

Innovative Teaching Methods in English Language Classroom

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Abstract

This report casts light on the inputs of Teaching strategies used on the students of Class IX and thereby the improvement outcomes of teaching, taking Story Concoction as the base of the study. The inputs given to the students included Multimedia, Interpreting Characters, the Direct Method, the Grammar Translation Method, the Audio-Lingual Method, the Structural Approach, Suggestopedia, Communicative Language Teaching, and Drama Reading for Concocting Story. The teaching methodologies used were remodelled and altered to enhance the learning capacity of students and to improve their learning outcomes in the classroom.

Key Words: Teaching Methodology, Innovation, Developing Confidence, Finding Output, Assigning Questions

Introduction

Bloom's Taxonomy, created by Bloom (1956), has been widely accepted as a guideline in designing reasonable examination questions belonging to various cognitive levels. The hierarchical models of Bloom are widely used in education fields (Chang & Chung, 2009) for constructing questions (Lister & Leaney, 2003), to ensure balancing and student cognitive mastery (Oliver et al., 2004).

To improve the skills of the English language of the learners of Class IX, innovative teaching methodologies are used. Imagination plays an important role in developing student's lateral thinking.

Language shapes the way we think and determines what we can think about. – Benjamin Lee Whorf

Previous Knowledge

The students were asked to concoct a story based on the hints given to them as per the Instructional Objectives of Bloom's Taxonomy.

Inputs for Teaching

An interesting English learning environment was created to motivate and inspire students to weave the story with widened thoughts. Therefore, first and foremost it was necessary to understand the primary understanding level of the students.

The next step comes in the teacher's mind to infuse in the class the inputs that encourage students to create and apply, understanding with interest.

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Then comes the teacher's way of handling teaching materials, and calibre to teach by using innovative techniques to develop students' ability to solve questions effectively, using their lateral thinking skills. Innovative methodologies like role play, reading newspapers, referring to dictionaries etc., were used as tools in the classroom. Students were provided with ample opportunities to know, understand and explore the various teaching techniques to bring out the best.

The self-understanding approach and recognition ability of the concepts of the students were tested. The initial outcome of the students had a few loopholes. The errors were rectified by the teacher, using technological tools. Emphasis was laid on their mistakes and the students were inspired to widen their horizon of thoughts through various teaching methodologies.

They were given an opportunity to express their doubts freely to the teacher by encouraging them to have a good rapport, task performance, and virtual collaborative conversational interaction.

Activity Based Learning

Activities can mould students to be inventors and evaluators. They help them to analyse and judge their performance through the innovative methods used in the class which kindle the interest of the learners. They were assigned the activity of concocting a story.

Procedure of the Task

- First and foremost, the students were told what a story is. They were told that it is a creative piece shorter than a novel, normally consisting of a few characters that takes into account the unity of effect and focuses on the step- by-step creation of interest of the reader.
- The students were further given hints and then they were also given a specific drama to read and convert into story.
- The students were instructed to read about the characters, theme and timeline.
- They were acquainted with the elements of a short story: Character, Ambition of the character, Conflict, Complications and Obstruction, Payoff and Resolution, whether positive or negative.
- Outcome of the Task: Imagination and creativity was tested, understanding skills were improved, vocabulary was developed, pronunciation improved while narrating the story, providing catchy title, expressions of the story, construction of sentences– all were studied thus boosting students' confidence.
- Flip Classroom method was used. This pedagogical **approach** included direct instruction moves from the group **learning** space to the individual **learning** space, and the resulting group space was converted into an interactive studying environment which led to the students' engagement covering all parameters of story concoction.

Analysis

Where mean deviation of population size 10 in the former data is 12.4, it is 18 in the latter data. Standard deviation in the former and latter data is 1.2 and 1 respectively. The data, after the teacher gave inputs to the students for story concoction improved. The result of the t test of the above data in values is 4.56429E-07.

Conclusion

In conclusion, this clearly signifies that the students' performance improved significantly after the teaching methodologies inputs given by the teacher. This data of one- month study marks the study of understanding students' strengths and weaknesses, thereby working on them. It also stresses on the enhancement of various skills of students which include -- Communicative Skills, Creativity, Vocabulary, Understanding, which helped in evoking more interest in English Language.

ANNEXURE

The pre-experiment and post-experiment data of the students included the data of 10 students

Sl. No.	Student's Name	MARKS OBTAINED (out of 20)	
		PRE EXPERIMENT	POST EXPERIMENT
1	A	13	18
2	B	12	19
3	C	14	18
4	D	13	17
5	E	12	17
6	F	11	16
7	G	10	19
8	H	14	19
9	I	13	19
10	J	12	18

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