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CREATING NEW INNOVATIVE WAYS IN LEARNING FOREIGN LANGUAGES IN THE CLASSROOM

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Annotation: Learners are natural language acquirers. They are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. Any idea that learning to talk in English is difficult does not occur to them unless it is suggested by adults, who themselves probably learned English academically at a later age through grammar-based textbooks.

Key words: natural language, to acquire, silent period, to interpret, to pick up.

As one of the foreign language learners I can say, we are almost always on the expectation and lookout for new and interesting ways to facilitate our language learning process. We read books, look for new information and as a future teacher we try to figure out which method can be the best to teach and to learn English or foreign language as a learner. In which way we may succeed in Teaching Learning process? On this article, I am going to share some point of my views about this issue.

ELT author and researcher Stephen D. Krashen gave us his Affective Filter hypothesis of Second or Foreign language acquisition. His hypothesis states, that conditions which promote low anxiety levels in class allow improved learning on the part of students. When learners enjoy class activities their Affective Filter is low and they learn more. New and different activities “out of the norm” also lower learner affective filters. Being agree with his opinion I’d like to add that also teacher should give to his/ her learners something new to relieve any boredom and spike their interest. Improving students’ English should be the goal of their courses. To develop foreign language learners’ ability to speak and understand spoken English is important to teachers. These are the successful features of the methods we have to use, in all our schools, to help learners to achieve their goals.

How We Will Learn English

Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies. [1,3]

The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives. They prepare their lessons to facilitate the understanding of the new language being taught and do not rely on one specific method. The teacher proposes a variety of exercises, both written and oral, to improve the learner’s accuracy, fluency and **communicative ability**.

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In my practice I successfully use some class activities that use in learning foreign languages:

1.Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning, students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other. Tests or assessment follows.

2. Think-Pair-Share

It involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

3. Three-Step Interview

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

4. Round Robin Brainstorming

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

5. Three-minute review

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

6. Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

These activities motivate your students to work in the practical lessons.

Cooperative learning increases student motivation by providing peer support. As part of a learning team, students can achieve success by working well with others. Students are also encouraged to learn material in greater depth than they might otherwise have done, and to think of creative ways to convince the teacher that they have mastered the required material. [1]

The teacher corrects errors immediately if the scope of the classroom activity is **accuracy,** but if the scope of the activity is **fluency** these errors will be corrected later

on. The teacher develops all four linguistic capabilities (reading, writing, listening and speaking). To improve pronunciation the teacher uses drills, where students repeat automatically the phrases spoken by the teacher. The teacher helps the student **personalize** the use of grammatical and lexical elements used in class. At times the teacher may translate – but only if they know both languages very well and believe it is the most efficient way to provide the meaning of a new concept in that moment, especially for abstract ideas.

In Today’s world Teaching / Learning process is almost based on through speaking that is called the Communicative Method. Modern and professional teachers are trying to follow a Communicative Method syllabus working on all students’ English language skills. In such lessons we will participate in classroom discussions, work in small groups, in pairs or individually. We will practice our English pronunciation, intonation and accent.

Speak English as Much as Possible

The more we practice and the more exposure we will have to English, the faster our ability and confidence will improve. Teachers encourage students to use English as much as possible outside class. They want to their learners to be surrounded by English; their goal is to make sure that we can learn as much as possible in a short time. Teachers try to create friendly English classroom atmosphere to facilitate learning process for students. They are always here to help us to reach our full potential at EC. Our teachers provide useful and interesting lessons, all taught in a fun and relaxed way. I strongly believe, our teachers will guide us, support us, build our confidence and give us feedback. With the help of our teachers, we can practice listening to authentic and different English accents. [2]

Our lessons are designed to be relaxed and fun. That’s because we believe we will learn more in a friendly atmosphere. We will feel confident using English and we will speak as much as we can.

Luca Lampariello, a hyperpolyglot and language consultant who speaks twelve languages, says: "The best method is the method you like.

"Languages cannot be taught, they can only be learnt. The best way is to tell students right away that they are responsible for their own learning process, and the teacher is just a guide who has to motivate them."

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