

# **INNOVATIVE TRADITIONAL AND TECHNICAL TOOLS FOR ELT**

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## **Abstract**

Innovation in teaching is very much important. this paper tries to bring out the fact that innovation and critical thinking plays a major role in English language teaching . An in-depth study shows the reinforcement of new techniques and approaches which should be applied in ELT to motivate the teachers because they are the ultimate source of knowledge. A few such conventional techniques which could be mentioned are Blooms Taxonomy and the Elton award which is given to the people who do great innovations in the field of teaching English. This is like an Oscar for the teachers who have never got a chance to walk on the Red carpet.

This paper deeply delves into the real meaning of innovation as it is required to know what innovation before trying to innovate. British Council and RELO are two such organizations that support the innovative ideas of teachers as they give professional training.

From time to time lots of studies have been done on improving the teaching strategy by Wlodarsky (2005), Rosean's, and Clarke and Lee. An important tool in teaching language is

observation and feedback of these tools helps in bringing changes according to the feedback improves the artistry of teaching language.

BBC has been an undisputable king in guiding and teaching the English language across the world. It is the worlds' largest repository for the material and methods of English. BBC English learning material in discs; Germany, Holland and Belgium also followed these courses and their material for learning English.

### **Key words:-**

**Invention , approaches teaching learning , language and Critical thinking .**

English teaching has evolved and developed in many ways over the past few years in India. From correction of pronunciation to vocabulary to grammar, The English teaching research known as ELT clearly documents the recent transition from chalk and board to the use of digital tools utilized for teaching the English language. Inferring from large amounts of authentic corpus data available in the form of books in print and in digital form, studies have shown how we must track ongoing changes done to language teaching, and also demonstrate the same to the facilitators and the learners .

This present chapter provides insights from a vast body of literature on ELT and discusses cutting-edge research on digital teaching strategies, thereby revealing some important changes which have not been previously documented. The chapter also explores how social and cultural factors, such as the British and American influence on Indian English, have affected teaching English online in recent times. The information presented in this chapter shall be essential reading for anyone interested to know and understand the progress in language change

particularly those working in the area of English teaching, and also by students, and researchers in the field of ELT.

Inventing the new tools for the English Language Teaching or reinforcing the tradition approach like Blooms Taxonomy both are needed for the substantial teaching and learning. The combination of both traditional methods of language teaching and the new tools that have been a boon with the usage of present-day technology has been essential to teach the English language to the present generation. This tech-friendly generation is likely to enjoy the teaching-learning process by using a mixed approach of the traditional and modern ways of ESL. Thinking critically about new ideas with the pros and cons is very much required for an English language trainer as thinking about the recognition, implementation, and barriers of innovation, its constraints, affordance, and dynamism help one mark the essential tools of ELT. Edge and Mann (2013) tell in their book on innovation that people fail in inventing because they do not know what is innovation and its perspectives. This is why an in-depth appraisal of the innovation context becomes vital in our country India. There is an Elton award which is given to the people who do great innovations in the field of teaching English. ELTON appreciates new, practical, and usable ideas which are much demanded in the present –day scenario.

In Japanese there is a term called “Kaizen”; “Kai” means change and “Zen” means good. It is to see that a change affects the workforce in a clear positive way. Generally the innovation in the teaching field comes from the teaching practices; it depends on some radical changes. Taking ownership of teaching is very important.

In the details given by Julian for the project she came across in India, she finds in this publication of Naidu 1992 that whole emphasis on the project was to find out the mindset of a teacher behind his classroom and actions and detailing. This worked out well as accumulating

the ideas given by the teachers regarding their worksheets in the classroom can give birth to several theories for the language teaching methodology.

After multifarious approaches were utilized by linguists they found an effect of the audio-lingualism successful and TESOL observed the use of methods on methods for teaching language; Adopting Multilingualism to make students comfortable in learning a language is also a good techniques rather considered as “aberrant problem” (e.g. Mohanty et al. 2009, Mukherjee 2009).

It is easy for a teacher to realize the innovative ideas if he or she takes the support of colleagues in bringing out the innovation input in a more concrete form. Some pre requisites that are required for innovation in teaching are listed below :

- Adequate time
- Ownership
- Full Fledge Involvement and Commitment of all Stakeholders
- Critical thinking skills

Some organizations like British Council and RELO both are supportive to the innovative ideas of teachers as they give professional training to them and help them to make their rough ideas grow with maturity. Web tools like Web 2.0 and earlier 1.0 are also used for sharing on discussion boards, editing, collaborating and managing the target students (McLoughlin and Lee 2007). According to Grant and Mims (2009) Web 2.0 is based on the constructive and cognitive theories. The European Commission report called Learning 2.0 also support the use of Web 2.0 tool for the professional development of a teacher at the personal level.

Various experiments which have been done on the ESL and EFL learners; multiple portals are available like Sogosurvey on which a lot of empirical surveys can be done free of cost as Santos Mahapatra mentions –Sogosurvey, a free online web platform for carrying out online surveys. (Santosh Mahapatra 67)

The other significant tools that can bring innovation in the Language learning process include

- Google Docs
- Drive, Google Hangout
- Edmodo
- Vocaroo
- Voicethread
- Wordsift
- Penzu
- Diigo,
- Spiderscribe
- Blogger
- Lexia (Reading for English language teaching purposes.)

British Council Training Consulted has also recommended the *Peer observation Mirror* in which a teacher learns about others and the self from others. It works two ways in which knowing the new facts along with learning surely takes place. Innovation can thus be seen in which one thinks and researches that interestingly maps vocabulary learning in English Teaching. One technique that is essential for our reading is called Self-Directed Learning (SDL) introduced in 1970. Knowles described it in 1975 that it is “a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning

goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes.”

In 2007 also this is taken as the most comprehensive technique for learning. It has three aspects or dimensions:

- self-management (task control)
- self-monitoring (cognitive responsibility)
- motivation (entering and task)

Out of these, critical thinking is the most important one and various models are propagated to enhance this habit. One effective model of critical reflection is the SOAP procedure (Boruah 97)

- Subjective
- Objective
- Analysis
- Planning

For the continuous development of a teacher and learner in ELT, critical thinking is extremely important; in absence of this habit an instructor, facilitator or learner can easily get misguided as Larrivee says “Unless teachers develop the practice of critical reflection, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations. Approaching teaching as a reflective practitioner involves fusing personal beliefs and values into a professional identity” (Larrivee 293)”. It is like challenging the self – gained knowledge and truths to evolve and knowing more according to the Schon(1983). Furthermore, there are various models of reflections that are taken as the model of learning in academia like:

Bloom's taxonomy (1956):

1. Remembering
  2. Understanding
  3. Applying
  4. Analysing
  5. Evaluating
  6. Creating
- David Kolb's Experiential Learning Model (1976):
    1. Concrete experience
    2. Observation and reflection
    3. Formation of abstract concepts
    4. Testing in new situations
  - Gibb's reflective cycle (1988):
    1. Description
    2. Feelings
    3. Evaluation
    4. Analysis
    5. Conclusion
    6. Action Plan

There is another modern technique of learning which can be implemented for learning a language ; this is developed at the University of California, San Francisco as a part of Learning from Experiences as a profession(LEaP); this technique is called SOAP(subjective, objective, assessment and planning). The level of the self can be judged in the subjective step and

objectives are set on the basis of experiential learning from others and additional research then assessment is done of all the objective goals depending on the subjective details and in the final stage planning is done based on assessment. This strategy says not to stop at the level of learning illustrates how one should go at the next level of making objectives to fulfill by a full proof planning under the critical reflection mode.

There are multiple opinions about the teaching strategies and opinions based on the class room experiences; sometime the common repeatedly strategies like making students work in the group does not work in reality; the major opinions given by the teachers incorporate the following.

- Thinking to explain things properly
- Believing that the core knowledge of Grammar is mandatory
- Dividing the students into groups creates noise mostly
- Bound of syllabus completion
- Using the local language to teach English

Numerous studies have been done on improving teaching strategies like Wlodarsky(2005)'s focus on reflection and dialogue; Rosean's work on videotapes is yet another technique that suggests that teachers use their memory to recollect teaching methodology they use often while teaching . Clarke and Lee further talk about the reflective thinking . Their study also offers insights into how to measure the quality of reflective thinking and how to cultivate reflective practitioners. (Padmini Shankar 106). After reading several reviews one realizes that critical reflection is extremely important and it is comprehended that "a reflection in a mirror is an replica of what is in front of it. Reflection in professional practice,



however, gives back not what it is, but what might be, an improvement on the original.” (Biggs 6)

An important process in teaching language is observation skills of teachers and if this is further connected with the student feedback then it becomes a powerful weapon. The teacher can then bring changes according to the feedback received to enhance creative and inventive techniques of teaching the language. As far as the feedback process is concerned it should be precise, workable, and time bound; ensuring these criteria for the process of feedback makes it highly effective.

Some of the staff development processes can also be used for the development of teachers like Goddard and Emerson (1992) have two types of models: the staff development model and the accountability model. Although doubt of suitability of any plan is always there because of the ever changing dynamics of the classroom in the process of language teaching and learning yet the perspective of a teacher (Townsend, 186) controls it to a great extent. Carthew (1988) and Poster and Poster (1991) both give importance to repeated observation. The first observation is in the general form and the second more specific. To make the process more easy and successful in observing the teacher in a prior meeting between the observer and teacher is also recommended by Tilstone (1998); thus the meeting will also remove the sense of apprehension in the teacher.

If we see there is as such no structured and planned development in the field of teacher's development. According to Dr. Sanjay Arora there are multiple areas in which one can find the reasons of the faulty language. He further states: “The errors of learners reflect their culture, personality and level of comprehensibility. It is only by keeping these factors in mind that the

causes of fossilisation can be effectively explored. The main factors of fossilisation in the context mentioned above are simplification, overgeneralisation, faulty teaching, first language transfers and lack of feedback. Beyond these there are some other secondary factors such as inadequate learning, message misinterpretation, inaccurate facts and inappropriate use. (Arora 193)".

Using the corpus tools of frequency lists and online concordances are used to get the natural collocation pattern of high frequency lexis. Scotts says "I constructed and analyzed frequency reference tables out of British National Corpus (BNC) frequency lists (Leech, Rayson and Wilson 2001)." (Scott 201) The most common Colligations and collocations can be easily traced with this from the list of those lexical words which are used at the high frequency. The following table illustrates the same :

<b>Functional Words</b>	<b>Type</b>	<b>Frequency</b>
The	Determiner	61847
Of	Preposition	29391
And	Conjunction	26817
A	Article	21626
To	Infinitive	16284
It	Pronoun	10875
To	Preposition	9343

There is concordance software of Brigham Young University 2012 which tells the highest collocation and colligation of the highest frequency words. Thus there are various activities which are based on the most commonly used words for the students and it affects the language learning speed of the students. New Total English Starter Student's Book written by Jonathan Bygrave, Pearson Education Limited in 2012 is highly used for such activities.

Using the synthetic phonics is also used for making students learn the clear pronunciation of the words like:

/w-air-d-i-j-uh-h-oh/ for Where do you go?

/h-ue d-i-j-uh-g-oh-w-i-th/ for Who did you go with?

There are two important parts in literacy, the first is the reading and the second is writing including basic numeracy as identifying the written values like \$ 15 or 15 Rs. (Hockly 232); Now these days there are various types of digital illiteracies which are helping a student to show the language competency by using media literacy skills . A combination of Digital skills and English skills has created a whirlpool of opportunities for language learners .

- [https://www.teachingenglish.org.uk/article/digital-literacies-what-are-they-why-should-we-care and](https://www.teachingenglish.org.uk/article/digital-literacies-what-are-they-why-should-we-care-and)
- [https://www.digilanguages.ie/digital-literacies-for-language-teaching-an-overview/#!/roles?\\_k=34kbc9](https://www.digilanguages.ie/digital-literacies-for-language-teaching-an-overview/#!/roles?_k=34kbc9)

Some of these include:

- print literacy
- texting literacy
- hypertext literacy
- gaming literacy
- mobile literacy
- search literacy
- tagging literacy
- information literacy
- participatory literacy

- remix literacy

There are other various factors which are responsible for the good facilitation of language learning that includes the following :

- Self Motivation
- Reflection
- Recognizing and Respecting Diverse
- Open and Frank Discussion
- Prompt Responses
- Willingness to Share Responsibilities
- Good instructions for each task
- Moderator's comments and questions

Interestingly, English as a second language becomes 'Singlish' in Singapore and 'Manglish' in Malaysia. At the level of global world, it becomes 'Globish.' Terrell (1977) gave a formula called 'Direct Method' which prefers the natural communication while accepting all erroneous sentences over the pedantic English. Another significant critic Aher (1977) gave techniques of teaching English through imperative statements supported by body language and gestures; for example ordering a student "deliver a impromptu speech". Physical responses are useful for the beginners as they have to apply brain to get the indirectly and silently indicated message.

Prof. Wilga M River (2001) supports the concept of teaching English with interactions which are popularly called Interactive Approaches. According to Grosjean (1982) half of the world's population is bilingual and this population must be dealt with the inventions of local language

with the lessons of English to make the class interesting. Teaching students the difference between the UK and AP pronunciations also gives good results in the case of increasing their interest in English.

***Free Variations between UK and AP***

Examples	UK	AP
Tomato	/tə'mɑ:təʊ/	/tə'meito /
Dance	/ dɑ:ns /	/ dəns /
War	/ wɔ /	/ wɔr /
So	/səʊ/	/ so /
Goal	/ gəʊl /	/goʊl/
Lot	/ lot /	/ lat /
Pure	/ pjʊə /	/ pjʊr /
Curtain	/ 'kə tən /	/ 'kər tən /
Often	/ 'ɒf tən /	/ 'o, fən /
Contest	/ 'kon, tɛst /	/ 'kʌn, tɛst/

To know the effect of any particular method out of traditional and modern method of teaching English can be judged by T-test by **Statistical Package for the Social Sciences (SPSS)**. Groot (2000) explains the new methods of teaching English as **Computer Assisted Vocabulary Acquisition (CAVOCA)**. The habit of reading becomes extremely important for the language acquisition and there is Brown's theory which will guide a learner very precisely; thus there are eight strategies for reading and these are: 1. **Bottom-up** and **top-down** strategies, 2. **Schema theory** and background knowledge, 3. Strategic reading based on activates of pre-reading, post-reading and follow-up strategies for reading, 4. Extending reading through longer texts with no conscious strategic invention. 5. Fluency and reading rate. 6. Focus on vocabulary, 7. The role of

affect and culture, 8. Adult literacy training through roles of cognition, automaticity, socio-cultural practice, activating schemata and associating reading with writing. (358-362).

BBC has been an undisputable king in guiding and teaching the English language across the world. It is the world's largest repository for the material and methods of English. Like the trend of teaching English by Radio came during World War II. The material of learning English got distributed first in 1947 in Spain by Editorial Alhambra; later it got popular in Italy where Valmartina Editore in Florence became the second agency in France to provide the BBC English learning material in discs; Germany, Holland and Belgium also followed these courses and material for learning English.

The former British Council expert of English language David Hick started a very structures course of English learning called *Calling All Beginners* in the early 1950's; this program provided bilingual radio series for learning English which is another resource for language trainers today. Keith S. Taber from the university of Cambridge UK supported the idea of focusing the learning of teachers and students. This was written in his paper "Preparing Teachers for a research-based profession" where the idea of giving a professional training for becoming researchers is considered highly important.

There is Bulgarian psychotherapist Dr. Georgi Lozenovs who developed a teaching method called Suggestopedia called pseudoscience. It helps the students to learn by eliminating the barriers of mind. This is the application of suggestions for students. In the same vein, a show was organized in Las Vegas Called Consumer Electronic Show (CES) which showed the range of devices from 3d printer to smart watches for students. Rokku make aggregate investigations end

up intuitive and introductions shockingly satisfied one. The compact archive scanner like the Doxie Flip Cordless Flatbed Photo and scratchpad scanner is utilized to get notes arranged. Different gadgets like duplicate and Olympus which have accompanied voice recorders can be used to record all the English addresses and be played as and when time licenses.

Broad level cognitive philosophies like Vygotskian, Chomskyan, and Piagetian principles are also used for improving language teaching. Chomsky has discussed in his work on linguistic knowledge in which he talks about how language is acquired and the role of ideas in learning the language. The concept mentioned in his theory on universal grammar states that we are born with an innate understanding of how language works the questioning about language acquisition and subsequent theorizing on it, is not a modern development. This was a question that even the ancient thinkers and philosophers also dappled with. The famous Greek philosopher Plato has also discussed it in his work "Plato's Problem" based on linguistic studies. He defines it as the problem of finding an explanation for how a child acquires language though he or she does not receive explicit instruction as a result of which the primary linguistic data a child receives is restricted. The difference between the culturally constructed knowledge and the knowledge that unfolds inside us is further discussed in the work. We note, in any case, that the Chomskyan utilization of the term fitness, truth be told, subsumes both systematicity ("grammaticality") and adequacy. It signifies the capacity to utilize dialect in an assortment of settings suddenly and fittingly.

In the collected data of Nag-Arulmani 40 % children in small town, 80 % children in tribal areas and 18% of children in urban school cannot read their own mother tongue and this leads to failure in language acquisition in the future. Reading must be done with inferential comprehension and writing must be done with conceptual clarity. Prabhu 1987, Krashen 1985, Elley and Mangubhai 1983 have emphasized that language acquisition is only possible through focusing on the meaning nor on the form. Rutherford 1987 says that "There is at least one characteristic that is common to every *successful* language-learning experience we have ever

known, and that is that the learner is exposed one way or another to an adequate amount of the data of the language to be learned” (Rutherford 18).

The power of media communication as for the learning of English proves very powerful as the program called Interactive Radio Instruction (CLR, Pune) focuses on it with utmost caution. The Center for Learning Resources (CLR), Pune has built up a three-year intelligent radio program, "We Learn English", for showing communication in English in rustic and urban territorial - medium grade schools. Understudies were required to react in English amid and after every one of the 250 radio exercises of 15 - minute term spread more than three scholarly timetable years. Thus, the combined effect on the talking and listening abilities of understudy audience members was tremendous. The Marathi – English edition of this program was communicated by All India Radio in Pune District and Mumbai, while the Hindi – English adaptation has been broadcast in Delhi, Jharkhand, and Uttaranchal. Lakhs of school understudies, other youthful and old audience members are keen on learning English, and have tremendously profited from this program. CIEFL has also developed Reading Cards with a passage of four paragraphs which helps the learner to choose his level of learning. With the advancement of the internet and 3g and 4 g using these digital tools and multimedia platforms for language learning has further become easier for the Indian populace.

A print rich environment is required to inculcate the language competency; a school level student must know the 15000 to 17000 word families and 20,000 word families with inflection and derived forms. Reading is taken as transferable skills which means that if one can get perfection in one language then that person can become perfect in other languages too. These are some of the practices that are gaining popularity in India regarding language teaching. Further



new perspectives can be generated based on these existing methods for the further improvement in the field of English language teaching in the country.

Any scholar or academician of linguistic studies proposing to write a history of the English language in the twenty-first century will ask several questions, that are necessary to answer at the very outset of what might seem an excessively ambitious project. This chapter has tried to discuss some critical works on language acquisition

with a narrowed focus on using language skillset by Indian students as further discussed in chapters with reference to engineering students studying in Jaipur. One can note that this only makes the target group one of many languages learning groups throughout the English-speaking world with minor local differences in spelling, lexicon, idiom, and grammar. This study is problematic for many reasons, yet it is justifiable because of the social prominence of the standard of English learning in India in the present.

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