

EMERGING NEED TO RETHINK ENGLISH LANGUAGE PEDAGOGIES IN INDIAN TECHNICAL EDUCATION: CREATIVE PEDAGOGY A BETTER APPROACH FOR VOCABULARY INSTRUCTION

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Abstract

Purpose of the study: The present paper underlines the emerging need for English teachers to customize or introduce productive changes in prevailing pedagogies of vocabulary instruction in engineering classrooms. It places the creative teaching pedagogy as a better solution and lays impetus on the teacher's innovation in preparing resources to help students organize lexical items into apposite contexts while writing and speaking.

Methodology: The paper identifies some of the creative methods of vocabulary instruction. This identification is based on the experiments conducted to facilitate the vocabulary instruction to the engineering students at the main campus of IKG Punjab Technical University, Kapurthala. These procedures are of ample significance for the students pursuing engineering or technical education.

Main Findings: The outcome of experiments and interactions with students emphasizes the wide range of current and contextual significance of creative pedagogy for teaching vocabulary to engineering students. The significance of a teacher's creativity and his/her active participation in vocabulary instruction is accentuated. The problem of the creation of resources that would train students to build up their language ability is also dealt with.

Application of this study: As the paper addresses the issue of building up the language ability of students of technical education to improve their employability, its applicability is extended beyond the disciplines of English Language teaching and technical education. This study and its utility can very well be customized and extended to different disciplines as well.

Originality/Novelty of this study: The usefulness of creative teaching pedagogy has not been fully realized because of the teachers' reluctance to think inventively. The present study is new in the sense that it will enable teachers to adapt to creative teaching pedagogy, identify appropriate creative pedagogical techniques and innovatively adjust their teaching practices to suit diverse classes.

Keywords: *Indian Technical Education, Creative Pedagogy, Vocabulary Instruction, ESL, LPG.*

INTRODUCTION

English language teaching was launched in India almost at the same time when it was started to be taught in England. Since then, it has by no means stayed back in bringing in and implementing the teaching-learning theories developed. Over two centuries after time, we have produced considerably a large number of English-literate people yet the proposition in the favor or opposition to the introduction and teaching of English as a second language (ESL) is rampant. It is facing a grim challenge especially when it comes to the global employability of the students pursuing technical education. With the LPG (Liberalization, Privatization, and Globalization) revolution, the number of technical universities/institutes across the country has drastically gone up. Most students pursue their studies in these institutions for getting placements through campus interviews. Further, in interviews, employers also seek only those contenders who are adept in both verbal communication and soft skills. They look ahead to the parent institutes to chisel these skills of students so that they could concentrate more on the technical aspects of the job profile during instruction they provide soon after the employment. Thus, the education of English as a global means of communication has become pertinent and momentous especially in technical education because such training improves the global employability of the students.

Emerging Need to Rethink English Language Pedagogies

Today, with a large number of students hailing from a myriad of exposures, the teaching profession is increasingly becoming a challenge in our country. Frand(2000) in his article "The Information Age Mindset: Changes in Students and Implications for Higher Education" states that the ethos of young learners today is completely diverse from that of their predecessors "who were only exposed to analog technologies like broadcast radio, television, and print-based texts" (p. 16). He further emphasizes that today, information technology is not considered to be technical know-how but an indispensable and natural part of life. The computer and internet are considered better than TV as these ensure effective communication and multitasking. "A ubiquitous digital environment surrounding today's learners make them think and process information differently from their predecessors" (p. 16). Sometimes, many concerted efforts to nurture and keep the learning going among students seem a major challenge to teachers.

And it is even a bigger challenge in the case of English language instruction which has always been a topic of debate in the Indian ESL context. Largely, there have been two sections of academicians and researchers endlessly engaging in deliberations over English language teaching in India. The first section supports the teaching of literature for its own sake

and cultural development while the other faction of scholars promotes an approach that is more language-oriented and uses literature as an essential resource to teach a language. The interesting thing in the Indian ESL context is that this divergence of thoughts does not appear to have influenced a large number of students because their curriculum and whatever is being taught to them is important. The result is that the majority of students' study ESL for more than 10 years. Neither they become linguistically competent nor do they get cultural enrichment. Rather they gain awareness about their rights, the political systems, the social structures, and religious practices through disciplines like Sociology, History and Political Science. Despite university degrees in their hands, the majority of students are unemployable. [Bernabas \(2017\)](#) mentions that one of the major influences of globalization is the career prospects it has brought for graduates in the IT-BPO sector. It is due to these job openings available in the service industry, several countries around the world insist that "their school leavers' proficiency in English should be gradable at B1 on the Common European Frame of Reference" (p. 4). [Graddol \(2010\)](#) believes that attaining this in the Indian context is a tedious task because essential school level learning gets finished by the age of 14 or 15. The students do not get enough knowledge and competency in English to take up good jobs even after so many years of study in schools and colleges. The reason is that the English language is being taught as a subject but not as a skill both in elementary and higher classes. It hardly enables the students to communicate effectively though it makes them capable enough to pass the written examination. Instead of providing the real communicative environment to the students where they can have practical conversation activities/session, they are bombarded with complex grammatical rules which make the English language learning a burdensome and uninteresting process. Therefore, there is a scarcity of skilled professionals in India. To meet the requirement of a skilled workforce, the education system needs to be upgraded in a way that would prepare the students for technical jobs or a large gamut of jobs. Serious adaptations in the teaching pedagogies of English are the need of the hour. It does not mean that the English teacher is expected to device any magic wand to make their students effective speakers in a short period rather they are to adopt effective and applicative ways of imparting English language skills. Even, teachers find it very difficult to provide customized syllabi and pedagogy. Fortunately, today we have technical support at our service that "allows a quantum leap in the delivery of individualized services for both students and teachers...that addresses the different bits of intelligence (and) that allows students to exhibit their understandings in diverse symbols systems ...". ([Prensky, 2001, p. 179](#))

Existing Methods of Language Teaching

Before moving ahead with our discussion, it becomes necessary to have an idea about different language teaching methods followed in our country to date. It also poses a significant question have we ever been diffident to take on innovative teaching methods in India? Scholarly researches in the field of language teaching have provided us many teaching methods from time to time. And most of the teaching methodologies and techniques we have adopted in our country have had colonial roots. Well known as a traditional teaching technique, the Grammar-Translation method was followed earlier wherein importance was given to the teaching of language forms, paraphrasing/translation of texts and memorization of the vocabulary. [Chomsky\(1968\)](#) in developing his 'Theory of Linguistic Competence and Performance' followed this method wherein he explains that linguistic competence has to do with 'knowing' a language and performance is concerned with 'doing' with language. Chomsky's theory faced a lot of resistance from Dell Hymes' theory of 'Communicative Competence' in 1966. According to Hymes, language being a tool of communication is socially determined and an appropriate method of teaching should focus more on its varied functions. CLT (Communicative Language Competence) plays an active role in language teaching as it covers the aspect of ethnography. Moreover, in India, the significance given to the spoken English and emergence of so many institutes offering training for the same is an evidence of the fact that learning functions of a language are more important than learning its forms.

Since 1987, N.S. Prabhu's Task-Based Language Teaching has established its place as an effective language teaching pedagogy especially at the school level. TBLT wherein students are given certain tasks based upon real-life situations and project-based assignments following the given set of instructions. These real-life situations could include visiting a bank, visiting a library, making a phone call, conducting an interview, etc. The impetus is not on the complete accuracy of grammar and vocabulary rather enables the students to coin creative language strategy to complete the given task or assignment within what they already know of the given language. The objective is to develop creativity and spontaneity in the use of a language, both spoken and written. Prabhu's threefold concept of information gap, reasoning gap, and opinion gap affected a positive change in prevailing language teaching pedagogies.

No one can deny the contribution made by CLT and TBLT in bringing thoughtful consideration and responsiveness towards second language acquisition in India but the present employability level of the young professionals reinforces the emerging need to device such pedagogical language learning model which is more of experiment/activity-oriented and which suits to the varying needs of heterogeneous group of learners.

LITERATURE REVIEW

[Krashen \(2019\)](#) states that the direct method of teaching vocabulary is more beneficial if taught through the skill-building approach. It ensures fast proficiency. The method includes "pre-teaching vocabulary before a story or reading a text, interrupting the reading or listening with vocabulary lessons, and post-story vocabulary instruction" (pp. 9-13).

The article "Reinventing the Mode of Teaching: Question as a way of learning" ([Agarwal, 2017](#)) emphasizes that in today's competitive world when the teaching has taken the shape of mentoring, the learners must be positioned at the

center and their capability be utilized to the full. A learning approach that makes the students actively involved is the need of the hour. Incorporating questioning as a technique of effective teaching-learning in the classroom is also suggested in the paper.

Lin (2011) states that creative pedagogy fosters curiosity among learners. There is a need to bring in variety in the models of instruction from an early level education to a high-level classroom teaching. Lin also emphasizes on creating an appropriate learning environment to enable creative learning and expression because classroom activities would require a suitable learning background.

Hackbert (2010) rightly states that flexibility and innovation are the key factors in creative pedagogy. Though there are various models of classroom teaching yet there is an emerging need to bring in variations based on class/grade and even group of students.

Mukherjee (2009) lays impetus on the requirement of innovative pedagogical practices to improve the present employability level of young professionals. In his opinion, teaching methodology and approaches adopted in our country from time to time have had colonial origins. In a few places, insignificant changes have taken place in the syllabus and teaching of undergraduate English.

Sawyer (2006) in his article "Educating for Innovation" emphasizes that the responsibility of creating innovative teaching resources rests with the teacher. "Every class and its students pose a unique challenge to the teachers and hence it becomes the responsibility of the teachers to think creatively to build and nurture the learning environment" (pp. 41-48).

Brown(2000) in his book *Principle of Language Learning and Teaching* opines that language learning for sure needs motivation, Particularly in ESL, proper motivation is the only strength that enables a teacher to declare that his/her students will be doing well.

In their article "The Authors Respond", McQuillan &Tse(1999) conclude that learners can understand the inputs provided to them even without isolated vocabulary teaching, using techniques like visuals, signs, and modulation. In their view, most vocabulary acquisition is additional and incremental. "Students pick up new words while focusing on a meaningful activity, getting a bit more of the meaning each time they encounter the words in context" (p. 6).

The article "Vocabulary acquisition from listening to stories and explanations of target words" establishes the fact that the students who listened to two stories and were provided a short clarification of the underlined words "learned significantly more new words and retained information better six weeks later than students who heard stories with no explanation of the marked words" (Brett, Rothlein& Hurley, 1996, pp. 415-422).

Twadell(1973) brings out the idea of 'gradual acquisition of vocabulary' when he states that "we may 'know' a very large number of words with various degrees of vagueness... in a twilight zone between the darkness of unfamiliarity and the brightness of complete familiarity" (pp. 61-78).

THE RATIONALE OF THE STUDY

Engineering students are quite conscious of the need to develop their lexis as well as boost their communication proficiency. To assist them, different approaches and techniques have been practiced and organized for use over the years. Though new teaching pedagogies are coming up yet the vast majority of the teachers use traditional methods of teaching vocabulary wherein a teacher mainly gives attention to the translation of technical terms/texts. Students are not inspired to interact and discuss. But now the time has come for the shift in focus from the conventional models of teaching to the creative teaching pedagogy which makes use of both task-based approach and communicative approach.

At IKGPTU, the basic idea behind language lab courses is to give the engineering students a realistic, hands-on preparation and experience on English language skills so that towards the end of the course, they would be able to generate enough confidence, give formal presentations, face an audience and handle placement interviews, hence while designing each task, the teachers have to be very careful that they do not make the lab sessions forming for the students or else it may be very difficult for such students to concentrate effectively for two or more hours on something which is not directly related to their core field of study.

The present study is an attempt to place creative teaching pedagogy as a better solution to train engineering students in vocabulary and communication skills. It is just another method being implemented by the teachers these days to increase the vigorous partaking of students in the process of learning. The salient features of creative pedagogy are:

1. It is the reworking of the existing teaching practices. The task/activity given in this method is not new rather it involves being able to teach creatively.
2. This pedagogy focuses on the teacher's ability and innovation in shifting perspectives in existing methods and preparing something different for the class. Originality is exceedingly required in creative teaching pedagogy.
3. It emphasizes that the teachers should tailor-make the instructional models to suit the varying needs of the heterogeneous learner groups they meet with.

4. All the instructional models are based on classroom practices /experiments.
5. The commitment from both the teachers and students, here would be high.

The paper identifies the need to customize the vocabulary instructions and some of its appropriate methods that are of ample significance for engineering/technical students. Almost all these methods are based on experiments conducted to facilitate the vocabulary instruction to the engineering students of the main campus of IKG Punjab Technical University, Punjab. The paper also lays impetus on the teacher's innovations in preparing materials to help learners organize lexical items into suitable contexts while writing and speaking.

[Aggarwal \(2017\)](#) rightly understands the dilemma of the present times when she puts forward a few questions which generally crop up in the mind. These questions are: Are our teachers innovative enough to train the coming generations? Are teachers intelligent enough to inspire the students to think out of the box? "In the problem lies the solution. Only what we need to do is to just let go off the existing norms and make way for something new" (p. 11).

OBJECTIVES OF THE STUDY

Precisely, the present study shall have the following objectives:

1. To understand the various barriers that students face in building their vocabulary through the traditional model of learning.
2. To identify appropriate creative teaching practices to build vocabulary among learners.
3. To mention some classroom practices/experiments on creative teaching pedagogy, conducted in classroom contexts to facilitate teachers to creatively modify and develop tasks/activities to suit the heterogeneous group of students.

Technical knowledge is the core of their study, the engineering students are expected to have clarity of thought, language proficiency and clear expression in speaking and writing which in turn requires more productive vocabulary. The same is endorsed by [Richards & Renandya \(2002\)](#) when they state thus "vocabulary is a primary component of language proficiency and give much of the basis for how well learners speak, listen, read and write" (p. 255).

In the present-day situation, most of the students in engineering colleges/institutes are ESL. They spend most of the time using their mother tongue and find it very hard to access a technical thought in the target language. The reason is that they lack the vocabulary of that target language. [Srilakshmi & Kiranmai \(2017\)](#) in "Teaching a Vocabulary: Task-based Approach" reinforces the importance of vocabulary by quoting [Leki & Carson \(1994\)](#) who states that "it was found that students taking university courses identified vocabulary as a major hindrance in academic writing tasks" (p. 37). [Skehan's \(1998\)](#) opines that it is possible to communicate at least something without grammar but without vocabulary, nothing can be communicated.

Most English teachers find vocabulary teaching to be a challenging process. One plain reason is that the traditional way of teaching vocabulary wherein students are made to memorize a list of words and their meanings do not yield effective results. Moreover, vocabulary taught in isolation may not help the learners continue it for long time use. Quite often, when it is executed in the classrooms where students are not provided detailed study material or book, a gap exists. The students may become familiar with the definition of a word but may not learn its logical relationship with other words and its functions in different contexts. [Stahl \(2005\)](#) in *Teaching Word Meanings* rightly states that vocabulary knowledge is real knowledge. Knowing a word does not only require the learning of a definition rather suggests how that word can be used in different contexts. So, the learning of vocabulary mainly rests on involving the students in various activities that enable them to comprehend the meanings of words and make realistic and purposeful communication. The curricula of almost all the undergraduate courses include a compulsory English language & literature or a specific English language subject. The following are some of the few methods which can be practiced:

A. Grouping words

Grouping words is a widespread method of teaching vocabulary but usually unobserved in traditional classroom settings. Grouping of the lexis includes grouping words of the comparable set, related in meaning or context. If students are directed to cluster and label the words, the familiarity with them increases and they become able to use them appropriately. The following are a few ways in which grouping of words can be helpful in vocabulary instruction:

Grouping words using color code:

This method can be explained by referring to a study by [Bhavani \(2017\)](#), who gives a tried and tested example of grouping of words using color code in her article "Vocabulary Instruction: Models Based on Classroom Experiments". This method was used by the scholar to discuss the intricate diction of Edgar Allen Poe's poem 'The Black Cat' with her undergraduate students. Firstly, the researcher read the poem aloud in the class with careful variations in the pitch and tone of her voice. Then the students were made to read the poem thoroughly and underline all the complex words with a colour that they think symbolizes their meaning. For instance: black for the word 'vile', red for the word 'atrocious', blue for the word 'tranquillity' etc. Students could use as many colours as they felt suitable to represent a word. Thereafter, all difficult words were described with an adequate number of synonyms. The students were told to see if the colours used by them

were representative of their meanings. This led students to make circumstantial guesses about the connotations of the words. The students were then asked to group the words as per the colours they had given. An illustration of the listed words is given below in Table 1:

Table 1: An illustration of the listed words

Red	Green	Black	Blue
Sagacious	Succinctly	fiendish	Imperceptible
Conflagration	Pertinacity	vile	Incumbent
Malevolence	Expedient	hideous	Inscrutable
Atrocity	Felicity	loathsome	Tranquility

This is only an instance and is not the whole list. The color implication may be individual but grouping should follow the reason of association/undertone. For example, in the table above, black color signifies the words connected to vehemence, offense, detest are grouped under the colour black.

This activity may be done within the text prescribed or text which a teacher chooses to take to the class. A teacher of professional communication/business communication may use some case studies, science fiction, and other relevant literature to teach technical/scientific vocabulary to their students. Further, to extend the activity, students may be given a few topics of paragraph/essay writing. They may be given a task on writing paragraphs/essays of 150 words using words in the table. Students will have a choice to use either all the words of a group in a topic or one word from each group in each of the given topics.

Grouping based on themes/issues: This is a very useful activity especially where some textbook is prescribed for the subject of English Language and Literature. However, a teacher may also collect literature relevant to the contents of a particular syllabus. This particular activity was conducted with the 1st year students of mechanical/electrical engineering for a common paper on English. The students were given 4 short poems and a short story to read and understand. They were given contexts like 'violence', 'globalization' and 'demonetization' etc. They were asked to find a minimum of 10 words from given literature that can be clustered for each of the contexts. It was indeed a brainstorming session for students and they came up with words to be used for each of the contexts.

For the context of Globalisation, the students prepared a list like this:

1. 'mighty', 'achievements', 'impelled', 'antique ponderous', 'unfathomed', 'spurning', 'teeming gulf', 'lofty', from section 1 of the poem "Passage To India" by Walt Whitman
2. 'gaunt', 'disengage', 'marred', 'presage' from the poem "Leisure" by Amy Lowell
3. 'estranged', 'bubbling', 'enthral', 'business matters', 'snatched' from the poem "Reflections Irregular" by John Rollin Ridge
4. 'reign', 'tyranny', 'amendment', 'learning', 'infused', 'emulation', 'exaltation' from the essay "Of Custom And Education" by Francis Bacon
5. 'extinguished', 'subdue', 'importune', 'fortitude', 'enfranchise' from the essay "Of Nature In Men" by Francis Bacon

After students had grouped the words for each of the contexts, they were asked to write an essay of 150 words using the grouped words for their topics. Thus, the activity was quite useful in helping the students recognize not just the meaning of difficult words which they get exhibited too but also the apt usage of words.

B. Picture connection

In this activity, to begin with, the learners were provided a table of 30 words such as reluctance, tedious, cumbersome, perseverance, impetus, and sneaky, etc. They were then asked to identify the pictures that symbolize the meanings of these words. Various sources opted by the students included newspaper clippings, pictures from literary books, pictures from magazines, drawings, and images. The students were asked to compose a paragraph using these words together. They were free to choose their topics. The activity indeed facilitated the students to develop their ideas from a known situation they established through a picture to a new setting they tried to develop through paragraph writing. The words do not become a part of a student's creative vocabulary until or unless he/she uses them in a variety of contexts.

C. Techniques of Narration

Art of narration is another constructive method to facilitate students apply words correctly especially in teaching case studies and group discussions, which are an indispensable part of the B.Tech./B.E. curriculum in almost all the technical universities/institutes across the nation. The methods including object and word association, storyboard, etc can be put to use under this method.

- a. Object and word association:** In this activity, the entire class of B.Tech. (Mechanical Engineering) was asked to move around the campus and get any little object of their choice and then they were asked to gather in the communication lab. Every participant had to show his/her object and one-word symbol to it. The entire class had

participated in this activity. The students got the objects like pebbles, pencil, green leaves, coke tins, instructions sheet, currency note of Rs. 10, comb, etc. The students were told to prepare a list of all the objects and connected words they would use to refer to the particular object. The list made was quite long and an example of the same is as follows:

1. Pebbles-hurdles, barriers
2. Pencil-literacy
3. Green leaves-vivacious
4. Juice bottles- rejuvenate
5. Instructions sheet-compliance
6. Currency note- economy
7. Comb-finesse

After this, the students were asked to create a narrative on any business-related issue using all the objects and their reference words. They could combine the objects and their connotative words with the condition that all the words in the list were to be used in the same form for narrative. With a constraint to use the same word forms and object, this activity inspired students to think creatively and develop a focused communication. For example the success story of a young entrepreneur.

b. Storyboard: [Bhavani\(2017\)](#) in “Vocabulary Instruction: Models Based on Classroom Experiments” endorses storyboard as another effective narration method. She refers to an experiment wherein “the students were given a list of random words and then were asked to log into the website, storybird.com. They were asked to choose any of the story templates of their choice, and using the list of words given, make as many story panels as possible. The students were able to create a single story using 5 story panels or used a single panel to create a single story. They had a limitation of using only 30 words per panel but had to use all the words given in the list” (p. 34). This activity also inspires learners to think innovatively. Moreover, the ready-made story sheets available on various online sources facilitate them to put their thoughts together and come up with a planned write up.

D. Description

The description is one of the most brainstorming tasks often opted by the teachers of communication skills for teaching students of engineering, management and media courses.

- a. There are innumerable things and situations, students can be given to describe, from a newspaper/magazine snapshot of a current business/industrial event to a subjective description of some business tour. Descriptions may be both oral and written. The instructor may first guide the students through some examples and then may ask them to describe things/situations. The best part of this exercise is that instructions to use a minimum number of words about a particular field like sports, entertainment, weather, education, etc.
- b. An excerpt of written text with gaps to be filled in with any word that fits is yet another important task of producing vocabulary. Instructions may be given to use a particular part of speech for filling the gaps like “noun”, “adjective” or “adverb”.

E. Use of Sports Vocabulary

In today’s competitive world, a sport is not merely an activity with various sporting performances, coaches, players, spectators, sponsors, etc rather it is something that can be very instructive and can even fashion the ideological foundation of a society. Sports “communicate a large variety of ideas”([Hill, 2006, p.15](#)).

Youth is a time characterized by budding independence and brimming vigor hence, sports are enjoyable and supposed to develop young people’s skills and talents to the fullest. Even, it is sometimes seen as stimuli for the students who are unresponsive to academics. Indians are physically and culturally observed to be sportive people and nothing can be more inspiring to them than sports. A plain example of the same is how a large number of Indian teenagers remained stuck to their televisions for watching the full schedule of the Cricket World Cup 2019. Maybe many!

In their article “Using Sports Vocabulary to Strengthen English Language Skills of Engineering Students”, [Chandran and Mohanty \(2019\)](#) refer to a small study conducted on electrical engineering students of NIT, Rourkela to examine whether the use of sports vocabulary in classroom assignments could influence and motivate the undergraduate engineering students to take more interest in English learning. Through feedback form and graphical presentation of the responses, the authors recommend that the specific vocabulary tasks based on sports may be provided to the students including preparation of a short, exciting presentation on one’s favourite sport.

Guidelines may be provided on the format, content, and delivery of a presentation, etc. Students may choose to talk about the tools, techniques, rules, regulations, pitch/ground, the global recognition, short motivational stories of world-wide celebrities of their favourite sport. The peculiarity of this method is that its application and utility are not just limited to the engineering students rather it can be well customized and extended to a different set of students.

One important hitch in the use of this method is that students who are not interested in sports do not find this activity exciting and encouraging enough. Another significant observation is that some students become so much immersed in the sports stories that they tend to deviate from the real task of focusing on the vocabulary aspect.

CONCLUSION AND RECOMMENDATIONS

The ongoing discussion reveals that the productive modifications in language teaching pedagogy are certain and groundwork on the materials that would prepare learners to deal with the emerging trends to fortify their talent is the need of the hour. The conclusion is not only derived from the experimental results rather interactions with the students in the classroom. These interactions bear testimony to the fact that the use of creative pedagogy for teaching vocabulary to engineering students has a wide range of current and contextual significance. It keeps the students involved and focused in class. They talk vigorously about the increase in their self-confidence and vocabulary. Though the time spent in the classes was not enough to become fluent in English, the results show that students gained positively at the end of the course. Their capability to be able to articulate their ideas using the words appropriately in a small period is adequate evidence of the fact that creative pedagogy contributes to their lexical development.

ESL researchers go on with their discussions as to how language acquisition and learning relate to each other and how both might function simultaneously in the language classrooms. Ellis (1997) rightly states that SLA research findings may not provide clear-cut guidance for the teachers, but it offers a wide range of concepts that teachers can deduce and make better sense of their own classroom experiences. What is proposed in this paper is just an idea and its usefulness to engineering students but these can very well be customized and extended to a different set of students in any other context.

The usefulness of creative teaching pedagogy has not been fully realized because of the teachers' reluctance to think inventively. The novelty of the study lies in the fact that it will enable teachers to adapt to creative teaching pedagogy, identify appropriate creative pedagogical techniques and innovatively adjust their teaching practices to suit diverse classes.

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