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## **Innovative Trends and Techniques in Imparting English Language to the Second Language Learners in Jharkhand**

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### **ABSTRACT**

This research is aimed at analyzing English teachers' perception, use and level of professional development regarding innovative methodologies in the classroom. The type of quantitative investigation method used had a descriptive-comparative nature, where 70 secondary teachers, that taught English as a foreign language, answered a questionnaire created *ad hoc*. The results show that teachers consider literature as a great resource for the development of basic competences; nevertheless, most of them do not use it to a great extent and, when they do, it is through reading tasks of textbooks and graded books. We conclude that literature texts are perceived as too difficult, probably because teachers may not know how to select the best-suited works in terms of cognition and interest. As educational implications, we propose for EFL teachers to acquire, during their initial education, the pertinent knowledge about literary works, tasks, ICTs and audiovisual materials for the teaching of English, and how to assess these contents. It is interesting, to point out the limitations of the study, related to the compilation of the best literature works for the English teaching, in order to plan future lines of investigation.

*Keywords: English literature, secondary education, resources, methodology, innovation*

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### **INTRODUCTION:**

Languages are important in the life of any nation. People need language to communicate with each other, for all purposes, for public administration, for commerce and industry, for education and so on. India is a country with Multilingual, Multicultural, and pluralistic milieu. The social aspirations can best be fulfilled when they are allowed to function through the mother tongue. Therefore it is natural to think of mother tongue for the purpose of education. But the necessity to have a common language for interaction has led to the learning of English. English language is a powerful force not just for economics, business and trade, but for mutual respect and progress. It is also becoming the common future of human commerce and communication. English is the best tool to provide good opportunity for learner to learn. This is also the language of instruction in all the Universities and colleges across the country. The scenario is such that one needs to polish the skills of English to obtain a job. Mere knowledge of subjects is no more the only criteria to secure a job in today's date. With the growing globalization, one must definitely be able to communicate in English and should have a good English vocabulary, if one wants to go across the country for educational or job purposes. Thus, though a foreign language, English occupies a unique position in Indian educational system. Even after independence, it continues to be a major language having a prestigious position in our society. This chapter attempts to focus attention on the role of English language and the changing needs of English Language Teaching and Learning in India. English speaking and English listening are given a very high priority in Indian educational system. The elite society in India sends their children to English-medium schools and even the poorest of the poor aspire to send their children to the same, since English is seen as a language that provides upward economic and social mobility. English is the language of every latest business in the world. With the rapid advancements in technology, English has not only increased employment, but has also helped a lot in communication. The basis of every relation is communication and English has become a window to global communication.

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### **LITERATURE REVIEW**

Lunde & Wilhite(1996) in their research studied that distinguished teaching awards in most cases go to those innovative teachers .

Wickramasinghe & Upeksha (2016) studied that teachers differ in their teaching strategies. Therefore, they use different teaching methods depending on what type of courses, what type of students, number of the students and the equipment available in the classroom (Though, there are many teaching strategies and methods; however, not all of them can guarantee an interactive and innovative teaching atmosphere.

Nicolaidis(2012) argued that education is a considerable instrument for social change and transformation; and innovative and interactive teaching methods are the only ways to boost the quality of education .

As Zhang Shuguo (2012) argued that education should be characterized by innovative ideas and teaching practices of innovation which are meant to change and reform the old teaching ways and models and establish a new innovation-oriented education in order to realize the objectives. Hashim et al.(2019) studied about the teaching strategy includes some practices and activities implemented by the faculty members to enhance students` learning. However, the teaching methods that the teacher is going to use should take into consideration the subject and nature of the course as well as the learners.

Azman et al.(2018) studied that some faculty members are very traditional in their teaching, following the conventional methods of teaching and learning. For instance, students come and take the course materials and memorize the necessary information which is an old-fashioned teaching method.

Handelsman et al (2004) in their article argued that “there is mounting evidence that supplementing or replacing lectures with active learning strategies and engaging students in discovery and scientific process improves learning and knowledge retention”.

Brown (2002a, 2002b) argued that teacher usually imposed the teacher-centered behavior when he or she (a) assesses his or her students whether their answers are right or wrong, (b) when he/she frames the students` comments to be acceptable by stating what the students meant, (c) when he/ she gives the students the chance to talk, (d) when he/she instructs the students to talk to him/her rather giving the students the chance to talk to each other.

Weimer (2002) in her journal recommended that the faculty members should start sharing the power with the students, giving them the chance to choose some of the class activities and assignments that they prefer to do. This is one way to empower students and involve them in the learning process.

## SIGNIFICANCE OF THE STUDY

The purpose behind this communicative approach is to train the students face the practical situation in the day-to-day life and communicate effectively when they find opportunities. So the exercises that make the students improve their listening and speaking skills are given. To increase the oral skills of the learners, individual work, pair work and team work are given to the students. They create opportunities for improving their oral skills and aural skills and make them efficient listeners and speakers.

## OBJECTIVES OF THE STUDY

The following are the objectives for the present study:

- To discuss theoretical framework of innovative method in English class room.
- To analysis the Statistical values concerning teachers` opinion about the use of innovative methodologies in the classroom.
- To determine English teachers` opinion and degree of use of innovative resources.
- To determine English teachers` beliefs regarding their current state of professional development and innovative practices

## METHODOLOGY FOLLOWED IN THE STUDY

A quantitative methodological approach of a descriptive-comparative nature has been adopted during the development of this study. The material analyzed originates from a questionnaire created ad hoc. This quantitative method was chosen because the information can be analysed easily due to the numerical nature of the data collected. One inclusion criterion was taken into account in order to create the sample: to be English teacher for compulsory and non-compulsory secondary education levels in the region of Murcia. The final sample was formed by 70 English teachers, who participated anonymously and freely.

- *Research Design*

In language teaching, research is carried out in various ways. It is as follows:

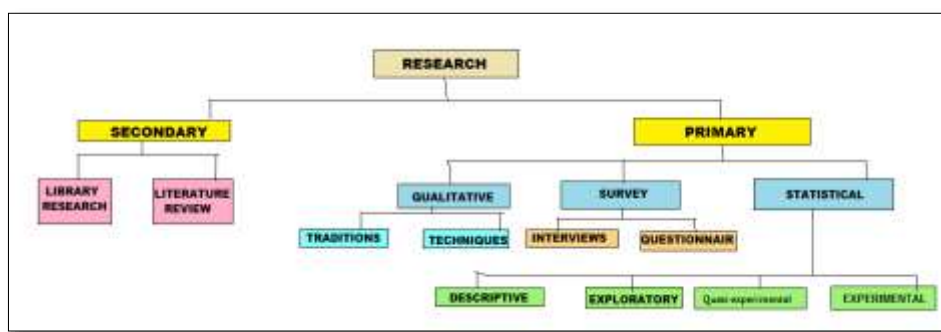


Figure1: Research design

- **Tools:**

Through survey and non-survey methods, information can be collected. It is given in the following table

Types of data	Type of tool	Research tools
Non – Survey	Existing information	Records analysis system analysis literature review letter writing proficiency Aptitude placement Diagnostic
	Observations	Achievement case students Diary students Behaviour observation International analysis Inventory. Advisory Interest group Review Delphi technique
Survey	Meetings	Individual group Telephone
	Interviews	Self-administered
	Questionnaires	Group - administered

## FINDING

The results gathered are going to be presented into five sections (objective A); the factors that are going to be shown are: number of respondents per item (N), minimal (Min) and maximal (Max) value received in the Likert scale for that item, mean (M) and Standard Deviation (SD).

### i) *Theoretical framework of innovative method in English class room:*

Different kinds of resources can be used in the EFL classroom when we teach though literature, such as: drama, debates, e-learning, ICTs, audio-visual material.

- **The use of drama**

It has been shown that the use of drama techniques in learning environments improves the students' cognitive, metacognitive and even socio-affective skills.

- **The use of debates**

When using debates in the classroom, students must read critically to become informed and make a clear statement of their own view of the issue being debated. It is for this reason that Stapleton (2001) and Osborne (2005) point out to the effectiveness of debates in the development of the reading skill and critical thinking.

- **The use of e-learning and ICTs**

With the beginning of the digital era, new methodological approaches and pedagogical training tools have emerged in the educational field (Gutierrez, 2014). One of the main reasons why technology has had such a success is the strong connection students have with technological gadgets; in fact, it has been shown that they are a source of motivation for them (Tananuraksakul, 2014).

- **The use of audio-visual materials**

Watching films, videos and TV series in English to improve the students' linguistic and cultural skills have been used in the classroom for a long time. According to multiple studies (Stempleski, 1992; Casanave & Freedman, 1995; Qiang, Hai, & Wolff, 2007), the introduction of this kind of material in the learning process has beneficial consequences for both the teacher and the students, as they enhance their motivation and create a positive environment

### ii) *Statistical values concerning teachers' opinion about the use of innovative methodologies in the classroom*

Table 1. Statistical values concerning teachers' opinion about the use of innovative methodologies in the classroom

Item	N	Min	Max	Mean	SD
I try to use active methodologies in the teaching of literary contents during the teaching/ learning process	70	1	5	3.80	1.111
I use creative tasks (short stories, poems, theatre, etc.) to teach and/ or assess in the classroom	70	2	5	3.83	.86
I use literature to enhance my students' critical thinking skills	68	1	5	3.54	.937
I combine methodologies that require individual and collaborative work when teaching literary contents	70	1	5	3.39	1.231
I attend lectures/ seminars to work with literary contents	68	1	4	1.66	.803
I create debates to work with literary contents	69	1	5	1.94	1.013
Working with literature in the classroom allows me to meet the needs of pupils with special educational needs	69	1	5	2.32	1.243
Literature allows me to create creative tasks which are attractive, pleasing and audio-visual	70	1	5	3.37	1.157
I propose creative tasks in which the students need to look for information and draw their own conclusions	70	1	5	3.94	.946
I assess literary contents through different techniques	68	1	5	3.09	1.267

Source: Author calculation

Regarding the use of innovative methodologies, most English teachers consider that they offer creative activities in which students need to look for information and draw their own conclusions (M=3.94). This is closely followed by the use of creative tasks to teach and assess (M=3.83) and the use of active methodologies when teaching literary contents (M=3.80). However, most of them do not attend any seminars or lectures (M=1.66) about literature. None of the 70 respondents answered *I totally agree* with that item. The use of debates to work with literary contents is also very low (M=1.94).

**iii) To determine English teachers' opinion and degree of use of innovative resources.**

Table2. Statistical values concerning teachers' opinion about the use of innovative resources in the classroom

Item	N	Min	Max	Mean	SD
I use textbooks as a tool to work with literary contents in the classroom	70	1	5	3.50	1.126
I use signs/ posters as a tool to work with literary contents in the classroom	69	1	5	2.72	1.338
. I use audio-visual media (TV series, films, videos, etc.) as a tool to work with literature in the classroom	70	1	5	4.14	.967
. I use social media platforms ( <i>Facebook, Twitter, Instagram, etc.</i> ) as a resource to teach/ assess literary contents	68	1	5	2.65	1.553
. I use adapted literature in the classroom ( <i>Graded readers</i> )	69	2	5	4.58	.736

I follow copyright rules for the use of literary and technological resources	70	1	5	3.49	1.370
I usually bring experts to the classroom to improve the learning experience	69	1	5	1.64	1.014
. I design my own teaching resources to work with literary contents in the classroom	70	1	5	3.03	1.285
. I share with the rest of the educational community the resources and tasks created about literature	69	1	5	2.75	1.355
I use different instruments to assess literary contents	70	1	5	3.30	1.184

Source: Author calculation

With regards to the use of innovative resources, we can see that a great majority of English teachers use graded readers in their classrooms ( $M=4.58$ ). This is, in fact, the item which achieved the highest mean in the questionnaire. None of the respondents answered *I totally disagree* for this item, therefore all of them have considered the use of graded readers in the classroom to some extent. The use of textbooks to teach literary contents ( $M=3.50$ ) and different instruments to assess them ( $M=3.30$ ) receive the second and third highest mean in the section. On the contrary, teachers do not bring experts to improve the learning experience in the classroom, which is also the item that received the lowest mean in the survey ( $M=1.64$ ).

iv) *To determine English teachers' beliefs regarding their current state of professional development and innovative practices.*

Table3. Statistical values concerning teachers' opinion about their current state of professional development and innovative practices

Item	N	Min	Max	Mean	SD
I have attended training courses about literature in compulsory and non-compulsory secondary education	69	1	5	2.71	1.373
I have attended training courses about the use of literature as an education resource in compulsory and non-compulsory secondary education	70	1	5	2.46	1.401
I have attended training courses about the assessment of literary contents in compulsory and non-compulsory secondary education	69	1	5	2.36	1.350
I have attended training courses about the creation of literary materials for compulsory and non-compulsory secondary education	69	1	5	2.13	1.349
I have attended training courses about creativity in education	70	1	5	3.41	1.409
I usually go to lectures/ seminars/ debate groups about literature	69	1	5	2.06	1.162
I use technological resources to foster the participation and interactivity level of the students (online conferences, virtual classrooms, forums, etc.)	70	1	5	3.59	1.245
I adapt the new technological devices that appear in the market to the literary contents	70	1	5	2.80	1.281
I use literature to design innovative focus of interest	67	1	5	2.15	.957
I take part in innovative/ research projects related to literature	69	1	5	1.68	.993

Source: Author calculation

Table3 proves that most English teachers use technology to foster the students' participation in the classroom and raise their interaction level ( $X=3.59$ ). Many of them have also attended courses about creativity in the classroom ( $X=3.41$ ). This contrasts with the low result obtained for the item I take part in innovative/research projects related to literature ( $X=1.68$ ). The rest of the items receive low values so most teachers do not agree with them.

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## DISCUSSION

A prominent feature that appeared after the literature review was that there are a great variety of opinions, approaches, aims and methods about the use of literature and innovative methodologies and resources in the English classroom. Despite that, there is a lack of research regarding what English teachers actually think and do during their lessons. This research project intends to shed some light to this obscure situation. Several ideas were identified in the findings, which are going to be explored in this section. Although the results of this research project demonstrate that most teachers consider literature as a great resource for the development of basic competences on the part of the students, they are not sure that this type of content motivates the students.

Among all the skills, the practice of the listening skill received the lowest value, according to the respondents. Regarding the methodological dimension, most respondents agree in offering creative tasks to teach and assess their students, especially those who have done more than 3 training courses about methodology. From the majority of the respondents' point of view, creativity and critical thinking seem to be interrelated. It would be interesting to know which sources they use for the creation of these tasks, and whether they find them in traditional sources or, on the contrary, they try to find inspiration in more innovative sources. The less frequently used technique, according to the results, are debates. The study proves that teachers commonly rely on traditional resources; there is not much innovation in this sense. The kind of activities that they usually offer (mainly readings) are approached as individual work (not much sharing/ comparison of ideas) and worked through textbooks and adapted literature. The creativity and critical thinking abilities might not have much space here, although most respondents say that they try to offer tasks in which students put them into practice. It is clear, then, that some teachers are still convinced that literature in English does not have a place in these levels. The results demonstrate that one of the most popular training courses they attend is related with the increase of creativity in the classroom, not only on the part of the students but also among teachers. From the results obtained we can confirm that teachers are keener on using ICT as a Way to promote linguistic abilities, rather than literature. Nevertheless, integrating the use Of both literature and ICT as tools for language learning, as well as using some group work techniques such as debates to increase cooperation and interpersonal skills, could be an interesting method to get closer to the type of tasks that students will have to face in the future.

The results collected in this study conclude that English teachers consider literature as a great source for the development of basic competences in the students, specially the linguistic and communicative competence.

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## CONCLUSION

The languages play a very important role in our lives. They help us express our emotions. They help us explain what we want. They help us to communicate and hence are the prime tools to express who we are. Thus the knowledge of a language and its proper utilization is very important as it defines us. If languages were not there to help us communicate there would be no difference in our communications and the way the animals communicate. Hence the ways the languages are taught play a very vital role in a person's life. Since English is the official language of this world it is of utmost importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate. purpose of the language and that is what it must be used for. Hence innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit.

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