RESEARCH ARTICLE

ENGLISH OUTSIDE THE CLASSROOM: A CREATIVE TEACHING AND LEARNING IN HETEROGENEOUS CLASSROOM

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ABSTRACT

The article aims at identifying language learning sources outside the classroom to design creative tasks/activities for technical students in a heterogeneous background. The objectives of this study are the scope of English outside the classroom and analyzing certain sources such as captions of companies and products, hoardings, pamphlets, placards, names of the shops and invitation cards (marriage and birthday) in pedagogical perspective to promote creative teaching and learning (Jeffrey, Bob (2006)) in the classroom. It focuses on the effective use of English Outside the Classroom (EOC) as a resource for learning and teaching in a class with heterogeneous background. The present work also highlights the effective implementation of Direct and Indirect Language Learning Strategies as proposed by Oxford, R. L. (1990) to design activities in order to develop creative teaching/learning and to cater to the needs of all levels of learners simultaneously in a heterogeneous classroom. This paper will throw light on how to use these language learning strategies effectively with sources to design tasks/activities in the classroom to develop vocabulary (memory strategies), sentence formation (cognitive strategies),comprehension levels and creative thinking skills of technical students by taking English outside the classroom as a source. In order to enable the learners to think creatively in target language, they are encouraged to carry out the tasks in an innovative manner. The paper also thrives to develop vocabulary, sentence formation, and comprehension levels to teach creative thinking skills through brainstorming and ice-breaking activities.

Key Words: Memory Strategies, Cognitive Strategies, SASA Activity, English Outside the Classroom and Creative Teaching and Learning.

INTRODUCTION

Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings and to impart them to others. (Jesperson.1958)

A language is a means of communication. Communication is a process by which a person exchanges his ideas, opinions, views, and information to another person through a proper medium of expression. Brian Tracy also advocates

dexterity or skill and hence he opines that "*Communication is a skill that one can learn. It's like riding a bicycle or typing. If you're willing to work at it, you can rapidly improve the quality of every part of your life*"[2] The present study is to identify language learning sources outside the classroom such as captions, hoardings, pamphlets, names of the shops and invitation cards in order to design creative tasks/activities in pedagogical perspective to promote creative teaching and learning in the classroom for technical students.

Aims and Objectives

1. To develop creative teaching and learning in the classroom.
2. To design task and activities to make the teaching and learning effective in the classroom.
3. The develop vocabulary (verbs, phrasal verbs and adjectives) sentence formation, comprehension levels and creative thinking skills of technical students.

I. Literature Review

Oxford (1990) learning strategies as "*specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations*" (Oxford 1990:p.8).

According to Oxford (1990) Language Learning Strategies divided into two classes, direct and indirect strategies. Direct strategies are subdivided into memory, cognitive and compensation strategies, indirect strategies are subdivided into meta-cognitive, affective and social strategies. In this study, the paper focuses Oxford (1990) Classification of Language Learning Strategies to design tasks and activities for technical students by taking captions, hoardings, pamphlets, names of the shops and public speeches as a rich source. According to Jeffrey and Craft (2004) Creative Teaching is 'using imaginative approaches to make learning more interesting and effective'.

II. Research Methodology

Wills and Wills (2001) point out, *task differ from grammatical exercises in that learners are free* to use a range of language structures to achieve task outcomes- the forms are not specified in advance. Tasks/activities are designed to develop vocabulary, sentence formation, comprehension levels and creative thinking skills of students. The paper attempts to designs activities on brainstorming and ice-breaking in order to develop the creative teaching/learning skills. These activities are conducted by the teacher in the classroom with outside sources.

Sources of English

*If I speak only one language, I can help my country as only one man. If I can use two languages, I can help as two men. But if I can use all nine languages, then I can work as nine men. (*Cenoz 1998 p.259)
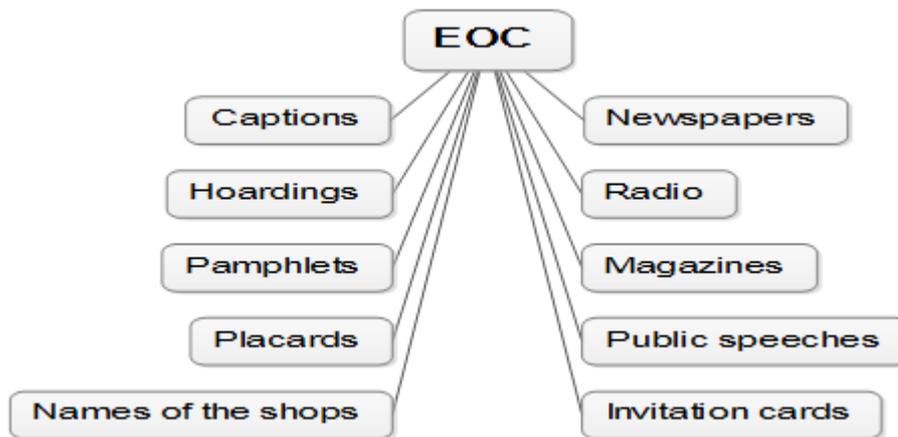
English has been playing a significant role in the fields of science, technology, education and business for centuries. It exists as the first, second and foreign language in many countries. The aim of teaching English as a second language is to understand spoken and written English and to get proficiency in speaking and writing. Moreover, the teacher should come out of the textbook and find out the relevant sources for learners to make the teaching effective and creative in the language classroom. Lakshmi, N.V.S.N (2011) discussed *various possible sources of English language and how various skills can be acquired from one language learning tool*.

English outside the Classroom (EOC)

There are number of resources in this world to teach the language effectively, but only a resourceful teacher can utilize these resources to make the teaching and learning process successful in the classroom. Students are needed to motivate in the classroom to see every object in the perspective of language. They are not habituated to speak in English outside the classroom. Moreover, teacher should create real life situations in their activities to make the students speak comfortably in target language even outside the classroom.

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Lakshmi, N.V.S.N (2011)

EOC Sources Diagram

III.   Tasks and Activities

Activity- I: Brainstorming (SASA)

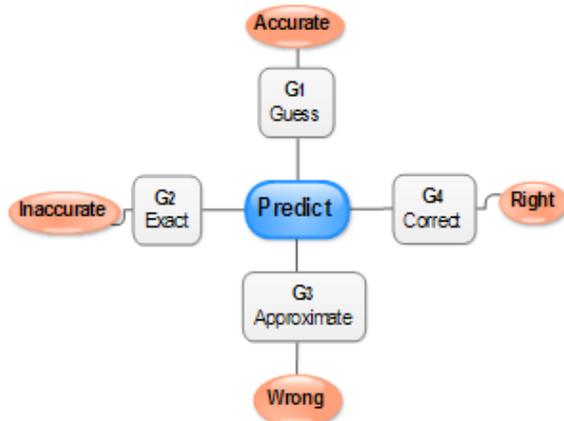This activity comes under the category of *Memory Strategies* by Oxford's Learning Strategies.

Aims:

a) To develop vocabulary with a focus on content words (verbs, phrasal verbs and adjectives)

b) To develop synonyms and antonyms through group activity

Procedure:

Teacher divides the class into four groups and each group has five members. Every student is asked in the classroom to collect ten words from hoardings, pamphlets, placards and name of the shops and write down meanings of those words after verifying in the dictionary. Fifty words are collected by each group and total two hundred words in the classroom. Students are asked to start SASA (synonym, antonym, synonym and antonym) activity in the classroom. First, teacher gives one word to Group I to say synonym of the word, Group II says antonym and followed by synonym and antonym.

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Activity: II   Ice-breaking (Sentence Formation**)**
This activity comes under the category of *Cognitive Strategies* by Oxford's Learning Strategies.
Aims:
  a) To develop sentence formation (vocabulary, articles and agreement)

  b) To develop creative thinking skills (creative ideas)
  c) To develop persuasive language (choice of the words and writing tag lines)

Procedure: Teacher divides the class into four groups and each group has five members. Each student is asked to collect five captions of companies, products and industries. Twenty captions are collected by each group and overall eighty captions. Students are asked to identify persuasive words and language in the captions. Each group is given five same products to write the captions. Students have a chance to discuss within a group. The vocabulary activity will help the students to take the right words. Teacher collects five captions from each group and total twenty captions. Group-wise performance is evaluated by the teacher.

Students Responses

Group I Evaluation

Sl. No	Brands	Old Captions	New Captions
1)	Times Jobs.com	If you have a reason, we have the job.	All you have to do is apply, Times does the rest. or Your Career Starts here.
2)	Kodak	A Virtual World of Live Pictures	Give life to your pictures or We capture you memories forever or Picture speaks a lot
3)	BMW	The Ultimate Driving Machine	Driving Simplified or Your Driving Partner
4)	Honda	Power of Dreams	Experience the joy of riding or Ride with pride
5)	British Petroleum	Beyond Petroleum	Fuel that your Vehicle loves or Petroleum from the Queen's court

IV.   Conclusion

      English Outside the Classroom (EOC) is a rich source to promote creative teaching and learning in the classroom. The language teacher should be a continuous creator and thinker to identify number of resources outside the classroom and examine every object in the perspective of language to make the teaching and learning innovative in the classroom. There is a lot of possibility to do the research in this area.

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