

Innovative Techniques for English Language Acquisition in and outside classroom: An Impetus towards Effective Learning Skill

Asha Kaushik

Assistant Professor Centre for Professional Communication University of Petroleum & Energy Studies Dehradun, India

Abstract

Innovative techniques for English language learners are highly successful in addressing the rapid technological changes and evolving workplace required for the new millennium. This emerging paradigm and the instructional strategies accompanying it encourage authentic language learning and information literacy. The techniques incorporates innovative teaching and learning methods that are relevant and meaningful, including strategies to teach language and content, actively engage learners, and provide comprehensible input and linguistic competency Language is an instrument of expression and communication. Though English is taught as a Second language in our country, it is seen as a preferred academic language by both teachers and students alike. Personal Dossier Activity(PDA)and digital laboratory for English language acquisition in and outside classroom are the innovative techniques that ensure that it provides productivity and a better quality of life. Preparation of Personal Dossier Write up make the student to introspect and to make them realize their strengths, achievements and show a strategic 'fit' for their industry. The ultimate aim of PDAs is to help the students to become the fine professionals and an asset for the Industries and corporations. This inventory will be extremely useful for the students during the time of Competitions/summer internship / final campus placement interview rounds. They help to motivate students to high ideals, achieve success at each benchmark, and move upward to increase levels of rigor. This paper discusses engaging English language learning activities that include abilities, and learning styles. Assessment strategies and tools are suggested. Optimal success is realized by interactive English language learning methods addressing the unique needs of students.

KEYWORDS Personal Dossier Activity(PDA),English language learning activity.

Introduction

Since most of the teachers carry out their teaching irrespective of the students' expectations for learning the language and due to the techniques that most of the teachers use in their teaching, most of the students get bored and therefore adopt a nonchalant behavior towards their lessons. Even then teachers have their own reasons to explain why the students get bored with their lessons as we are going to see in their responses. The purpose of this paper is to find out whether or not they use these techniques in their language lessons and how their students react to them. This will be looked at in relation to the use of indigenous techniques of language learning. Thereason for this question is because any proposal on the use of new techniques in language teaching directly affects the teacher.

Due to limitations of conventional teaching methods teachers have now realized the need to move from the rigidly structured pattern prescribed by the early proponents of the audio-lingual method, to the less controlled situation in which the student can take part in class activities and communicate his or her own ideas. This calls for the adoption of an approach that is communicative. The combination of the use of techniques of communication with the structural and the communicative approaches will, it is believed help the teacher/learner of English as a foreign language. These techniques render the learner more communicative and will eventually help in the use of the language outside and in the class. It will not neglect the learning of the language for purposes of passing an exam and obtaining a certificate. Not only will the teaching of English as a foreign language in benefit from innovative techniques but it will be adapted to the cultural context and to the benefit of the student. A close examination of the communicative approach will reveal why it needs to be combined with indigenous techniques to make it applicable in the classroom.

Roles of the Participants in PDA

PDA requires teachers and students to consider the learning process from a new perspective. The traditional roles of the teacher and student change, and the focus of the methodology becomes student centered rather than teacher centered. The PDA learning style is active rather than passive and student responsibility for learning is clearly increased. The emphasis is on the meaning that students generate and construct. Teachers become resources and serve as facilitators and evaluators of student accomplishments. They encourage student-generated questions and monitor English language and content knowledge through discovery. Developing an understanding of the sorts of questions that would be authentic, urgent, and personally meaningful, given the contexts and cultures of students lives, promotes the use of the tools students possess to construct basic cognitive frameworks.

Distribution of students

Through PDAs students acquire language and subject matter knowledge; they become proficient in problem solving. Self-directed learning and team participation prepare students to become effective practitioners. Self-directed learning and team participation prepare students to become effective practitioners when they enter the workforce. Team members who are experienced in group interaction, multiple solution paths, and thinking beyond recall are at an advantage because they possess valuable skills that will enhance their ability to succeed.

Strength of batch	No. of students/group PDA I	No. of students/group PDA II	No. of students/group PDA III	No. of students/group PDA IV
40	2	2	2	3
40-60	2-3	2-3	2-3	4
>60	2-3	3	4	4

Personal Dossier Activity: Need

The need for the use of language for communication led to the emergence of communicative language teaching or the communicative approach in the 1970s. It is the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. It is a system for the expression of meaning, interaction and communication in language learning. The communicative approach should make sure that the interactions that take place in the classroom are replications of, or necessary prerequisites for, a communicative operation. It makes use of real-life situations that necessitate communication.

Educational and political institutions in most countries have become more sensitive to the importance of teaching foreign languages for communicative purposes, not just for the purpose of passing an examination and fulfilling a requirement. PDA requires teachers and students to consider the learning process from a new perspective. The traditional roles of the teacher and student change, and the focus of the methodology becomes student centered rather than teacher centered. The PDA learning style is active rather than passive and student responsibility for learning is clearly increased. The emphasis is on the meaning that students generate and construct. Teachers become resources and serve as facilitators and evaluators of student accomplishments. Developing an understanding of the problem areas that would be authentic, urgent, and personally meaningful, given the contexts and cultures of students' lives, promotes the use of the tools students possess to construct basic cognitive frameworks. Although the sources of problems and the contexts for their classroom use may vary, PDA has common features: problems should engage students' interest and motivate learning, require students to develop a line of reasoning that is backed by evidence, be complex enough to motivate participation of a group of students rather than just a single individual, be open-ended enough at the outset to allow participation by all students, incorporate the learning objectives of the course, and allow for many legitimate paths to a single resolution. Learning objective of PDA is to develop the many linguistic skills.

Integration of PDA into Content Areas

According to Allen, et al. the combination of lectures and assigned textbook readings seems to reinforce students' perception of many content areas as a static collection of incontrovertible facts with little relevance to their daily lives. In direct contrast, PDA creates a learning environment that is alive with discussion, debate, and controversy, and in which intellectual curiosity is the driving force for student learning. In PDA instruction, complex portent concepts and their interconnections are conveyed to the participants. Working in groups, students learn to analyze problems, identify and find needed information by posing and answering questions, share their research findings, and formulate and evaluate possible solutions. The basic premise of PDA is that learning begins with a problem presented in the same context as it would be encountered in real life. When presented with the problem, students begin by organizing their ideas and previous knowledge to define the problem's broad nature. Inevitably they reach a point at which they realize they are missing essential information or do not understand aspects of the problem. In contrast to typical lecture classroom instruction, the PDA's encourages students to define what they do not know, rather than to cover up their lack of knowledge.

The use of problems to introduce concepts provides us with a natural mechanism to highlight the interconnections among domain. Knowledge transcends artificial boundaries; the PDA's strives to make obvious the underlying integration of concepts.

Proposed PDA's

PDA 1

File on the Domain Company:-Students need to focus on Hierarchy system, flow of communication, types of communication.

PDA 2

Technical Poster Presentation :Posters are a special type of presentation. When well designed, they are not simply journal papers pasted onto boards. Nor are they mounted sets of presentation visuals. Rather, posters, when effectively designed, are something in between. The purpose of scientific posters is to present work to an audience who is walking through a hallway or exhibit. In poster presentations at conferences, the presenter usually stands next to the poster, thus allowing for passers-by to engage in one-on-one discussions with the presenter. In other situations such as the hallways of laboratories, universities, and corporations, posters are stand-alone presentations for passers-by.

PDA 3

Technical Brochure Presentation: The engineers because of their technical expertise in the subject matter are responsible to frame, draft or review the Technical Documents. So the basic knowledge of drafting a Technical Brochure is very important for an engineer. A Technical Brochure can be defined as a technical document which blends both rationality and creativity. It is a form of colorful communication that provides a product's detailed description and works as persuasive sales message. A brochure is an integrated part of a company's communication strategy which may cover the following objectives:

- Brochures are written to sell. To sell an idea, a product, a service, a corporate image.
- To give an objective representation of information to the audience.
- To bring clarity about the product or service.
- To convince and encourage the audience towards the desirable action.

PDA 4

Technical Video Presentation: A way of communicating ideas, information, facts & figures about a company or a topic with people. It carries speakers' personality and allows immediate interaction between all participants. Participating in technical presentation helps students not in educational phase like helping them participating in speech events, seminars, group discussions, college festivals, etc. and prepares them for their corporate career as it helps building confidence & self-esteem, in their job promotions, more sales, more productive meetings, stronger professional image.

Other PDA's

The Personal Dossier Activities (PDA) of the semester should ideally be preserved by the student to be presented in a dossier form.

Short Technical Proposal Presentation and Submission

Technical Report & Dissertations, Modification, Submission and Viva Voce

Personal Dossier Write up: Quick run-through on personal, academic and job-fit selling points, A page bullet point "About Self": Brief personal journey through life (not philosophical), academics, activities and hobbies, interests, academic and personal achievements and supposed contribution to a company (short and job-fit communiqué), A page details on Summer Internship and Projects: Company, Duration, Area, Title, Short Description, My Role. Other Projects (non UPES), Appendix: Certificates and Letter(s) of Appreciation, if any. (A. University and / or College degree and / or marks sheet, Class XII and Class X marks sheet. B. Summer Internship & Projects Completion Certificates. C. Letter of Appreciation. D. Other Certificates.)

Covering Letter: One page Quick run-through on personal, academic and job-fit selling points.

Resume: Career Objective, Essential demographics, academic achievement grid, summer internship and projects (Company, Area, Title, and Short Description), Personal information.

Group Discussion: Etiquette of GD and practice based on actual scenario & 2 Group discussions per student on domain and general

topics.

□ □ Mock Interviews: Etiquette, Entry & Exit, seating posture, self achievement presentation, and company round up, job profile round up.

Evaluation of PDA's

The constructivist nature of the PDA approach often invokes concerns about whether students are learning essential course content. Students believed that their learning was enhanced because the activities increased their ability to consider, evaluate, and respect different points of view. The PDA's setting helped students to apply theory to real world issues, made course content more interesting, and helped them to learn course content more thoroughly. Students also believed that their communication and interpersonal skills had improved as a result of participation in Personal Dossier Activities.

In order to accurately assess Personal Dossier Activities, a combination of traditional and alternative assessments is required. Authentic assessments that focus on outcomes, process, and product design and provide a framework for learning outcomes are necessary.

Challenges Related to PDA's

The role of the student needs to be addressed as well as the composition of groups that will be participating in student group activities. Groups need to be heterogeneous, balanced, and composed of members with high and low abilities, diverse ethnic backgrounds, genders, and language abilities. High ability students, creative students, and excellent achievers have much to contribute to group outcomes and dynamics; however, they may tend to dominate and leave little for the less capable students to do. Reticent students may find this arrangement challenging because it allows them to become further withdrawn to avoid speaking up and participating because they do not feel capable of competing with stronger personalities and abilities within the group. It is crucial to actively involve all students in teamwork while developing activities that are appropriate for the content and linguistic level of the learners.

Conclusion

PDA is an outstanding model that meets the needs of our global society by enabling English language learners to make positive contributions through a collaborative, multilevel approach to learning that focuses on problem-solving and communication through self-directed learning strategies and teamwork. By focusing on an integration of skills, students become self-motivated and develop the ability to think independently, yet work collaboratively. Instructors enthusiastically seek to develop intrinsic interest in complex and authentic problems, as well as language learning. PDA encourages self-direction in language learning and content area skills by developing independent problem-solving strategies. Coupled with an intrinsic motivation toward language acquisition and a natural approach to language learning, PDA motivates successful life-long learning, language acquisition, and content area knowledge believed to create learning experiences compatible with our expanding global society.

Self-directed learning and team participation prepare students to become effective practitioners when they enter the workforce. Team members who are experienced in group interaction, multiple solution paths, and thinking beyond recall are at an advantage because they possess valuable skills that will enhance their ability to succeed.

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