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## ENCOURAGING INNOVATIVE STRATEGIES FOR TEACHING ENGLISH LANGUAGE

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### **Abstract**

According to the 1971 census India has 1652 languages. Of these 2 are official languages 22 scheduled languages. The Kothari commission and language education intended for the adoption of three language formula by the state governments at the secondary stage in order to find some practical solutions to linguistic diversities in India to bring uniformity in education to allow the national integration. Introduction of English as a third language at the school level however, in many states including Maharashtra ,English is being offered as the second, third or foreign language thereby enhancing the importance and emphasis to be laid on the teaching and learning of English. The implication of new trends teaching methodologies are inducted and its impact is seen prominently in teacher training programs. India has the highest number of speakers in its account comparing with Russia but the efforts to improve the standards of speaking skill should go miles to reach up to the Russian standard or of any other native speaker. Curriculum, content learning materials, classroom process and language all the ingredients are important in communicative language teaching as the fallacy of speaker and the form of the speech the reacceptance of the learner provides a success of CLT in the class.

**Keywords:** multilingual society, language teaching, CLT, Teacher training Language proficiency, acquisition of communication skills.

### **Introduction**

The Kothari commission 1964 recommended the adoption of a common School system in India. Kothari's commission for secondary education recognized educational opportunity at the secondary level as an important instrument to promote social transformation. It recommended ensuring proper facilities at the secondary stage to promote its proper development. The Kothari commission and language education intended for the adoption of three language formula by the state governments at the secondary stage in order to find some practical solutions to linguistic diversities in India to bring uniformity in education to allow the national integration. It intended to promote a modern Indian language, but at same time it tried to neutralize the language blatancy to achieve religious appeasements not to endanger the socialistic democratic culture by abridging both, which was preferably to be any Southern language apart from Hindi and English in the Hindi speaking States. Though

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non Hindi regions provoked the differences none language formula is fully resolved. Hindi and English along with the regional language were to be the official language and medium instruction. Hindi was intended to be developed as a link language and as a medium of expression for the composite culture of India. The journey of English from Imperialism to Globalization made it an inevitable part of human development and forced all non-native countries to achieve target oriented policies to be implemented in educational institution.

According to the 1971 census India has 1652 languages. Of these 2 are official languages 22 scheduled languages. Hindi, though not a national language is spoken by over 43 percentage of India's population. Very few persons, estimates range between anything from 12% to around 30% of the Indian population speaking English to some extent, the vast majority of them not very fluent though, are indeed quite comfortable with English in India until though of late there is an evident change. English as a second language is now in the process of acquiring the status of a compulsory third language this seems evident from fact that the Union education minister Mr. Narul Hasan in the parliamentary consultative committee on 4th August 1976 made it clear in a circular to state governments that passing the English examination was not a must for passing 10<sup>th</sup> standard although English would have to be a subject of compulsory study from standard 6<sup>th</sup> to standard 10<sup>th</sup> in all schools. But gradually it has now become a compulsory subject in all Indian schools. India has the highest number of speakers in its account comparing with Russia but the efforts to improve the standards of speaking skill should go miles to reach up to the Russian standard or of any other native speaker. Because In Russia General framework of education, which is undoubtedly authoritarian and monolithic. The teaching methods or approach has been strictly implemented. Teacher training is very effective even by British standard. A student during the course of his training spends over 2,200 hours in practical classroom instruction in the language and less than 200 hours in the theory of teaching. Emphasize is upon language as a means of communication at the expense of literature and great stress is laid upon oral fluency.

Introduction of English as a third language at the school level however, in many states including Maharashtra, English is being offered as the second, third or foreign language thereby enhancing the importance and emphasis to be laid on the teaching and learning of English. Maharashtra has gone one step ahead by introducing, since 2000, English communication from standard first to varsity level. However, the outcomes of the researches conducted in this field are skeptical about the English teacher's contribution to this mission as CLT in Indian classrooms need more teachers with cultural, social and economic environment.

#### **CLT and Linguistic Competency**

As the language theories underlying the structural approach and the Situational approach were questioned by prominent linguists like Chomsky (1957) during the 1960s, a new trend of language teaching paved its way into classrooms. **Communicative Language Teaching** (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as the "Communicative Approach". The implication of new trends teaching methodologies are inducted and its impact is seen prominently in teacher training programs. The role of the teacher is very prominent while performing CLT in the class. Aristotle took the first step towards a development of a communication model. According to Aristotle, in a communication event there are three main ingredients, the speaker, the speech and the audience. The radiance of each factor will be the determining factor in communication theory. The hindrances in communication competency of the learner can be a teacher's

inability to transfer proper competency to students in the open-end class rooms. In closed classrooms it was found that multimedia was very useful in removing the constraints of speaker and speech by providing actual settings to facilitate the learner in simulation purpose. The inferences of various studies showed that the effective use of teaching aids could improve the acquisition of the student's communication skills. The presentation of the content of the new language, in an classroom settings, if transacted in simulated situation reduces the language barrier of the teachers in the classroom and thus improve the acquisition of the students communication skill. A learner enters to formal education with a primary competence in mother tongue or more than one language in a multilingual society. Training in second or third language is breaking the compartmentalization and find a proper displacement in the brain, is a barrier which resist strongly and form a language barrier .The effects of second language acquisition can be both negative and positive. English as a tool for cross-linguistic communication, and it is also transforming from lingua franca of the past to colonial supremacy to globalized dominance.

As Auerbach (1995) rightly points out pedagogical choices about curriculum, content learning materials, classroom process and language used although appearing to be informed by political, professional considerations are in fact inherently ideological in nature with significant implication for learner's socio-economic roles and construction of social identities. All the three ingredients are important in communicative language teaching as the fallacy of speaker and the form of the speech the reacceptance of the learner provides a success of CLT in the class.

Communication in various cultural and social contexts is the main goal in CLT, and language is seen as a tool for learners to reach this aim. For this reason, the syllabus of courses that adopt a Communicative Approach to teaching favorable content that will help student to actually enact the role of that speaker and develop their linguistic competence, with understanding of the role is more important than structural competence. In order to achieve this, different types of syllabi were to be created, amongst them, the functional-notional syllabus, that enables learners to focus on the meaning (function) of language and practice it in a realistic setting:

Widdowson (1994) found that learning a second language was similarly viewed as acquiring the linguistic to functions like Grammatical Competence, sociolinguistic competence, discourse competence, strategic competence. The teaching strategies in communication approach required the preparation of range of exercises, activities, and contextual preferences acceptable within the approach. The teacher's perception regarding linguistic competency should be developed. They were to re-orient their approach, from traditional linguistic teaching to the functional angle. The pedagogic principles have to be followed more strictly in social, cultural and behavioristic context .It's notional that ELT should be more purposive and a functional approach now. Intensive ELT courses should be provided to teachers before taking up teaching profession to improve the standards of English teaching. Government agencies should provide proper infrastructure facilities like laboratory experiences at par with theory classrooms to schools and colleges to improve their standards up to native style. In spite of notion of English being the greatest strength of India being the large number of people ESL approaches and methods are not profoundly executed, which often make our student deficient in the use of language in its spoken aspect. To improve the student's communication skills intensive method should be applied. As ELT is treated as science subject laboratory training has to inculcate in teaching programmes. Thus our dream to make India a leading country in the world scenario in 21st century can be fulfilled by strengthening our knowledge.

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### **Resistance to Behavioristic Approach in CLT**

Philipson (in Dias, P. V. 1994) identifies the key tenants of English language teaching (ELT) English is best taught monolingually, The ideal speaker of English is a native speaker, The earlier English is introduced the better the results, The more English is taught the better the results, If other languages are used much, standard of English will drop.

S.R.Menon (2001) associated the main barriers in English teaching and learning is the teachers themselves. Four main language barriers identified and studied in relation with teacher barriers, verbosity, verbalism, mother tongue, linguistic and cultural differences are factors of resistance in implementation of CLT in Indian classrooms, where traditional methods are more of the choice of the teacher and learner. The proper strategies are not possible in teacher education institutes as they are embraced with traditional and cultural notions and displacement may be a treat to existence.

A study by Singh (1975) showed that at pre service level micro teaching activity has been found to help the trainers modify behavior particularly in the variables of flexibility in interchange of communication. Many users of micro teaching did not see the relevance of behavior modification procedure and that the most an desirable consequence of the promotion of microteaching was that the role of behavior modification was obscured due to the absence of linguistic competence and competence in using proper teaching devices though given micro teaching training, they are not able to communicate properly and instead build up language barriers while teaching communication skills. Even internship programme of training colleges to inculcate teaching effectiveness found to be failure due to inefficiency to improve their communication skill for making teaching process effective.

The primary characteristics communication between sender and receiver are as follows (Jureddi & Brahmaiah: 2016, pp.114-115). Using language in equal levels, decoding the information or knowledge, connections and relationships with others, facilitates faith and interest, Clarity and Integrity of the message, Courtesy to be maintained. Correctness of the Message bring out effective communication is the process of sending the right message to the right receiver through the right channel at the right time and place with the right feedback. S.R.Menon( 2001)found notable changes in the behavior and communication of teacher trainees after receiving intensive training. Regular feedback and follow up sessions with linguistic application and teaching practices in multilingual competence can improve teaching competencies. The training imparted in training colleges is inadequate to occupy the CLT and thus enact teacher's language barriers verbalism and verbosity as the distortion. The measures of feedback system not sufficient to assess the CLT occupancy in their behavior .So it becomes customized traditional enactments in disguise of new robes.

Romiett Stevenson (1912) recorded talk of the teachers and found 64% class time was taken up with teachers talk. Most significantly about 80% of the classroom talk was devoted to asking, answering or reading to question. The question answer method generated nervous tension in the classroom communication model for question / answer. Teachers ask about 90 percent of question and pupil 10%. A century later our classroom teaching showed repeated story that student teachers express high level language barriers like verbalism, verbosity which obstruct the student's acquisition in the communication skill.

S.R Menon (2001) reveals that female teachers stipulate questions and generate more student talk than their male counterparts who showed more concern for content. The research revealed that female student teachers exhibited fewer barriers while teaching communication skills. Indian learners in contradictory with their Russian counterparts are not benefited from classroom instruction. Main barriers are the teacher themselves;

education system and the way teaching learning of the second language is implemented in India .The concentration should be on the application of language than on the information based training and the teacher barrier is one of the important factors for students not achieving the set target language behavior in specified time. The standards of the teacher should be improved and more concentric methods should be used to improve the learning process. When the mother tongue or regional languages competency already exists and new language script ,sound or patterns similar to the old ones to be learned, there will be either facilitation or interference in learning depending on the degree of functional similarity , intensified magnitude or cultural diversification. If the cultural expression, symbolic content, geographical visibility historical attachments, emotional values and social association are functionally the same, in the nature and the new language, there is maximum facilitation. Actually less learning takes place since the student already knows the unit or pattern and merely transfers the knowledge language to new roles. If the unit or pattern is not the same and will not function as the same in the new language without structural retraining, there will be interference with the new language both because new brain compartments to be formed or the stubborn old ones to substituted, the time and the space can be lapsed in such retreatments. The new language has to be learned as facilities because the field old ones intensively captured and the strength that which elicited the old, thus activating the known language facility and distorting the new one.

In covariant analysis, the Mother tongues of the leaner in certain cases exhibit elevation of second language but in cases of cultural difference distort the acquisition of the English proficiency. Those student teachers who acquired superior knowledge in mother tongue showed low-level language barriers and moderate or high level proficiency in second language where cultural and structural transfer is modified thus facilitating the communication skills of their students. The high level proficiency in sequence of behavior upraises the language skills of native or mother tongue, support advancement of the second language. Teacher trainees' exposure towards training at the proficiency level of translation to be attained for teaching English , and found who are not proficient in translation of concepts, idioms, structure, and use of bilingual methods, words and sentences could obstruct acquisition of the second language learning. Gupta R.L. (1988) found that language proficiency in English helped the communicative competence among students. The variables under this characterized that language proficiency helped the student teacher to teach effectively and to reduce language barrier thus enhance the communication skill of the school students. Learning the syllabus of phonology and structure was not helpful to develop the student teacher competencies.

### **Conclusion**

Language training in teaching program need to be more intensive, specific ,objective oriented, systematic , measurable and the training colleges need to be restructured to provide any purposeful curriculum for language fluency of its teacher trainees. Lack of infrastructure facilities like Language Laboratory and absence of rigorous training in English language is one of the barriers while acquiring proficiency in suprasegmental aspects of language like pronunciation, intonation, stress, accent, weak and strong forms, pitch, and fluency. Thus a half learnt teacher transfers insufficient knowledge to the learners from generation to generation thus pushing aside our goal to achieve international standards When other countries are thriving to improve the standards to compete in international job market and survive the impact of globalization by improving the quality of the education by introducing English in the native style, adding quantifiable unemployed youth to compete in the international market.

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