic approaches a bit irrelevant in the global perspective. However, it seems to us that in the changing scenario the teachers of English ought to focus on the holistic development of the learners rather than completing the syllabi in the stipulated time. If learners are taken into consideration for making decisions regarding the teaching learning process, they will be ready to learn. Instead of teaching them what we want to teach, if we teach them what they want to learn, it will be more meaningful.

The present paper aims to widen their area of understanding these approaches as the tasks which would be used could be based on the methods such as Cooperative learning, Total Physical Response, Community Language Learning, Silent way etc. Group and pair work, discussion, warming up etc techniques will be used while carefully dealing with the emotions of the learners.

### **HUMANISM**

Lamont considers humanism as 'a philosophy of joyous service for the greater good of all humanity in this natural world and advocating the methods of reason, science and democracy' (13). It is generally linked with beliefs about freedom and autonomy and notions that, 'human beings are capable of making significant personal choices within the constraints imposed by heredity, personal history and environment' (Elias and Merriam, 1980, p.118; Heimstra and Brockett, 2008). Humanistic education is a way of relating that emphasizes self-discovery, introspection, self-esteem and getting in touch with the strengths and positive qualities of others and ourselves (Moskavitz, 1994; and Mishra, 2000).

Humanistic principles emphasize the importance of the individual and specific human needs. The major assumptions underlying humanism are : (a) human nature is inherently good; (b) individuals are free and autonomous and therefore, they can make major personal choices; (c) human beings have unlimited potential for growth and development; (d) self-concept has a significant role in growth and development; (e) individuals are urged to move toward self-actualization; (f) each person defines reality by himself/herself, and (g) individuals have responsibility to both themselves and to others (Elias and Merriam, 1980, in Helmstra and Brockett, 2008). Moskowitz defines humanistic techniques as the techniques that 'blend what the learner feels, thinks and knows with what he/she is learning in the target language' (as cited in Richards and Rodgers, 2001, P. 20). Literature as a rich resource reflects the diversity of behavior, thoughts and feelings in different cultures. The integration of literature into second or foreign language learning can partially satisfy the requirements of humanistic language learning in ESL/EFL contexts.

### **HUMANISM IN EDUCATION AND HUMAN VALUES DEVELOPMENT**

Humanistic education is characterized by five points as emphasized by Stevick(1990). They are 'feelings', social relations, responsibility, intellect and self actualization' (p.23). It includes anxiety avoidance, the learner's personal growth, effective and intellectual engagement, active involvement in the learning process and responsibility of one's own learning (Kerr, 2007). Valdes (1986) argues that teachers should integrate the cultural items into their lessons to develop human values. The textbooks prescribed by the universities should also inculcate some values in the teacher.

In the present scenario, internet has become a part and parcel of life and education. Otherwise it impairs any one to be knowledgeable whether it is a teacher or a student. Therefore, innovative tools of teaching English which could keep the student more attentive and alert with ease are mandatory. As English being a skill based language, a teacher should inculcate the habit of developing the four language skills-'Listening, Speaking, Reading and Writing', among students. Otherwise they fail

miserably to speak fluently and write effectively. It is the same with lecture method which is teacher-centered. So in order to make the classroom student-centered some of the innovative tools are used in order to make the learning interesting at the Undergraduate level.

The present paper outlines that how the use of innovative tools can prove to be useful for enhancing the communicative competence of the Undergraduates.

### 1) Warming Up

“When people have to work together in a group it is advisable that they get to know each other a little at the beginning. Once they have talked to each other in an introductory exercise, they will be less reluctant to cooperate in further activities. A second is having some idea of what individual members of the group are interested in. One important use of warming up exercises is with the new classes at the beginning of the academic year; if the teachers join in the activities and let the class know something about her, the learners are more likely to accept her as a person and not as a teacher. A second use of warming up activities lies in getting learners into the right mood before starting on some new project or task.”(Klippel 1995:12)

Keeping in view the above mentioned point, some warming up activities like pictures, photos, story etc can be used in order to create interest among learners.

### 2) Questioning Technique

Questioning are humanistic exercises that focus on the learners themselves, their attitudes and values. Secondly there is a kind of exercise that could be employed to teach learners about the cultural background of the target country. The questioning technique can be used by the teacher to find out the level of the learners about their culture and surroundings and also to ensure their active participation.

### 3) Emphasis on Group and Pair Work

For teachers, pair work and group work can be excellent tools to promote student interaction; to assess and often appeals to students with intrapersonal intelligences. Students have the chance to work with and learn from peers, struggling students can learn from more capable peers. While Group work provides more opportunity for practice, an increased variety of activities is possible. Students take part in the lesson more actively because they are involved in talking to their classmates exchanging opinions, practicing new structures. It provides the learners a safe environment for everyone to ask question and find out why some answers are right or wrong. Learner’s autonomy and responsibilities are encouraged through group work.

### 4) Linking new information to the prior knowledge

“Activating knowledge is something that we do naturally as adult. Readers, as mature readers. We always relate what we are reading to something we know. As a matter of fact when we read we really have to think all out of those connections. Sometimes students don’t access their background knowledge because they never think that it’s important or if they don’t have the background knowledge the teacher doesn’t have an opportunity to really build that background knowledge.”(Clewel, 2012)

By using what students already know, it helps the teacher assist students with learning process because it gives him/her an idea of what students know and what they still need to learn. The purpose behind using this strategy is to help them make connection of prior knowledge and apply it into the new material.

### 5) Co-operative Learning

Co-operative learning is a technique that allows students to learn from each other and gain important interpersonal skills. It is an organized and structured way to use small groups to enhance student learning and interdependence. Students are given a task, better known as assignment and they work together to accomplish this task. Co-operative learning is fun, so students enjoy it and are more motivated. It promotes peer interaction, which helps the development of the language and the learning

of the concepts and content. It is the strategy that decreases dependence on teachers and eradicates feelings of 'alienation', 'isolation', purposelessness' and 'social unease' among students. (Johnson et al. 29-134)

An essential part of this learning strategy requires face to face interaction on the basis of this strategy, the teacher can design many such activities based on Co-operative learning.

### (6) Making lessons Visual

Use of photographs, drawing, charts, professions, stories etc can be an innovation to introduce new concepts. Visual aids are designed to supplement written or spoken information so it can be understood more easily. It captures the student's attention and gets them interested in the concepts that will be taught. So, in order to make the lesson interesting the teacher can make use of the visuals to sustain interest among learners.

### CONCLUSION

Humanistic approach looks at human as free independent subjects to determine the direction of his life. Humanistic approach explains that virtually every man is unique, individual and has the potential to boost internal to evolve and determine their behavior.

This paper discussed the innovative tools to be used for humanizing English language learning for Undergraduates. Humanistic approach is a language teaching method which emphasizes humanism as the most significant element in the teaching process. Therefore, teachers, paying attention to the students' affect and emotional states, should expect that the answers to language learning problems are more likely to come from psychology than from the linguistics.

One important point teachers should notice is that they should provide students with genuine and real challenge, if foreign language teaching is merely limited to the textbook, doubtlessly, it will result in failure. It may be advisable that teachers should bring some actual innovative materials holding challenges. In that way, interests are awakened and they will have a strong motivation to learn the language. So in language teaching, teachers should bear affective factors in their minds and put students in the first place, then they may achieve the success in language teaching.

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