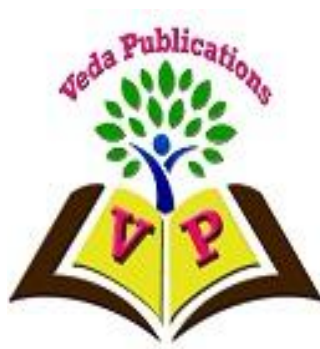


SUSTAINABLE INNOVATION IN ELT CLASSROOMS

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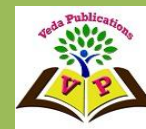
ABSTRACT



English language teaching has acquired greater attention and importance as a global language. Language teachers have always been anxious about the trainable Innovation in ELT. In Most of the Indian classrooms, English language Teaching has become lecturing and mechanical memorizing stating monotonous. The scenario of corporate world demands communication skills in English. Obviously the demand has brought a lot of pressure on English teachers to perform, produce good, and innovative approaches English teaching classrooms. Consequently, English Teachers teaching English have come into sharp focus to overcome the Barriers of innovation, namely the nature of literacy in the classroom, common core state standards by educational institutions. And teachers have not been prepared to make use of the students. To overcome these barriers English teacher requires being innovative and committed on the part of all concerned to take a new approach in Indian classroom. Teachers have dominant and long lasting influence on the students. They directly affect how students learn, what they learn and how they project. A teacher's influence is far reaching, so it is challenging and accountable

The primary focus of this Paper would be on sustainable Innovation in ELT Classrooms which received much attention in English speaking classrooms. Sustainable Innovation in ELT is only being potential when the English teacher reflects on what the student wants– Participation , Involvement or intend them to think and analyze .

Keywords: *English Language Teaching, Barriers, Innovative measures.*



INTRODUCTION

Progress in our understanding of how languages are learned and subsequently taught has expanded impressively over the past five decades. It presents challenges to the teaching profession since it requires full understanding of what is involved in the teaching process in the ELT classroom and which should not be an equivalent to our lecturing for hours to the passive students.

All of us here today are at a confusion on our instructional activities affecting the teaching behavior of those who come to us to learn to English or to learn to teach English better and for this we need to concentrate on the expectation of 21st century learners

Teaching and learning in the 21st century is filled with challenge and opportunity, especially when teaching students for whom English is a new language. Transform in the society over the last a few years—various social movements, the beginning of telecommunications, industrial-based to knowledge-based work, struggles over political boundaries, modern technology have in some form or another impacted the ways colleges and universities "do" higher education. Colleges and universities in the 21st century educate a much larger, more diverse population of students, foster scholarship countless new areas of inquiry, and offer opportunities in many new settings and formats, including online. In short, students are expected to draw on various knowledge bases, integrate them, conduct increasingly more sophisticated analyses as they progress through college, and use their integrated knowledge to solve complex problems.

In addition to articulating the larger purposes of higher education and aligning students' and institutions' expectations, increased attention must be paid to how technology can be used for both these purposes.

- Communication needs to include better uses of technology to assess high-quality education
- Greater investments may be needed in faculty professional development in the effective use of technology for learning.
- Faculty's effort to infuse technology into the curriculum requires support in developing

strategies and in resolving technical difficulties.

- The extent to which technology is a tool for learning and a tool for assessment of learning will facilitate faculty's increasing comfort in integrating technology into the curriculum.

The broad areas of sustainable Innovation in ELT

- Interactive classroom
- Technology based innovative teaching
- Project Based learning
- Interactive classroom

The language classroom is a place where the various participants have different perceptions of what will help them; it should no longer be the teacher's sole prerogative to ask questions; the scope and purpose of questions should extend beyond mere student display and teacher evaluation. All participants in classroom interaction should ask questions, and those questions should serve to clarify and confirm input, thereby making it comprehensible. To compare alternative interpretations, Such an approach has the advantage of encouraging language learners to take the initiative in raising points and in doing so this develops the habit of self-monitoring.

Types of teachers' questions play an important role in teaching since they affect students' participation in the process of negotiation of meaning. English as a foreign language teacher's questions along with the students' responses to questions are therefore be made prominent in EFL classrooms.

TECHNOLOGY BASED INNOVATIVE TEACHING

It is an initiative in the works directly with the Teaching with Technology to

- Generate ideas, activities and programs to promote innovation in teaching and the use of technology.
- Identify resources to support faculty innovation in teaching.
- Build and develop faculty literacy with new media technologies.

Technology has had a great impact on teaching and learning processes over the last several years. Remembering back only five years, it was rare



to have faculty using email or web pages to support their courses. Over this short time we have seen faculty incorporate email, web pages and even entire web course management systems

A sustaining innovation is an improvement in the technology that will help the normal user in a way that supports the current system. In each case, the technology enabled the users (faculty) to realize some gain in faculty productivity, student accessibility or student learning.

PROJECT BASED AND CREATIVE ACTIVITIES IN THE CLASSROOM

Learner's accountability strengths only if teachers are imbued with spontaneous and self motivated readiness to assure their responsibility for own learning and development as lifelong learners. The existing ELT teachers need a on stage preparation to incorporate specialized innovative techniques and Project based learning is the accountable arena where the both learner and teacher can fetch many benefits.

Project based learning incorporates many benefits-namely-. Opportunities for students to develop their confidence and independence In addition, students demonstrate increased self-esteem, and positive attitudes toward learning Students' autonomy is enhanced

The implementation of Project based learning students engage in purposeful communication to complete authentic activities; they have the opportunity to develop their language skills naturally.

Designing the project activities and conducting the project activities is the key accomplishment that needed to be taken into account to extend a benefit the students. Lastly the teacher should have authentic pattern to evaluate the criteria of the activities.

Activities that may be summed under Project based learning:

- communication and Involving students in different roles
- Trading Cards Game
- The Use Of Cartoons As A Teaching Tool

COMMUNICATION AND INVOLVING STUDENTS IN DIFFERENT ROLES

It develops a cognitive approach that can be used across a variety of learners, diverse content, and under different time constraints while helping the learner develop the skill of self-reflection and effective learning environment. The use of role-play in small groups is an important method to help learners cultivate the skills required to engage in difficult conversations To be effective, teacher utilizing role-play help learners set realistic goals and provide feedback to the learners in a way that allows a deepening of skills and a promotion of self-awareness. The challenge is to do this in a manner that does not cause too much anxiety for the learner.

Roles in groups Individuals within a team all have unique skills and strengths. Roles are predetermined behaviors expected of people in a group.

THERE ARE FOUR MAIN TYPES OF ROLES

Task roles -. Developing an understanding of particular technical knowledge obtaining references and taking notes, analyzing data, devise graphs and tables, writing sections of reports, preparing presentations.

Functional roles - Coordinator draw together the various activities of team members, Initiator; suggests new ideas, a new definition of the problem, or new organization of the material.

Maintenance roles - Encourager, Gatekeeper, Standards setter, Tension reliever

Trading Cards Game

A trading card (or collectible card) is a small card, usually made out of paperboard or thick paper, which usually contains an image of a certain person, place or thing (fictional or real) and a short description of the picture, along with other text

The technique of trading card can be implemented in the classrooms where the students can pick up a trading card and communicate the content. This kind of exposure would enhance the spontaneity, participation and speaking skills.

THE USE OF CARTOONS AS A TEACHING TOOL

Excellent and effective teaching demands a host of devices, techniques and strategies. One teaching instrument which perhaps is too seldom used is the economics cartoon. To encourage this



development, learning activities become important. It contributed and served as a learning tool through which students develop an ability to identify bias and formulate opinions. Teaching students the steps involved in analyzing cartoons involves: developing a knowledge of the context to which the cartoon alludes; building the ability to recognize the visual and non-visual elements of cartoons and the way in which the cartoonist combines these to communicate an opinion; developing the capacity to separate the cartoonist's perspective; and enhancing the ability to construct a personal opinion. Secondly, the different types of cartoons could be used within an educational context. One specific teaching technique, group discussion (brainstorming) could be effectively used whereby students generate, develop the innovative ideas.

CONCLUSION

Sustainable Innovation in ELT Classrooms is a continual process, and to which each teacher must adapt. The personal abilities and experiences can strive in creating competent classroom and effective teaching and a research has to be taken up on the various tools of effective teaching and identifying the major components of Teacher centered professional development for the creating strong and positive classroom climate for learning.

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