

THE INFLUENCE OF INNOVATION ON LANGUAGE TEACHING

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Innovation is one of the main driving forces of our accelerating economy. Its first definition and models were created by Schumpeter at the beginning of the 20th century. Schumpeter interprets capitalism as creative destruction, which incessantly destroys old structures and incessantly creates new ones, forming a series of innovations and changes [1]. Schumpeter's various models are the expressions of historical development: classifying innovation in terms of time and space, it was significantly different during capitalism in the stage of free competition and during the phase of monopoly capitalism, and it is going through basic transformation in today's era. It is in our age, the post-modern age, where globalization of the economy is gaining ground and where consumer protection or /also/ state aided consulting becomes typical. It is easy to see the significance and use of the above in language teaching. Let us take Schumpeter's innovation types for a start[2], when reviewing the innovation opportunities of the sector. Establishing new goods or a new quality of the old goods: In our case the digital content appearing in language teaching can be considered as a new quality. Digital products present themselves as elements of a virtual world: i.e. mobile applications, videos, distance learning packages. Just a few more steps and shortly mass telepresence, holographic display can be accomplished. *These new technologies appearing* in various disciplines provide new opportunities for language teaching. Psychology is developing new, more effective memorization methods upon which individual training sessions can be built. Brain research is supporting the development of machines that measuring the functioning of the brain and intervening electronically in the processes taking place there may make learning more effective. The new communication technologies of the digital world ensure that the geographical distance between the teacher and the student does not pose an obstacle any more. The almost unlimited availability of new digital contents brings an end to the concept of boring learning. New technologies also mean the opening of new markets. As digital communication is getting less expensive and distances cease, many more students may be reached at any point of the world. A language school may find teachers more easily, and even if they may be at any point of the world they may be employed and become part of the school's own training system. The training organization may also be completely transformed in such a digitalized global system. With the termination of the usual employee statuses tied to a specific place may be set up from entrepreneurs, which can be readily adapted to the actual demands. Language teaching is basically not developing in independent language laboratories, but it is the new developments produced incessantly in various disciplines, that can make teaching methods more effective. The assisting intermediaries, the consultants being part of the model can provide good service for a large language school if they know the different border disciplines and keep track of developments there. Sharing this information with the language school and making proposals for underlying development opportunities of language teaching, good cooperation may be established between the school and the consultants. It is evident that a language school that would like to keep pace with changes and is making efforts to incorporate new innovative possibilities into its methodology is compelled to plough back its profits into investments again and again. However, only these investments ensure its survival and continuous growth in spite of the fierce/long-lasting competition. The above sectorial overview shows the organizing power of economic theories and concepts and their suitability for projecting them to specific industries and making analyses yielding daily benefits.

References:

1. Warner, J. (2013): Capitalism, Socialism and Democracy. By J. A. Schumpeter, The European Legacy: Toward New Paradigms, 18:2, 262-263
2. Derecskei, A., Hámori, B., Hlédik, E., Rosta, M., Szabó, K., Tóth, L. (2012) Innovációs verseny. Esélyek és korlátok (*Innovation Competition. Chances and Limits*), Aula Publishing House, p. 121