

The role of innovative techniques in teaching English.

One of the most successful ways in learning English is known as innovative techniques. Among its successes can be counted a new level of awareness and appreciation for the power of innovative techniques as means of both engaging students and developing their reading, writing, listening and speaking skills. As English teachers, we are usually on the lookout for new and interesting ways to stimulate our language learners. When students enjoy class activities, they learn more. New and different activities “out of norm” can also effect positively on the students’ language improvement.

Here are some not-so-commonly used techniques for adding that “new twist” to English classes. 1. Using an iPod or cellular phones during the lesson. Almost each of us suffers from the students who carry iPods or cellular phones. Do not curse and swear at them for using technology in their lives. We can turn it to our advantage. They may use their cellular phones for useful things they need. For instance, they may use lingo- dictionary in translation. They will search words they do not know and their cellular phones serve for their advantage. Besides this, a number of good websites exist that can get the students up and running using this latest new technology for language learning and practice. 2. Learning from films is stimulating and enjoyable. All of us love movies, cartoons. We can make this love to serve us for improvement of the language. Teachers can choose a movie, cartoon or documentaries according to the students’ age and level. Students try to understand each word and by doing it, they develop their listening and speaking abilities. You can give the task — to write the meaning of the part they have watched. On the other hand, just discuss the happened situation. For many students, films are their initial

contact with English-speaking culture. Films are a useful means for students to listen to authentic spoken communication and be exposed to various features of spoken communication, such as vocabulary, pronunciation, voice modulation, accent, speech pace, and tone. In addition, since there are many films based upon a vast number of topics, themes, and issues, the teachers could use them to initiate or stimulate discussions about a certain focus area, be it a historical event, a time or the culture of a foreign country. Films also offer English language teachers with a good opportunity to bring in local themes, natural discourse, and cultural information. They are an ideal way of engaging the students and being advantageous in second language learning at the same time, and teachers could go back over particular clips of the film to give attention to specific phrases or expressions. Films are a fun way for students to relax and learn all at the same time. Not to mention, by bringing popular films into ESL lessons, English teachers could guide students how they can learn from and practice English when watching films in their own time. Motivation is amongst the most crucial factors in considering effective second-language acquisition. Films are an inclusive piece of students' lives today so it makes perfect sense to integrate them into the language classroom. Film, as a motivator, additionally renders the language learning process a lot more enjoyable and entertaining.

3. To hold debate classes. We can take a day to switch roles. Having a "hot conversation" on a topic that they want to talk about — music, movies, techno-bubble, etc. The interest in talking on a favorite topic will make the student to speak in spite of his/her mistake in speech.
4. Using music during the lesson. This activity provides students with challenging learning activities, which helps to improve students' listening skill. Using this technique, the teacher plays a song and then the students should participate in one or more of the following activities:
 - Close Procedure- Selected key words are removed from the text of the song and are placed in a word list that precedes the song lyrics. Students fill in the missing words as they listen to the song.
 - Word Bingo- Students select words from the text of the song and place them in a bingo grid. Individually or in a small group, students then mark off the words as they hear them in the song. The first student or group to check off the words is the winner.
 - Reordering- Particular

phrases of the song are listed in an incorrect order. Students must number the phrases in the order that they appear in the song. An alternative activity is to write the song phrases on sentence strips. Students must then organize the strips in the proper order. Retelling- depending on the language capabilities of the student, retelling can begin with a simulation of the action within the song. Then, the students retell the story of the song in their own words, in a round, with each student contributing as much as he or she can in one sentence. As an extension of this activity, students could work in groups to illustrate scenes from the song. The groups could then retell the story using their illustrations. In many English classes, students read texts and demonstrate their understanding by responding to these texts in writing. While this practice is generally effective, students can be taught the same skills but in a more engaging and innovative way. By utilizing innovative English teaching strategies, teachers can increase students' overall enjoyment of the subject and encourage them to become lifelong learners, continuing their education long after they leave the classroom.

In conclusion, I can say that the methods and techniques given above not only motivate students, as well as due to them they can improve the main four skills such as reading, speaking, listening and writing which are very important in knowing a language.

References:

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