

INNOVATIONS, BEST PRACTICES AND STRATEGIES IN TEACHING – LEARNING ENGLISH

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Abstract :

One of the biggest challenges faced by most Indian schools is dealing with diversity within classrooms. While inclusion can be organized in several ways and on different levels, essentially it is the team of teachers who have to deal with increasing diversity of student needs within their school and classes and have to adapt or prepare the curriculum in such a way that the needs of all students – those with SEN and their peers – are sufficiently met. However, if educational institutions intend to move ahead on the path to nurturing the heterogeneous characteristics of their students, co- operation of the whole educational community, and use of resources and educational practice would be critical.

Key Word : Innovations, Practices and Strategies in teaching- Learning

Introduction :

On the route negotiating multitude of challenges associated with diversity within the classrooms that could eventually help effectiveness of inclusive education, we have identified some facilitative factors that are :

1. Co-operative Teaching :

Teachers would need to co-operate with, and would need practical and flexible support from a range of colleagues. Especially, at times when a student with SEN would need specific help that cannot be given by the teacher during the course of day-to-day classroom routine. In such circumstances other teachers and support personnel might have to come onto the scene and at such times the issues of flexibility, good planning, co-operation and team work could pop-up challenges.

Co-operative teaching here, would refer to all kinds of co-operation between the class teacher and other professional characteristics for co-operative teaching is that students with SEN would not have to be removed from the classroom, but instead the support could be provided in the classroom. This would simulate a sense of belonging in the student and boost his/her self-esteem, which in itself would be a strong facilitator for learning.

Another feature of co-operative teaching is that it provides a solution for the problem isolation of teachers. Teachers could learn from each other's approaches and provide appropriate feedback. As a result, co-operation would not only be effective for the cognitive and emotional development of students with SEN, but it would also help meet the needs of teachers. It is often seen that teachers are eager to learn from approaches used other colleagues.

2. Co-operative Learning :

Students who help one another, especially within a system of flexible and well-considered student grouping, happen to benefit from learning together. It has been observed that peer tutoring or co-operative learning is effective in both the cognitive and social-emotional areas of students learning and development. In addition, there are no indications that the more able students suffer from such situation in terms of lacking new challenges or opportunities. There are different concepts used to describe educational techniques where students work together in pairs: peer tutoring, co-operative learning and peer coaching. This approach would have a significant positive effect on the self-confidence of students and at the same time it would simulate social interactions within the peer group.

3. Collaborative Problem Solving :

This refers to a systematic way of approaching undesirable behavior in the classroom. This includes a set of clear class rules, agreed with all the students' along-side appropriate

incentives and disincentives for behavior. It has been observed that the use of collaborative problem solving techniques decreases the amount and intensity of disturbances during lessons. However, a good amount of emphasis should be on the fact that the development of effective class rules should have been already discussed with the whole class and that these rules are clearly visibly applied in the classroom. Furthermore, it is also important that the class rules and disincentives are also communicated to parents.

4. Heterogeneous Grouping :

It refers to the implementation of educational settings where students of the same age stay together in mixed ability classrooms.

The common goals of the classrooms group are dictated by the institution. They are both academic & non academic. For effective functioning, the group goals should be explicit & measurable, they should ideally generate from among the members, or at least should be known, accepted & desired by all, they should not conflict with individual members, goals, there should be an explicit mode of operations gathered or accepted by the members to reach the goals, & lastly an influential leader to motivate the group towards the goals.

Advantages of this organizational approach would be obviously the cognitive emotional & social levels. It would also contribute overcoming the increasing gap between students with SEN & their peers. Furthermore it would go to promote positive attitudes of both students & teachers towards students with SEN.

5. Effective Teaching :

Effective education is based upon educational psychology, monitoring, assessment, evaluation & high expectations. Effective teaching approaches would also contribute to the goal of decreasing the gap between students with & without SEN.

Action Based Learning in English :

English serves as our window on the world as the language in which the latest accretions to different fields of knowledge are available. As a library language the functional role of English, highlighting reading & study skills is under scard.

English language teachers interacted & discussed the different approaches adopted for enhanced teaching & learning. They understood the relevance of teaching. English to students in schools where the children are already exposed to language in different ways, e-books, i-pods, Internet & so on & have their own understanding & appreciation of it.

Story Building :

Story building is one of the best methods to develop creative writing skills in children. In this methodology each child in the classroom is involved in the actual process of story building. Using words or elements in the story & finally when the story is complete the whole class has participated in this activity.

Daily Journal / News papers :

In this methodology they are taking active participation in earning & to achieve more in section. This helped a lot & students taking interest in English because of the enriched vocabulary & the phrases acquired by them.

Role Play :

In this methodology Role play games requires participants to assume realistic social roles & to interact with one another in terms of a common social situation. Role play games are designed to teach the dynamics of human behavior in response to particular social problem situation.

This methodology helped develop interest in learning English.

- To develop vocabulary.
- Critical thinking.
- Imagination.
- Understand the technological advancement.

Question & Answer :

A question & answer format allows students & little more freedom in structuring sentences. They are not given the actual text that they will write, rather they are given a series of questions, the answers to which from the text.

In this methodology the students are able to they could combine some of the sentences.

Sentence Combining :

In this methodology sentence combining of ' base' or 'kernel' sentences into one longer compound or complex sentences. Sentence combining exercises improve students.

- Sentence structure 27 length of sentences.
- Sentence Variety 37 gives student the chance to use the grammatical knowledge they have to make choices about structure.

Drilling :

In this methodology teacher of English avoid mechanical drilling. Teacher organizes individual as well as mass drilling for practical purposes.

- Pronunciation drilling.
- Drilling for reading & singing.
- Drilling for fixing structure.
- Drilling for few words & phrases for meaning.
- Drilling or substitution tables.
- Drilling in spelling with the help of this correction in composition, correction in

Pronunciation, correction in spelling, correction in wrong construction can be drilled in the class.

Debates :

Actually a variation of formal debates provide an efficient structure for class presentations when the subject matter easily divides into opposing views or pre/can consideration.

Developing Vocabulary:

In this game teacher can arrange the awareness among the students to write as many English words as they know.

Dramatization:

Techniques of dramatization is handled effectively supports to maintain proper speech habit, conversation, Pronunciation.

Various Strategies in English Language :-

Strategies for Communication :

- **General :** Communication skills have communicative purpose. In them, content is emphasized and not form. In them a variety of language items are presented and there is no teaching intervention. Such skills and their teaching can be discussed as follows :
- **Skills :**
- **Teaching Description :** Here, the teacher can give a model description with a photograph. Then students will be asked to describe places, pictures, things, events etc.

- **Instructions** : Students may be given lessons on instruction in order to enable them to give instructions. They should be able to perform tasks like putting out fire, making tea, and preparing paper-boats. Here, students will be taught imperative sentences.
- **Invitation** : Students may be enabled to write formal as well as informal invitations. They may be taught to seek and give information and reply to invitations.
- **Telegrams** : Writing telegram is the next communicative skill. Students may be taught how to write telegrams in order to enable them to communicate a message in minimum words and also to reply to the telegrams which are received.
- **Greetings** : Students will be taught how to write greeting cards. The teacher may show them some greeting cards for the purpose.
- **Writing Letters** : Writing letters is one of the important communicative skill. So students would be taught how to write social and formal letters and also to reply to letters received.
- **Reports** : Like writing letters, students need to be taught how to write reports. They will be given tasks on writing reports of various types.
- **Notices** : We come across various types of notices in our personal as well as professional life. So students need to know how to write notices and also to interpret them.
- **Fax Messages** : Students may be taught how the fax machine and how the fax messages are sent and received.
- **E-mail, Messages**: Electronic Mail is a modern communication activity. So students will be guided regarding its nature and structure.

Strategies for Presentation :

- **General** : Presentation skills are those in which students have to perform with a view to achieve something. In any type of presentation, the participant has to perform well and create impact on the listeners. So the presentation has to be planned, designed and executed in such a way that the purpose of presentation would be fulfilled. Therefore, our students should be taught the art of presentation carefully.
- **Skills** :
- **Speech & Lecture** : A speech is talk given to an audience. students should know that

their speech should be spontaneous. A lecture also is a talk but it is used in an academic context. It is normally well prepared. It is generally delivered by the person who is well-versed in the related subject.

- **Group Discussion** : A discussion means talking on a subject in a systematic way. Two or a group of person can take part in discussion. There may be agreement and disagreement during discussion. Being an important study skill, students need to be taught this skill with great care.
- **Seminar** : In a seminar, a group of students or teachers discuss a topic in a formal way. Students should be taught how to participate seminars and take notes.
- **Workshop** : In a workshop, a group of person share knowledge related to a particular topic. But unlike the seminar, a workshop deals with a particular work.
- **Symposium** : It is a small conference for discussion of a particular subject.
- **Panel Discussion** : In a panel discussion a few experts in a particular field discuss the topic with the audience.
- **Comparing** : It is conducting a programme. Here, the compare introduces the performers, offers brief comments and functions as a link between the performers and the audience. Comparing can be done on a stage, on T.V. or on Radio. Our students need to be taught the art of comparing.
- **Commentary** : Commentary resembles comparing. Like a compare, the commentator offers the audience information. The information is about a certain event or situation. A commentator also gives his own views or comments.
- **News Reading** : News reading is the next important presentation skill. News are read on Radio or T.V. The presenter has to play an important role. In fact, the entire programme presented on T.V. or Radio has presenters.
- **Reporting** : Reporting is one more presentation skill. For example, newspaper reporters have to report news items to their offices orally. Particularly on telephones.

Conclusion :

The learner's attitude of drawing is completely modified. They have to modify himself & his approach in the teaching learning process. He must aware of Technological

implications in the process. All these measures have together brought about miraculous change in the learning process of students. Even the dull students are arranged, awakened & motivated to learn. This exactly is a measure of the teacher's potential.

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