INNOVATIVE ACTIVITIES FOR TEACHING ENGLISH TO STUDENTS OF HIGHER EDUCATION

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Annotation: due to globalization the world is changing rapidly, that's why a teacher has to improve and upgrade knowledge of innovative techniques to meet the demands of changing scenario. Various innovative materials and strategies will assist for the effective learning of students. The aim of this article is to showcase the usage of innovative techniques for teaching English communication skill to learners.

Keywords: innovative activities, humour, games, Role Plays, Brainstorm

Teachers today must prepare students for an increasingly complex, interconnected, and interdependent world. Being a globally competent teacher requires embracing a mindset that translates personal global competence into professional classroom practice. It is a vision of equitable teaching and learning that enables students to thrive in an ever-changing world.

The teacher should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. English communication skill teachers must be innovative, creative and resourceful with thorough knowledge of the subject and adopt new techniques to change social economic status of our country. Novel methods such audio video aids, games, group discussions, Role play, brain storm will provide an easy way for learning the English communication skill and increase the confidence of the learners.

The globalization has necessitated the learning of English communication skill in an international perspective. Moreover, the text materials on the subjects of technical education, science and medicine are available in English. English communication skill learners who are academically proficient in their first or native language represent differing levels of academic experiences, abilities and interests in addition to their language proficiency. Teaching requires creativity, there are lots of different methods, strategies and techniques that can be applied and brought into classroom. Teaching and learning may be considered as two mutually defining aspects of the same process for the teacher is not just a giver but also a receiver and the learner is not just passive recipient of made to measure packages of knowledge but also an active participant. Looking at this teachers and learners are both participants in an interaction activity which has been traditionally called teaching learning. For human beings' interaction with objects, animate and inanimate goes on. The communicative movement has significantly influenced course design and instructional materials in the recent years. In order to produce effective communicative materials a lot of efforts are required on the part of material producers.

Games which are task based and have a purpose beyond the production of speech serve as excellent communicative activities. The aim of all language games is for students to use the language; however, during game play learners also use the target language to play, persuade and negotiate their way to desired results. This p rocess involves productive and receptive skills simultaneously. Games offer students a fun filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learner's attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evolution, the concern of being

negatively judged in public which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game oriented context, anxiety is reduced and speech fluency is generated thus communicative competence is achieved. To improve the atmosphere in the class and help the learners to cooperate better with each other discussion games can be used. The learners have to present views on the topics. The main purpose is to make the learners talk and stimulate their imagination, curiosity and interest. Game of Sudoku, a kind of number puzzle is an ideal authentic context for practicing language functions.

Teaching with Sense of Humour. Always every student community loves a Professor, who is having very good sense of humour. The sense of humour not only improves the cordial relations between professors and students, but also gives some relief while professor provides difficult lecture on a toughest subject for students. For a faculty teaching for a present student is a challenge and for students, Learning is a challenge. Combining both effectively in the classroom is a very big challenge. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student. Humour strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humour has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humour is the most effective tool for enhancing recall of advertisements. It is easy to create a humour in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. With clear analysis shows sense of humour not only plays an important role in the healing process but is also very important in teaching English communication skill education.

Role Play. Simulations are simplified patterns of human interactions or social processes where the players participate in roles. Role plays comprise of short scenes which can be realistic as in pretending to interview a celebrity. In group work, the class can be divided in a group of four to five persons. Choose one person as a group leader who will be playing the role of a medical consultant and other will be playing the role of patients. Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. But the similar kind of practice can be tried in other specialization too like science and engineering. Science and engineering courses have practical but in support of those practical if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment.

Brainstorm. In brainstorm, the students are given a single stimulus which serves as a clue for large number of responses. The stimulus may be a question with plenty of possible answers like what do you do when…? The advantages of this technique are that it provides a large volume of productive language practice on the part of the learners relative to the contribution of the teacher and that it allows students to compose utterance at convenient level for them. The wide range of possibilities are open to participants and the fact that many of them are original and entertaining means to tend to be motivated to contribute and activity usually move forward briskly with a high density of learner's participation.

Usage of Internet with the focus on language, communication and culture English language teachers are continually searching for better ways of accessing authentic materials that will improve their students' knowledge and skills in the targeted areas. As the technology of internet has transformed communication around the world, it is natural that it should play a

major role in a multimedia language laboratory for developing English language skills. E - Mail is the most commonly used internet application today. English language teachers can integrate e - mail based activities into curriculum. The search engines such as Google and yahoo takes one to sites that enables one to correspond with native speakers of the English language. Today's e-mail software can handle text in a wide variety of languages and can include word processed files as attachments. The software also allows us to send sound and images as attachments that enhance the context of the written communication. British Broadcasting Corporation is doing an excellent job in providing regular on line lessons on English language learning. Technology has advanced to such an extent that there are sites which provide on line language laboratories giving listening and speaking practice with recording facility for feedback. A web camera can be a very important tool for on line video conferencing which can be used to interact with native and nonnative speakers. One such application is Internet relay Chat which enables synchronous conversation among participants in different parts of the world.

Conclusion. The teacher is very much on the scene and has a massive responsibility. At the same time the teacher has to make learners understand that their aim is not mastering technology but language itself. It is the teacher who identifies the weaknesses of the learners, provides them with the correct guidance, motivates them, inculcates confidence in them and makes language learning experience a real joy. Other roles assumed for teachers are needs analyst, counsellor and group process manager. As an analyst the teacher has to take into account the students' perception of his or her learning style, learning assets and learning goals. The teacher counsellor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation through the use of paraphrase, confirmation, feedback.

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