

## **Innovative Approaches in English Language Teaching**

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### **Abstract**

*A particular language was crucial at every point in the evolution of society. Learning a foreign language gives someone additional opportunities to develop himself and broaden his perspective. The teaching of foreign languages in the present era necessitates a fresh strategy. The primary objective of the present college is to awaken in the student the desire to study, to gain new information and activities, while constructing the future direction of their own education. Since the old approach of making students memorize vocabulary and grammar did not produce the anticipated results, the instructor must rationally construct a lesson that would pique students' interest in learning English. Students' lack of desire to study English is linked to the hunt for innovative teaching strategies. Work experience demonstrates that using a variety of contemporary, innovative sources and methods piques students' curiosity and boosts their drive to learn. This article examines the potential applications of contemporary approaches in English language instruction.*

*Keywords: innovative approaches, innovative technologies, ICT, ELT etc.,*

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### **I. Introduction**

The approach and resources employed in language instruction are connected to the new technology covered in the essay. The paper covers educational trends, both new and old approaches, innovative teaching strategies, contemporary tools required for transformation, and the use of ICT in English instruction. English instruction has changed significantly throughout the years, particularly in the past ten years. In the past, students had to study and assimilate content in the context of lectures using a selection of pertinent information from assigned sources. Alternative strategies include improving communication; technical proficiency, interpersonal skills, and ICT literacy are currently becoming more and more crucial. Today, there is a huge demand for successful graduates who can compete in the difficult survival environment of the global market. The English language curriculum has barely evolved over the past century, which is depressing given how times, styles, and people's opinions are evolving. People's views and perceptions of language have evolved significantly. However, large and inflexible curriculum nonetheless poses a hazard to the students.

### **II. Review Of Literature And Methods**

Teachers, who have been using the grammar-translation technique for the past ten years, depending only on the blackboard as an appropriate medium for teaching English language subtleties and communication skills, are still in the classroom. The classroom still dominates projectors, another teaching tool. These educators adhered to the maxims of both theory and practice. Authentic and significant contextualized conversation has received a lot of attention from scholars in the past. Then, as a parallel process to acquiring a foreign language, they concentrated on the successful acquisition of second languages by adults. To put it another way, the students listened to the lecturers' presentation of the material. The pupils' involvement in the learning process was minimal, and the learning method was often passive. Many educators and learners have discovered throughout time that the conventional lecture style in the classroom is not very successful for both teaching and learning. Because it focused on the practical use of the English language, this approach was used for a long time. Nevertheless, this approach was unsuccessful. Before anything started to change, it needed a long time, a healthy budget, and a small class size. However, even that prompted the development of an additional technique known as audio-linguistic. The direct approach to teaching a foreign language using audiovisual materials then emerged. Teachers adhered to both philosophy and practice. Authentic and significant contextualized conversation has received a lot of attention from scholars in the past. Then, as a parallel process to acquiring a foreign language, they concentrated on the successful acquisition of second languages by adults. To put it another way, the students listened to the lecturers' presentation of the material. The pupils' involvement in the learning process was minimal, and the learning method was often passive. Many educators and learners have discovered throughout time that the conventional lecture style in the classroom is not very successful for both teaching and learning. Because it focused on the practical use of the English language, this approach was used for a long time. Nevertheless, this approach was unsuccessful. Before anything started to change, it needed a long time, a healthy budget, and a small class size. However, even that

was insufficient. The issues prompted the development of an additional technique known as audio-linguistic. The direct approach to teaching a foreign language using audiovisual materials then emerged.

### **III. Discussion And Results**

#### **Current developments in English Teaching**

The communicative teaching approach is quicker and more focused on the needs of the students. Students' communicative competence will be successfully established because of the improved quality of instruction and the ability to effectively grow students' practical communication in English. The foundation of language in education should ideally be such a naturally occurring language skill that, when enhanced by literacy, becomes a tool for abstract thought and academic information acquisition. Teachers employ a variety of English texts for listening, grammar, and translation assessments. The textbook is expected to become obsolete in a few years due to the widespread use of tablets and smart phones.

#### **Aware of the need for transformation**

To build a platform, learn about the new ELT theories, and advance their professional status, English instructors organize a variety of conferences and seminars. Teachers need to have access to current resources in order to advance professionally; academic credentials alone are insufficient. There were too many ways to teach English. English instruction is inextricably linked to globalization, which is the advancement of information and communication technology. Ongoing research is leading to the development of new trends in English language instruction, such an interactive method.

#### **Web Learning**

Web learning is one of the most rapidly expanding sectors. There are hundreds of English language web classes that teach basic language skills such as learning, speaking, reading, and writing in an interactive format. Some typical strategies include the following: Students can communicate with native speakers via email by opening a free personal email account (e.g., Gmail, Yahoo, Hotmail). Students can send their assignments to teachers for review. The teacher can start a blog. A blog is a personal or professional diary that is regularly updated and made available to the public. Blogs enable you to post and connect files, making them ideal for use as students' online personal diaries. A blog becomes communicative and interactive when individuals take on several roles, such as readers/reviewers responding to other writers' postings and writer-readers responding to critiques of their own posts. Readers can respond to what they read, yet blogs can also be hosted in protected environments. Laptops with cameras provide audio and technical tools. Students can speak with professors and friends who live far away.

#### **New Generation Devices**

This year's Consumer Electronics Show (CES), held in Las Vegas, featured revolutionary equipment specifically developed for kids. The exhibits varied from 3D printers to smartwatches. New devices meet the requirements of young people, allowing them to study, communicate on social networks, travel, and be mobile. Media streaming technologies such as Google Chromecast and Roku make group excursions and presentations more engaging. One of the gadgets uses a dongle to transmit media to a smart TV. Another technology, the e-reader, is useful for the new generation on the go. Another creation is the recently released Kindle White Paper. Portable Document Scanner is excellent software for sorting flatbed pictures and notes.

Other technologies include voice recorders, such as Olympus, which may be used to record and replay all English lectures at any time. New language programs and courses have been established to help pupils strengthen their skills. A language is defined as a clear description of content based on linguistic, sociolinguistic, and pragmatic ability. Descriptor scales are used to assess a student's level of language ability. Descriptors are a collection of can-do phrases that have garnered a lot of attention. During the teaching and learning process, great emphasis is placed on student participation and instructor empowerment.

#### **The Role of the Modern Teacher**

The researchers defined "role" as a technical word derived from sociology that relates to the overall notion of how an individual should act. Several techniques stress the various responsibilities of the language instructor. In other cases, the teacher's role is designed into the approach. In others, it serves as a learning facilitator, warden, class instructor, counselor, and, on occasion, a co-communicator for pupils. For others, the teacher serves as controller, organizer, evaluator, promoter, participant, resource, mentor, and observer. Modern teaching focuses on communicative language teaching. The basic conceptual underpinning for TBLT is experiential learning, often known as learning by doing. Task-based language teaching (TBLT), also known as task-based instruction (TBI), emphasizes the use of real language and assigns students meaningful activities in the target language. Such duties may include seeing a doctor, completing an interview, or contacting customer

support for assistance. TBLT breaks down typical classroom barriers since the student's role changes considerably. The instructor becomes a real mediator, a teacher of only dialogic communication. The teacher's function is not entirely eliminated, but it is limited: the instructor must act as a guide on the side. The teacher's responsibility is to lead, contribute independently, analyze, advise, and manage group data.

### **Innovative methods for assessing the outcomes of teaching English**

The Common European Framework of Reference for Languages is a useful instrument for objectively measuring students' foreign language ability throughout all phases of their learning process. As they are mastered, continued monitoring is carried out to ensure conformity with educational criteria appropriate for this language development level. This method is part of the worldwide standard system, which will eventually give successful students with chances for professional mobility (Warwick, 2021). The principles of the worldwide system for assessing the outcomes of foreign language competence should be represented in the fundamental provisions and teaching aids in a foreign language used by general educational organizations to perform intermediate and final student certification. One aspect of language training that may be controlled is the development of communicative competence.

The technique of testing this competency should be altered based on the pupils' level of absorption of the content. To do this, the assessment method must be constructed such that language learning is not used to demonstrate prior knowledge, but rather to improve educational quality. The analysis of scientific literature on the problem of the concept of "competence" reflects the main structural elements of the competence-based approach in the process activities, with the main features being the application of theoretical knowledge in the framework of human practical activity to achieve high personal and professional results (Kim, 2021). The evaluation of knowledge development provides precise information about the completeness and quality of acquired knowledge based on the unique features of pupils. The method for measuring knowledge in a foreign language should be comprehensive, taking into consideration theoretical knowledge and practical application, as well as the capability of creating meta-subject outcomes.

## **IV. Conclusion**

All throughout the world, information technology is radically altering how students, instructors, and staff learn and work. As the need for technology grows, schools and institutions provide a variety of services to students, including laundry and online meal delivery. Technology is also transforming how we operate in the classroom. Tablet PCs, which are little computers that allow you to scribble notes directly on the screen using a special pen, are replacing the antiquated projector. Tablet technology allows teachers to write notes on charts and spreadsheets and deliver them instantly to their students' laptops. The old strategy concentrated on the teacher. Traditional approaches emphasized repetitive repetition, rote exercise, and memorization. The teacher's ability to teach determined the quality of the instruction. Modern trends and techniques of ELT evaluation seek to instill information or knowledge in students' brains.

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