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EFFECTIVE METHODS OF TEACHING AND LEARNING ENGLISH AS THE SECOND LANGUAGE (E2L)

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ABSTRACT

We, the Indians are rapidly changing in the 21st century of globalization. With this change, there are too many transformations in the educational field due to the advancement of science and technology. In the field of English teaching, the change is essential since the old techniques of the teaching are useless. Now the teacher of 21st century must give up the traditional concepts and techniques of the classroom teaching and should adopt the recent and innovative techniques. There should be the acceptance of some novel idea of the teaching field. Some innovative methods like word bank, quiz competition, use of internet, mind maps, etc. should be used for learning the language and boost the confidence of the learners.

The purpose of this paper is to suggest some useful innovative teaching and learning methods that can be accepted in the process of imparting knowledge to the students.

KEYWORDS

E2L, Teaching, Learning, Globalization, Indians

RESEARCH PAPER

Introduction :

In the modern neo-liberal scenario of India, the necessity of competence in English has become increasingly vital. The globalization has necessitated the learning of English Language in an international perspective. Moreover, the text materials on the subjects of technical education, science and medicine are available in English. The advance of multinational companies in all sectors of economy such as production, distribution and service sectors require personnel with a fair degree of language competence. In this backdrop, the necessity of acquisition of not only spoken English but also written English has become the need of the hour. Salman Rushdie, the renowned novelist says that the English language ceased to be the sole possession of the English some time ago. And it grows from many roots. No one community can claim sole ownership over the English language, which has gone genuinely global. In this precept, it is high time to have a holistic approach to learn and teach English as Second Language. English language learners who are academically proficient in their first or native language represent differing levels of academic experiences, abilities and interests in addition to their language proficiency. Some students read above

their grade levels; others struggle with daily instruction. Some have highly supportive home environments for language and literary development; others live without access to books or literary rich environments. Many English language learners spend most of their academic life with teachers who speak only English and who are not prepared to fully understand their varying needs as English language learners. In order for today's teachers to meet the challenge of educating a richly diverse generation of children, they need to learn a great deal about Second Language acquisition and effective pedagogy for English language learners by using various types of innovative teaching methods and technique in the environment of school or college for the learning of English as the Second Language.

It is an acclaimed fact that teaching and learning a foreign language can't be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary and syntax. The contemporary models of communicative competence show that there is much more to learn in a language. Teaching requires creativity, there are lots of different methods, strategies and techniques that can be applied and brought into classroom. Any teaching technique or method including

portfolio based instruction will not be successful if students are not engaged in the process. Techniques are closely related to methods and approaches.

The following practices may help in improving the teaching and learning of English as the second language.

Word Bank:

It is one of the most innovative and useful methods for learning English as the second language. This concept should be used in the classroom teaching in the form of project in which the main concept is to improve the vocabulary of the students. The teacher should give the students some words in the form of homework for the next day. The word bank should consist of

I hear and I forget.

I see and I believe

I do and I understand. – Confuciu

WORDSMITH - THE USE OF INTERNET:

Internet has become commonly acknowledged term for the 21st century world. Online teaching is also becoming favourite among the students. Through the internet, the teacher can get everything related to learning and teaching English. With the focus on language, communication and culture English language teachers are continually searching for better ways of accessing authentic materials that will improve their students' knowledge and skills in the

the one word for a group, phrases, antonyms, synonyms, expansion of an idea, short notes on the given topic on any event, character or the place etc.

All these will beneficial for the students for improving the knowledge of English language. It must be a compulsory study for the students. On the very next day, the teacher will check the written work and also give the solution to the students in both languages means in their mother tongue as well as in English. This teaching method plays an integral part in teaching English. The method works as the practical work for the students. The following lines show the importance of practical task given to the students.

targeted areas. As the technology of internet has transformed communication around the world, it is natural that it should play a major role in a multi media language laboratory for developing English language skills. E-Mail is the most commonly used internet application today. English language teachers can integrate e-mail based activities into curriculum. The search engines such as Google and yahoo takes one to sites that enables one to correspond with native speakers of the English language. There is a site of **Wordsmith** which can be accessed by the

e-mail. It daily sends a new word to the teacher as well as the students. For students, it is the responsibility of the teacher to assign them with the Wordsmith through E-Mail. Language learning Technology has advanced to such an extent that there are sites which provide on line language laboratories giving listening and speaking practice with recording facility for feedback. A web camera can be a very important tool for on line video conferencing, which can be used to interact with native and non native speakers. One such application is Internet relay Chat which enables synchronous conversation among participants in different parts of the world. Though technology can't be a substitute to the classical method of language teaching yet it supplements the basic training system. The teacher is very much on the scene and has a massive responsibility. At the same time, the teacher has to make learners understand that their aim is not mastering technology but language itself. It is the teacher who identifies the weaknesses of the learners, provides them with the correct guidance, motivates them, inculcates confidence in them and makes language learning experience a real joy.

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 evolution , the concern of being negatively judged in public which is one of the main 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. One of the interesting games is to play a language game in which some cards can be kept in the box mentioning a particular topic whatever it may be and the students are asked to pick it up one of the tickets. On the ticket, there will be a topic on which the students have to say something in English so that he could get the courage to speak in English.

There are so many games in the different areas to enhance the knowledge of students in ESL.

USE OF NEWSPAPERS IN THE CLASSROOM:

Many Scholars rightly remarked that newspapers are a valuable but often underused classroom resource. It is an easily available tool for learning English. There is a breadth of coverage in them, which means there is something of interest to almost all readers. In large classes with few resources, newspapers, even the cutting and clippings are the most useful teaching and learning aids, they can be more used of successful learning in many ways. It gives a visual context. In the classroom language, teachers can use newspapers to teach a wide range of topics from the alphabet to grammar structures, vocabulary, conversation techniques and skills including skimming and scanning on one hand and listening, speaking, reading and writing on the other. And thus newspapers can be treated as an object for linguistic dissection and analysis. Moreover, the additional advantage is that it instills a sense of confidence with a feeling of familiarity in the learner who uses it. Thus, newspapers are good source for these materials as they are all contextualized, well-illustrated real news items, containing a variety of materials that conforms to the psychological needs of the pupils. Language learners find newspapers motivating because they offer interesting, relevant, topical and varied information.

MIMING:

The mimes are done in pairs or groups; in one case, individual learners have to perform their Mimes for the Whole Class. Pair or group work reduces stage fright to a certain extent and can be used as a starter. Finally, miming exercises are useful because they emphasize the importance of gesture and facial expression in communication. This exercise can be performed as a pair work by exchanging one' sheets with the partner's sheet and read the instruction given there. The learner has to mime the instruction given before the class. In a pair work, exchange of sheets with partner's sheet and reading of instruction can take place. The learners mime the instruction before the class. Guessing game activity can be taken up. Everybody except partner will guess the instruction on which the fellow student is miming.

Quiz competition:

In every week, there should be the quiz competition by which the pattern of question and answer could be familiarized to the students. By hearing the questions in English the students have to give answers in English but in short responses. It is a good initial and easy stage to create the

confidence in speaking English or to communicate English among the learners. It's also a good innovative idea dealing with English learning. For this, a question bank will be given to the students so that they can understand and prepare for it before the quiz competition.

Short speech:

In every week, a topic should be given to the students on the particular topic forgiving the short speech of only 10 sentences. With the topic, the student deals with it and tries to Search the material from the books or from the internet. He also gets the confidence to speak publically in English Language**.**

Mind maps:

Another innovative teaching method is mind maps, which is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning. Mind maps are also very quick to review, as it is easy to refresh information in student's mind just by glancing once. Mind maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the

information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The key notion behind mind mapping is that student learns and remembers more effectively by using the full range of visual and sensory tools at his/her disposal. Pictures, music, color, even touch and smell play a part in the learning armory, since it helps to recollect information for long time. So with the help of tree diagram the mind maps are useful innovative technique for dealing with ESL.

Mnemonic words:

Another innovative teaching method is the mnemonics words. Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he/she can just go on saying mnemonics or its associated meaning in words. Here he/she goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept, then the teacher will explain in sentences. For example, in teaching language courses this technique can be used as an effective medium by the teacher to develop word power.

Conclusion:

From all these innovative techniques and methods it is clear that there is a great scope for learning and teaching English as the Second Language by this methods. It

will be additional benefits for the learners. But, the most important thing is to the proper implementation of these innovative methods in the process of teaching and learning ESL.

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