



**Epitome : International Journal
of Multidisciplinary Research**

ISSN : 2395-6968

**TWELVE INNOVATIVE PRACTICES IN TEACHING & LEARNING
ENGLISH AS A SECOND LANGUAGE (E2L)**



Dr. PRAMOD AMBADASRAO PAWAR

Assistant Professor & Head

Dept of English, SD Mahavidyalaya, Soegaon;

Dist. Aurangabad MS India

&

Editor-in-Chief

Epitome : International Journal of Multidisciplinary Research

(ISSN 2395-6968), Mob : 8888951510

Website : <http://www.epitomejournals.com>

Email : iamdrpawar@gmail.com

ABSTRACT

The present paper presents Twelve Innovative Practices in Teaching and Learning English as a Second Language (E2L).

Objectives :

- 1. To develop the basic language skills. (LSRW = Listening, Speaking, Reading and Writing)*
- 2. To focus on a student-centered learning rather than a teacher-centered learning.*
- 3. To insist on a communicative approach to English.*
- 4. To effectively use audio-visual aids in teaching through English Language Labs.*
- 5. To systematize the learning of English Language through twelve innovative steps.*

KEYWORDS

Innovations, E2L, Listening, Speaking, Reading & Writing

RESEARCH PAPER

“To a human brain
All knowledge never it teaches
Deepest be it rooted
Uprooting beyond our reaches.”

“Not of One Life But Lives” (2011)

Dr. Pramod A. Pawar

To enrich communication competence of students, twelve capsules have been suggested. It is structured as Language Learning Steps, Objectives, Vocabulary Focus and Focused Area. Each step is crucial to acquire English as a Second Language (E2L). A learner is expected to proceed ahead only when the first step is mastered. This is a learner-centered activity rather than a mere lecturing. The use of mother tongue needs to be avoided. But, mother tongue assists the learner to comprehend the concepts much easier than other tongue. Some of the observations by linguists and thinkers aggravate the necessity of the acquisition of English as a Second Language.

Some students say:

“Why do we have to do pair work and group work?”

“When I speak English, I feel stupid because I make lots of mistakes and don't know enough vocabulary.”

“I don't want to speak English until my English is much better.”

“I don't want to listen to other students speaking incorrect English because I'll learn their mistakes.”

“My teachers speak the best English. I want to learn from them.”

- Leo Jones

We don't want our students to become people who:

Can't communicate in the real world.

Panic when they can't think of the right words to use.

Are tongue-tied because they're worried about making mistakes and losing face.

Can't survive without a teacher to help them and guide them.

Look away in embarrassment when someone asks,

“Can anyone here speak English?”

-Leo Jones

“In the past, a traditional classroom, with its emphasis on grammatical competence and explicit knowledge of language rules, did not provide occasions for learners to communicate...”

-Adair-Hauck & Donato, 2002

“Unfortunately, many students who spent years learning only the formal properties of the language (sound system, verb conjugations, rules of syntax, vocabulary lists) could not, in the end, exchange information, express ideas or feelings, construct and control problem solving, or develop and nurture a social relationship in a second language.”

-Adair-Hauck & Donato, 2002

Importance of Communicative Competence :

It is through communication that we are able to improve our world, to prosper, and to enjoy it.

-Cooper, 1993

Communicative competence stresses the need to know how, when, and why to say what to whom.

-Standards of FL Learning, 1996

Dr. Pramod A.Pawar's Twelve Innovative Steps to Acquire English

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 1	Able to understand simple sentences and instructions. "It's a flower."	500 Words	Listening, Video Clips, Songs, CDs, Activities, Active learning through games, Nursery rhymes, Recognizing alphabets and words, Manners and etiquettes, Drills and practice (Tongue Practice)

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 2	Make simple sentences "I am hungry."	1000 Words	Listening, Speaking, Picture description, Reading, Video Clips, Songs, CDs, Activities, Active learning through games (e.g. using can and can't abilities), Nursery rhymes, recognizing alphabets and words, manners and etiquettes, drills and practice (Tongue Practice)

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 3	Read, speak and write simple sentences. "The cat sat on the mat."	1500 Words	Listening, Speaking, Reading, Video Clips, Songs, CDs, activities, active learning through games , (e.g. using can and can't abilities) nursery rhymes, telephone games, manners and etiquettes, word drills and practice (Tongue Practice)

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 4	Talk about different situations.	2000 Essential Words Core Vocabulary	LSRW, Situational English, Communicative Approach, Telephone games , Active learning through games , (e.g. using can and can't abilities), Following instructions, Listening, Speaking, Reading, Video Clips, Songs, CDs, activities, active learning through games, manners and etiquettes, drills and practice (Tongue Practice)

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 5	Talk about different situations. Make complex sentence structures. "The boy who is wearing a blue shirt is my cousin."	3000 Words	LSRW, Situational English, Structure (Marathi and English), Tenses, Learning Phrases, Word Formation, Synonyms and antonyms

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 6	Talk about different situations. Make complex sentence structures. "If it rains, the trip to the island will be called off."	4000 Words Active Vocabulary	Situational English, Dialogues, Auxiliaries, Voice, LSRW Situational English, Communicative Approach, Listening, Speaking, Reading, Video Clips, Songs, CDs, Activities, Games

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 7	Describe concepts. <i>"Global warming is the increase of the global temperature of the world."</i>	5000 Words	Direct/Indirect Speech, Prepositions, One minute speech with prompts, LSRW, Situational English, and Communicative Approach, Listening, Speaking, Reading, Video Clips, Songs, CDs, Activities, Games

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 8	Skim the text, Scan the text, Comprehend the text, Transfer information, Idioms and phrases, Clauses. Simple paragraph reports / explanations of a topic. "It is raining <u>cats and dogs.</u> " (Heavily)	6000 Words	Newspapers and Advertisements, Weekly Power Point Presentations, Group Discussions and Role plays, LSRW, Situational English, Communicative Approach, Listening, Speaking, Reading, Video Clips, Songs, CDs, Activities, Games
Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 9	Skim the text; Scan the text, Comprehend the text, Transfer information, Idioms and phrases, Clauses, construction of arguments, Text messages, Note-taking, minutes, Reports (Core)	7000 Words	Debates, Paper Presentations, Seminars, Group Discussions, Research Papers, LSRW, Situational English, Communicative Approach, Listening, Speaking, Reading, Video Clips, Songs, CDs, Activities, Games

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 10	Write articles and reports, Use narrative language. Reports (Extended).	8000 Words	Compositions, Short Stories, Articles, Leaflets, Advanced video clips, LSRW, Situational English, Communicative Approach, Listening, Speaking, Reading, Songs, CDs, Activities, Games

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 11	Interpret and analyze facts	9000 Words	Writing (advanced level), Preparing power point presentations, Reading for pleasure, Actively participating in debate and discussions, Field trips, Collect data

Language Learning Steps	Objectives	Vocabulary Focus	Focused Area
Step 12	Interpret and analyze facts, Work on Research Projects, Prepare a college or university magazine, Make video clips, Documentaries films, Critically comment on the texts.	10000 Words	Projects, Reading literary texts, Reports, Summary writing, Critical texts, Journals, Periodicals, Magazines, Reading.

It is quite conspicuous that a native speaker is fluent in speech, skilled in presentation, unconscious to the structure and precise in semantic implication. On the other hand, a Second language learner relies on the mother tongue to learn other tongue. He hardly has an occasion for expression and stereotyped to the grammatical structure where the precision always surmounts. Thus, the twelve capsules stated above should be taken into serious consideration which can be the part of syllabus for any English Language learner who in pursuit of mastery over the language.

REFERENCES

- Pawar Pramod Ambadasrao, *Not of One Life But Lives*, (Latur : Thematic Publications, 2011).
https://en.wikipedia.org/wiki/English_as_a_second_or_foreign_language
<https://www.cambridge.org/us/cambridgeenglish/authors/leo-jones>
https://www.google.com/search?q=Adair-Hauck+%26+Donato,+2002&rlz=1C1CHBD_enIN822IN822&tbm=isch&source=iu&ictx=1&fir=0oICDn_YBwCpVM%253A%252CIvaPFTSerX6BaM%252C_&usg=AI4_-kTkE9c0K_42S_fIsh5zyYDVhObWnw&sa=X&ved=2ahUKEwjqm7bLjdnfAhXXeisKHRwTBpkQ9QEwCXoECAEQBg#imgrc=0oICDn_YBwCpVM:
https://en.wikipedia.org/wiki/Development_communication
<http://web.cortland.edu/flteach/cr/standards.htm>