



## UNFURLING INNOVATIVE METHODS IN ENGLISH LANGUAGE TEACHING: AN EXPERIMENTAL STUDY.

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### KEYWORDS :

#### INTRODUCTION

If we entered a global workforce today English is the dominant business language and it has become almost a necessity for people to speak English. It is one of the most important languages and is not only determined by the number of speakers but by the roles to which it is assigned in the sphere of international affairs. It will be worthwhile to explore this concern and identify the factors responsible for it. Basically teaching must include two major components sending and receiving information. Ultimately a teacher tries his/her best to impart knowledge as the way he understood it. So any communication method that serve this purpose without destroying the objective could be considered as innovative methods of teaching.

#### Aim Of Teaching

The main aim of this study is to examine how reflective practice enables ESL teachers to make sense of their professional World's as well as make significant and worthwhile change within themselves and in their teaching practices. In general educational research, 'Teachers way of knowing' which are referred to as the 'new scholarship' (Schon,1995, Zeichner, 1999) produced by Teachers out of their own lived realities as professionals is increasingly being regarded as legitimate. The process of legitimising this knowledge calls for a broad based movement that seeks to examine and make public the new scholarship. This study is an attempt in that direction in the English as a Second Language, context in India.

#### Procedures For Carrying Out Reflective Practice

Different kinds of strategies and techniques have been developed to investigate classroom teaching by reflective practitioners. They are 1. Self monitoring 2. Teacher support groups 3. Peer observation 4. Teaching portfolios 5. Critical incident analysis 6. Team teaching 7. Action research 8. Journal writing.

#### Methodology

After attending a programme on reflective practice, 5 teachers teaching undergraduate English as a second language classes at colleges in and around Tadipatri, Anantapur district, Andhra Pradesh decided to carry out reflect to practice through one or more means for their own on-going professional development. The participants were heterogeneous in different aspects such as age, qualifications, training experience and place of work. They teach students of similar profiles learning English as second language.

Teacher A is an English teacher working in Government Degree College Tadipatri Anantapur district. He has a master degree and master of philosophy and also doctor of philosophy. He is interested in phonetics. He has not underground any special training in teaching English as a second language. He has taught English for 20 years he has attended 15 workshops and "Train -the -Trainer" programme at ANU campus. Besides being a teacher of English he is also working as a JKC coordinator and CIA coordinator.

Teacher B is an English teacher working at Government Degree College Guntakal. The teacher has a master degree and master of philosophy in English literature. He has taught English for nearly 25 years. He has also attended a workshop "Train the Trainer" programme at SKU campus and a special training in ELT. He has attended four National seminars and organised one National seminar.

Teacher C is working as a lecturer in English at JCNRM Degree College Tadipatri. He has master degree in English literature and he

has 15 years of experience of teaching English at undergraduate level. He has attended a special training on phonetics given by globarena.

Teacher D is in English teacher working at Government Degree College madakasira. She has a master degree and master of philosophy in English literature. She has taught English for 22 years. she has attended 8 National seminars and 2 international seminars.

Teacher E is a teacher of English working in Government Degree College Dharmavaram. He has a master degree in English literature. He has 20 years of service that is 15 years of junior College and 4 years of degree college. He has had no special training for teaching English.

#### Post-Reflective Discussion

After completed a 15 minutes discussion with teacher A, he was asked to respond on the importance of audio recording. He expressed his satisfaction. He said that he would prefer audio recording to journal writing, as the former helped not only in improving his teaching skills but also in assessing the learning capabilities of the students. He suggests that exports in this field should conduct role place just a minute are helping ESL teachers with to improve their class room teaching.

When the researcher approached the teacher B, he expressed his satisfaction in reflection through journal writing because he was confident that it raised him self consciousness about his own teaching. He is confident that journal writing definitely helps the teacher, if done regularly. He realises the importance of a thorough preparation after making self introspection through journal writing. He suggests that experts in field should conduct work shops and seminars periodically with the view to helping ESL teachers with guidelines to improve their classroom teaching.

When teacher C was asked to reflect on his experience, the teacher spoke with optimism about the value of reflective practice. The post reflection discussion reveals that the teacher believes in reflective practice as an effective means of self evaluation and of developing sensitivity to students learning. The teacher prefers story telling as his teaching strategy. He relates class room situation to day -to-day experience. He hopes that to conduct telephone etiquette ,group discussion and mind maps helping ESL, teachers with guidelines to improve their teaching.

Teacher D felt participating in this research is an opportunity for professional growth. She opted for journal writing. The teacher feels that the effectiveness of teaching depends on the learners learning preferences. She uses a learner- centered model of teaching minimizing the lecturing and motivating the students by asking critical questions on the using various other means such a jokes and story paper cuttings. she planned to use role- plays and other activity based methods for kinaesthetic learners. This teacher also asked her students to answer another questionnaire to investigate their learning preferences.

Teacher E feels that reflective practice is an active process, which brings out teachers capacity for expressing, analysing and renovating the knowledge they use in the classrooms. The teacher believes that language as a means of communication. The teacher feels encouraging the students focusing on what they have got right, not what they have got wrong. praise the students for correct answers in this way they feel that they are making progress. Avoiding humiliating students, allow

them to make mistakes and correct their mistakes without hurting their feelings.

### **Findings Based on Teacher's Experience**

#### **1. Decisions About Timing Through Reflective Practice**

The reflective practice of the teachers in this study help them to be sensitive to the time needed by the students to carry out an activity, and make adjustments in time allocation. It also helped them estimate the number of activities that could be set in a period. furthermore it helped the teacher identify and assess the attention span of the students.

On reflection teacher A found himself planning for his lessons carefully such that his students were able to learn vocabulary through practice, though it was basically a time consuming activity, similarly teacher B and C setup a time bound practice exercise to sustain her students interest while teaching reading comprehension. Teacher D was formed to plan her lesson dividing the duration of the class equally among her students, Thus finding the time to motivate her students to interact in English both with her and among themselves. Teacher E's decision about timing was interesting. She decided to teach grammar in the afternoon session being conscious of the mood of the students.

#### **2. Decisions About Solving The Students Problems Through Reflective Practice**

The teachers could also assess the kinds of problems that students had in understanding certain concepts and instructions. Though the classes deferred slightly in "personality" and "perception" surprisingly the kinds of a problems that the students faced were rather similar. The teachers could identify the students problems tried out different methods of explanation within the lesson series, and thus arrived at workable method of solving the students problems.

#### **3. Developing A Sense Of Belonging With The Classroom**

Reflective practice enabled the teacher participants to realise that making students feel at home in the classroom would greatly facilitate learning. The data show the teachers attempting to make their students feel at ease in several ways in particular, through the elicitation method. This developed in the students a sense of responsibility and belonging.

#### **Utilizing Effective Classroom Management Strategies**

Reflection made the teachers realise the need for effective classroom management as a significant requisite for effective teaching. All the teacher participants were found to realise the significance of group activities for creating interaction among their students.

### **CONCLUSION**

This paper may will be regarded as a contribution to that emerging core source in second language teacher education. This paper presentation hopes that by bringing teachers ways of knowing through reflective practice into scholarly discussion, this study will strengthen the struggle, waged since the 1980 to gain validity for inquiry -derived knowledge through reflective practice in ways afforded to disciplinary or theoretical knowledge, which still remains foundational to secondary language teacher education.

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