" USING INNOVATIVE METHODS OF TEACHING ENGLISH"

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Annotation: *The following article named " Using innovative methods of teaching English" .This work is devoted to make English lessons more effective and productive.*
Pupils of academic lyceum and pupils of the 10th form of secondary schools, students and teachers can use this work in teaching process.
Key words: *Innovative, technique, motivation, create, mixed-background, mixed-level, gapping, collaborate, elicitation, involvement.*

The   actually of the work: It   shows   using innovative methods during the lessons and identifying how can innovative methods build up effective and productive lessons.

The object of the work: The object of our study is the usage of innovative methods to teaching English as a foreign language.

The subject of the work: The subject of research is improving of students' knowledge using effective and productive ways during the lessons.

The aim and the main task of the work : we marked following:fFirstly,1/What **firstly** , to analyze theoretical basis of the problem;

 secondly, to introduce the information about innovative methods;

thirdly,to show the effective methods of teaching English.

Most teachers have seen the reactions students can have to tasks and activities that they do not find engaging: the glassy or rolling eyes, the unfocused

behavior, and the cries of "Not again!" This projects provides practical techniques that students have helped learn over the years to better "activate" materials and tasks in the English language classroom while tapping into students' interests, needs, and aims. Activation techniques, then, are tools to make materials and tasks more interactive and more learner-focused, encouraging students to take more responsibility for their own learning. This projects demonstrates activating techniques through three strategies: elicitation, gapping, and adaptation/ extension.

Innovative moduls for activating materials

Many different language teaching methods have been used throughout history. So, what are the methods of teaching that could be considered as the best methods of teaching? - Unfortunately, there is no prescriptive answer. Each method had its supporters as well as its critics. Some methods have been criticized, rejected and are not used anymore; others are widely used today in many countries; still others have a few followers but are not very popular. Obviously different methods and approaches

work differently for different people and a universal optimum method will probably never be invented. However, the following questions are being asked every day: Which is the best language teaching (or learning) method? How to learn (or teach) a foreign language effectively? What is the method of teaching I should use? Content Based Language Teaching Method or Content Based Instruction (CBI) focuses on the subject matter. The centre of attention can be academic courses such as basic study skills, computers, geography, or cultural knowledge. CBI is effective because students acquire language skills with an emphasis on meaningful content rather than on the language itself. CBI results not only in language acquisition but also in content learning (gaining knowledge), increased motivation, and greater opportunities for <u>employment</u>. Language teachers can create content-based lessons or units by using <u>technology</u>. Elicitation is the process of drawing out something, of provoking a response. Using elicitation as a questioning strategy in the language classroom focuses discussion on the learners—on their ideas, opinions, imagination, and involvement. Classroom discussions that use elicitation as a technique allow students to draw-on what they know—on existing schemata/scaffolding—and provide for a rich sharing of ideas within a sociocultural context (Huong 2003). Graves (in Nunan 2003) points out that elicitation, "because it emphasizes learners' experience and knowledge," helps "to take the focus off of the text as the source of authority and helps learners become more self-reliant" . Elicitation is also an excellent lead-in to many other activities that exercise critical thinking and inquiry (Ngeow and Kong 2003). As illustration, here are two elicitation activities: extended brain-storming and a top-down vocabulary elicitation game.

Extended brainstorming

Brainstorming has but one rule: there is no such thing as a mistake. Anything goes; all ideas are equal and welcome. To practice brainstorming,

teachers should draw on topics that students know and care about. As a teacher, I have always enjoyed learning about student interests, aims, and cultures through Frierian problem-posing, through collaboration and negotiation, and by focusing on loaded, culturally significant topics (Kabilan 2000; Englander2002).

With a Frierian problem-posing approach, the classroom focus moves from a "banking model," where "memorization and regurgita-tion" and "right answers" are emphasized, to a learning environment where students are asked to reflect critically, where exploration is encouraged, and where there are multiple ways to construct solutions to problems (Serendip 2003). When I was a teacher in training at a secondary school in the United States, my students taught me the importance of negotiating topics and activities to make them more relevant to students' needs and interests. I was teaching a large, mixed-level, mixed-background English as a Second Language (ESL) class, and the textbook often left the students uninterested and feeling that the lesson was irrelevant. Many expressed this disconnect by not paying attention and by engaging in behaviots disruptive to other students. So, instead of going page by page

through the textbook, I had the students reflect and ask questions about the subject matter to link to topics they knew and cared about studying, such as low-tider cars, something most of the students had a high level of interest and expertise in. We covered much of the same language-learning content of the chapter in the textbook—which was on travel by car—but we did it through focus on a topic the students truly cared about discussing. The interest was such that the students enthusiastically "published" their own handwritten and typed newsletters, which they posted in the classroom and shared with other students. And if your students are not excited about cars, other topics could include regional or traditional foods, activities, hobbies, or current events.

The first step in the process of brain-storming is to elicit responses from students as a group. Students should be encouraged to respond quickly with the first things that come to mind and to call them out to be included together on a map on the board. As the students give their responses, the teacher can help them see the connections between the generated vocabulary—producing a mind map that links like terms together—by circling key concepts and drawing lines to connect circles.

After the teacher has mapped out the brainstorm, the next step is to ask students to take on the roles of investigative journalists and look at the various facets of the topic under examination through these primary questions:

WHAT?
WHO?
WHERE?
WHEN?
HOW?
WHY?

Students work in groups to brainstorm the topic and one or more of the investigative questions. Depending on the size of the class, 1 might have each group work with one question word, or one group work with WHAT and WHO and another with WHERE and WHEN, and so forth. But it is important that the groups share the results and that WHY questions—or the WHY group—be last, as WHY is the existential question, the question that requires highest-order thinking skills. This overall approach allows the class to investigate findings together, come to conclusions, and perhaps develop thesis statements for potential writing projects.

The activity generates a list of vocabulary items and/or questions. About the topic of "falafel," for example, students could generate either a list of words or questions in relation to WHAT *{What is it? What does it look like, smell like, taste like, feel like, or sound like while you eat it? What are the ingredients?).* The brainstorm can generate questions that the students answer later, and/or a list of words or phrases that link the topic with WHAT. WHO typically generates questions such as *Who is involved in eating or preparing falafel?* and related questions such as *How wide is the distribution of people who partake in the phenomenon of falafel? Do people of all ages and social standing know about falafel?* WHERE and WHEN generate questions and vocabulary about locations where falafel is made *{Where is it made? Where is it most popular?)*

and contextualize the times and rituals associated with it *{When do people typically eat it?)*. The HOW questions help students focus on processes: *How is falafel made? How is it eaten? How often does one eat it?* Finally, WHY helps students understand how to organize their research and agree upon conclusions: *Why is falafel such a popular food? What research findings from the other questions support the conclusion?* As this "WHY" example shows, students are free to add follow-up questions that do not necessarily begin with the same question word; the key is that the questions will lead to an investigation of the topic.

What results from this collaborative effort is a focused, collaborative look at a topic, a preliminary way to organize a great deal of material (the falafel brainstorm might generate a thesis such as, "Falafel is a popular traditional food in the Middle East because it is cheap, tasty, and quick to eat") and establish the basis for writing class publications/ newsletters and cross-cultural exchange projects. These publications can be handwritten, typed, or printed on paper, or they can be published via email, blogs, social networking sites, or other online forums (see http:// oelp.uoregon.edu/learn.html for examples of keypal and cross-cultural exchange sites). Because students are interested in the topic to begin with, they naturally want to learn more about it and are eager to share what they learn.

Elicitation vocabulary games

Another way elicitation can help students develop questioning skills and strategies is through vocabulary games. The one my students have particularly enjoyed has many permutations. In the game, a student or group of students elicits from other students a list of words headed by a title concept. A typical vocabulary set could be about nouns—for example, *Things in a School: blackboards, students, teachers, desks, pencils, erasers, chalk, textbooks. A* vocabulary set could also be defined by the first letter of the words or by rhyme, such as *Words That Start with "B": boys, book, bicycle, bird, big, blue* and *Words That Rhyme with "Eye": I, my, cry, high, He, buy, why.* The set could include actions: *Things to Do at School: study, discuss, explain, write, read, listen, learn, teach.* It could be a more complex list of emotions: *happiness, sadness, loneliness, frustration, surprise, relief.* The number of the words in a list can vary; rules and difficulty can be adjusted for student level. The pedagogic value of die task is in the amount of involvement and practice that the students experience. Typically, the topic and the list of items appear on a card; in pairs or small groups, students try to elicit the vocabulary items on their card from their partner or others in their small group, or from the whole class.

To get the game started, the teacher can demonstrate by using a card that has a topic with vocabulary items that should be familiar to the students; the teacher gives clues so that the class can guess each of the words on the list. Topics can be of general interest or drawn from a recent lesson or class unit. The idea is to foster oral communication, so all clues should be given verbally— no pointing, gesturing, or mimicking an action—with a set time limit, typically one to three minutes. While

demonstrating how the game works, the teacher should pattern the interaction before students work together, illustrating elicitation strategies such as the following:

- giving definitions what something is or is not);
- providing attributes (**large,** small, red, square);
- giving functions ˙used for X; not used for doing Y:
- comparing or contrasting;
- providing a word that the target word rhymes **with;**
- telling what letter the word starts or ends with (if **the** students get stuck).

Students get their cards, with a topic and a list of vocabu-irv items, then prepare and practice in pairs or small groups to give clues that will elicit die vocabulary from the rest of the class—or. more precisely, from the other groups. In large classes, limiting the guesses to one per grc-up helps all groups listen more carefully; it also prevents groups from shouting out random guesses, and it forces the speaker to continue providing information about die target word so that groups can gain confidence that **dieir** one guess is correct. Another option is to keep a tally of points each group scores as it successfully elicits the vocabulary items from the other groups.

At first, rhe teacher will have to prepare cards showing the topic and the list of vocabulary items to be elicited, but once the students learn the rules and have practiced eliciting successfully, the next step is to have the students write their own vocabulary cards, essentially creating the content of the game. Students at different levels of proficiency can come up with their own topics and make their own cards by listing words for each topic. Students can draw subject matter for the cards from vocabulary and topics covered in class as well as from topics of interest. Collaboratively developing their own cards and elicitation strategies allows the students to reflect on what they know and to use critical-thinking skills to order their vocabulary, It also helps the students take the lead in their own learning, to write and help construct materials. And those materials help the teacher, too; as the students produce a portfolio with more and more cards, the teacher can keep a copy of the new materials to use as review or to use with other classes.

Gapping

Gapping refers to the authentic purpose for communication: transferring information, or bridging the gap, from one person to another. In a language classroom, using gapping activities means that each learner needs to negotiate, collaborate, and exchange information toward a common goal. Gapping also provides variety and fosters group work with existing readings and materials. As illustration, we can look at thtee gapped activities: Riddle Schmooze, Monster Madness, and Grids Galore. These activities can be modified to integrate additional vocabulary, prompt a new lesson, or review grammar.

Riddle Schmooze

To "schmooze" is to exchange information, or to chat informally; to come up with a gapped schmooze activity, one needs to have pieces or parts to complete a communicative act. Participants might have parts of a picture and need to find

complementary pieces to make a whole. Or they may have different sections of a printed text (sometimes referred to as a jigsaw reading). Schmooze activities provide students with an opportunity to move about a room, make some (communicative) noise, and practice different registers: for instance, how to greet someone and how to politely interrupt ongoing conversations (e.g., "If you wouldn't mind, I'd like to ask your assistance"; "I'm sorry to bother you ..."; "Hey, dog/dude/man, give me a hand!").

To begin the riddle schmooze activity, the teacher gives each student two slips of paper. On one is a riddle question and on the other is an answer-—the answer to a different riddle (see Appendix 1). Students have one to three minutes to memorize both. Then they fold the riddle and answer and give them back to the teacher. Next comes the noisy mayhem of a classroom of English language learners bridging the gap—chatting with other students to find the answer for their riddle and the riddle for their answer. The teacher should give a time limit and have the students sit down as soon as they have found their riddles and answers. In a variation of this activity, instead of riddles, each student can be given a vocabulary word and the definition for a different vocabulary word and asked to match the word to a classmate's definition and the definition to a classmate's word. In all cases, students are bridging the gap as they fit pieces of information they have with pieces of their classmates' information. (With larger classes, the teacher can copy sets of riddles/answers or vocabulary/ definition sets and have the students work in groups. For example, a class with 50 students could divide into two to five groups, with each group receiving identical sets *of* riddles.)

Meanwhile, the ability of learners to memorize the visual shapes of one thousand words together with each spoken word will vary from person to person. Success beyond a thousand such words would be very hard to document. Any leaner can memorize some or many words in this manner, but a breakdown occurs at some point. New words will show up that aren't in the guidebooks or on the DVD. The student has no basis for using the letters to "sound out" the likely pronunciation of new words. Early successes may be stunning, depending on the learner's motivation to "JUST KEEP MEMORIZING." At system-breakdown time, the student can then be lectured about his or her lack of motivation, psychological causes for their sagging energy, and the shame they ought to feel.

A secondary assignment once students finish schmoozing and sit down is to have them jot down alternative answers to their riddles or come up with any other riddles that they know. When the time is up, the teacher calls the students together and has each student ask his or her riddle to the whole group and goes over the responses. And if riddle answers are not clear to everyone, some students may be able to do the explaining.

Teachers can adapt schmooze activities to work with any question/answer format and with pictures or graphics. And once students have learned how schmoozing works, they can readily develop schmoozing materials by using class lessons or topics of interest, so that, as with the elicitation vocabulary games

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