**Innovative Techniques for Teaching English to Second Language Learners**

ability to use the language in situations other than the ones in which it was learnt can be tested in a meaningful way. The following practices may help in improving communication of students obliterating hesitation:

**ICE – BREAKING EXERCISE**

Klippel has Said

When people have to work together in a group, it is advisable that they get to know each other a little at the

beginning. One of the prerequisites of cooperation is to know one another’s names. The second one is having some idea what individual members of the group are interested in (123).

A Number of Exercises can be Given

* Photographs of different professionals can be shown for identifying their profession. It is expected that learners should express their views on these professionals.
* The other exercise can be given to prepare learners for the above communication tasks. The learners have to listen the instructions that they have to follow. Then they have to exchange sheet with another.

**GAMES**

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 process 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. Some of the games are mentioned below:

* Competitors assemble a 20 piece jigsaw puzzle of a world famous landmark (such as the Eiffel tower, Mt. Fuzi, the great wall etc.)Then they describe puzzle image in five sentences to complete the task.
* To promote interaction among the learners guessing game activity can be given. Learners are asked to describe themselves on a paper without mentioning their name, fold the paper and put in a box .The teacher can ask them to come one by name and take a chit and read the description and guess whose description it is. Here the learners are given clues to use different expressions such as I am very sure it belongs to … I think it is…
* Participants pick and listen to a tape randomly selected from a provided stack of tapes (the recording contains a spoken excerpt of a well known children’s story, such as the Snow-white, the ginger bread man etc.). After listening to the entire excerpt, competitors correctly identify the title of the story from a provided list.

**DISCUSSIONS GAMES**

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.

**MIMING**

Klippel has Said

The mimes are done in pairs or groups; in one case individual learners have to perform their

mimes for the whole class…. Pair or group work reduces stage fright to a certain extent and can be used as a starter. … Finally miming exercises are useful because they emphasize the importance of gesture and facial expression in communication. (136)

This exercise can be performed as a pair work by exchanging one’ sheets with the partner’s sheet and read the

instruction given there. The learner has to mime the instruction given before the class. In a pair work exchange of sheets with partner’s sheet and reading of instruction can take place. The learners mime the instruction before the class. Guessing game activity can be taken up. Everybody except partner will guess the instruction on which the fellow student is miming.

**ROLE PLAY AND SIMULATIONS**

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 an educational consultant and other will be playing the role of job seekers.

**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.

**USE OF NEWS PAPERS IN THE CLASSROOM**

Jon Chandler and Mark stone have rightly remarked that newspapers are a valuable but often underused classroom

resource. There is a breadth of coverage in them, which means there is something of interest to almost all readers. In large classes with few resources, newspapers, even the cutting and clippings are the most useful teaching and learning aids, they can be more used of successful learning in many ways. It gives a visual context. In the classroom language teachers can use newspapers to teach a wide range of topics from the alphabet to grammar structures, vocabulary, conversation techniques and skills including skimming and scanning on one hand and listening, speaking, reading and writing on the other. And thus newspapers can be treated as an object for linguistic dissection and analysis. Moreover the additional advantage is that it instills a sense of confidence with a feeling of familiarity in the learner who uses it. Thus news papers are good source for these materials as they are all contextualized, well illustrated real news items, containing a variety of materials that

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conforms to the psychological needs of the pupils. Language learners find newspapers motivating because they offer interesting, relevant, topical and varied information.

**USE 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 multi media 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 non native speakers. One such application is Internet relay Chat which enables synchronous conversation among participants in different parts of the world.

Though technology can’t be a substitute to the classical method of language teaching yet it supplements the basic

training system. 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, counselor 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 counselor 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. As the group process manager, it is the teacher’s responsibility to organize the classroom as a setting for communication and communicative activities. Guidelines given by Littlewoods, Brumfit suggest that during an activity the teacher monitors, encourages and suppresses the inclination to supply gaps in lexis, grammar and strategy but notes such gaps for later commentary and communicative practice. At the conclusion of group activities, the teacher leads in the debriefing of the activity, point out alternatives and extension and assists groups in self correction discussion.

Much study has been made on exploring different theories relating to methods, methodologies, approaches,

strategies but they have not yielded any lasting solutions to the problems of English language teaching and so much has to be attempted towards exploring materials in teaching language skills in a more efficient way. Whatever may be the methods and approaches, the most pragmatic and the desirable thing seems to explore the possibility of using the underused and valuable materials which will definitely facilitate the learning and teaching