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INNOVATIVE METHODOLOGIES AND TECHNIQUES IN TEACHING ENGLISH AT HIGH SCHOOL

У статті розглянуто роль інноваційних технологій у вивченні англійської мови у ВНЗ. Представлено інноваційні методики навчання англійської мови, а саме – комп'ютерні презентації, інноваційна дошка, презентаційні плакати з рейкою, відеоконференції, проектне навчання, вебквести.

__Ключові слова__: комп'ютерні презентації, інтерактивна дошка, презентаційний плакат з рейкою, відеоконференції, проектне навчання, вебквести.

В статье рассмотрено роль инновационных технологий в изучении английского языка в ВУЗе. Представлено инновационные методики преподавания английского языка, а именно – компьютерные презентации, инновационная доска, презентационные плакаты с рейкой, видеоконференции, проэктное обучение, вебквесты.

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In the article the role of innovative technologies and techniques in learning a foreign language of future teachers are covered. Innovative technologies such as computer-based presentation technology, interactive whiteboard, flip charst, video-conferencing, project teaching and webquests are presented.

__Key words:__ computer-based presentation technology, interactive whiteboard, flip chart, video-conferencing, project teaching, webquests.

Higher education worldwide is undergoing substantial changes in terms of organization and function in response to globalization forces such as demographics, economic structuring and information technology which are introducing new conceptions of educational markets, organizational structures, teaching methodologies and teaching content. There is increasing diversity in the student population in terms of culture, socioeconomic status, educational and linguistic backgrounds. These developments are impacting on the way we understand academic communication. Traditional teaching methods such as lectures and seminars are taking on new shapes and meanings while new modes of teaching are being introduced. Also, assessment methods are undergoing major changes with traditional ones assuming new meanings and new ones being introduced. University programs themselves are increasingly complex, tending to combine modules across disciplines and using new

modes of distance and electronic teaching. These developments are posing new communicative challenges to students to cope with varying genres and contexts and to handle meanings and identities that each environment evokes.

The first decade of the 21st century has been witnessing a phenomenal expansion of the ways in which learning and teaching are delivered, and this is equally applicable to ESP. There are a wide variety of current methodologies and approaches to teaching English. It's teachers' task to choose the method or combination of methods which will most benefit the students.

Language is for communication: it's not enough to know the material; students must be able to convey intended meaning appropriately in different social contexts. So, teachers should work on developing motivation to learning English by establishing meaningful situations, which can occur in real life. The communicative approach emphasizes a different role of the teacher in the teaching process. The teacher becomes the facilitator, who promotes interactive situations for students. The students become communicators; they become responsible for their own learning. They actively participate in speaking and try to make themselves understood, even if their knowledge is incomplete. The main attention in teaching students is given to performance, the ability to use the language in such situations, which are very close to real ones. They use the language in different activities as games, role-plays, problem-solving tasks, discussions (of books, video films etc.), presentations with the help of computers and PowerPoint. Activities can be carried out in small groups where each pupil gets more time for learning and speaking [1].

So, students are given a lot of various tasks, types of exercises, kinds of work which should be both exciting and helping them to learn English in real-life situations. And consequently, success in learning a foreign language depends not only on innate ability, but also to a great extent on whether an individual wants to learn and feels capable of learning.

Computers have changed the world of classroom presentation forever. Presentations software, such as Power Point, increases our capacity to present visual material (words, graphics and pictures) in dynamic and interesting way. In fact, the software offers a more interesting way option where we can mix text and visuals with audio/video tracks so that pictures can dissolve or fly onto and off the screen, and music, speech and film can be integrated into the presentation [5].

One of the major technological developments in the last few years has been the interactive whiteboard, the IWB. You can present visual material, Internet pages, etc. in a magnified way for everyone to see, but it has two major extra advantages, too. In the first place, teachers and students can write on the board which the images are being projected onto, and they can manipulate images on the board with the use of special pens or even with nothing but their fingers. The pen or finger thus acts as a kind of computer mouse. Secondly, what

appears on the board can be saved or printed so that anything written up or being shown there can be looked at again.

Enthusiasts for IWBs point to this extraordinary versatility and to other tricks (for instance, the ability to mask parts of the board and gradually reveal information). They say that the ability to move text and graphics around the board with the pen or finger is extremely attractive, especially for young learners. They also emphasize the fact that text, graphics, Internet capability, video material can all be controlled from the board.

Another very interesting and important way of presenting teachers techniques is the usage of flip charts. Flip charts are very useful for making notes, recording the main points in a group discussion, amending and changing points, and for the fact that individual sheets of paper can be torn of and kept for future reference. Flip charts are portable, relatively cheap and demand no technical expertise. They work best in two particular situations. In the first, a teacher or a group leader stands at the flip charts and records the points that are being made. The participants can then ask for changes to be made. When an activity is finished, students can walk round the room seeing what the different groups have written or what points they have noted down.

One should be aware of the potential and practical applications of video-conferencing in international contexts where face-to-face teaching or exchanging of knowledge may be difficult. The video-conferencing definitely reaches traditionally disadvantaged learners and empowers students who – upon graduation – will be better equipped to cope with the challenges of ELT/ESP in variety of contents. The video-conferencing also includes train-the-trainer sessions for ELT/ESP lecturers who benefit not only from new transferable skills, but also undergo meaningful continuous professional development. Moreover, it breaks new ground in ELT/ESP delivery in both countries engaged into the conference and demonstrates that blended learning and e-learning can be a plausible replacement of or an addition to face-to-face tuition [2].

Any video-conferencing is highly practical since lecturers who mentor their students put the transferable skills to good practice with future generations of trainee teachers, even if the conference is not repeated students make an immediate practical application of what they have learned on their video-conference.

We normally have access to theoretical books and Internet resources in our country, but we are not given an opportunity to sample good ELT/ESP practice internationally. This practical update is being brought in via video-conferencing. Another important aspect of the ELT/ESP video-conferencing is the fact that lecturers' awareness of alternative practices and international ELT and ESP is certainly raised.

The video-conferencing satisfies the academic demands and students'

communicative needs which have shifted in response to the changing scene in higher education. Nevertheless, it requires the critical and comprehensive analyses of the methodological complexities involved and the theoretical and pedagogical implications.

The video-conferencing is ultimately essential as students are exposed to a variety of native and non-native (but intelligible) accents; however the non-native in ESP should be given a voice in the new century. We say it is essential since the use of non-native speakers' voices reflects the actual situation: most of the interaction European students will have in English will be with other non-native speakers and not with native speakers of any of the traditionally accepted varieties. So our prejudices towards a more suitable role for non-native speakers in ESP listening materials should be eliminated. So, the video-conferencing for ELT and ESP has the potential of being a dynamic tool for educators in most circumstances as it gives teachers and learners the opportunity to discover content, promote dialogue and express opinions synchronically and asynchronously.

Naturally, teaching ESP is successful when it is topically focused and the students learn the language through the content. Over the years teachers have tried teaching ESP through other subjects and topics and the knowledge of modern teaching methods has given the possibility to achieve the integration of language and content, notably by means of project work. When using projects in content-based ESP teaching, students are getting acquainted with real examples of how the subject-matter content is expressed in English. On the whole, project work is not a new methodology, although it is becoming an increasingly popular feature within the ESP classroom, in particular, in creating students' projects [3].

Despite the fact that there is still the need of unified projects' typology development, among different types of projects most researchers single out a blending of two – information and scientific projects. The peculiarity of information and scientific project is that during the development of the project, student undergoes all the stages of the real scientific research. Among the benefits of incorporating information and scientific projects into the English learning environment are not only the opportunities for students to develop their confidence, independence, autonomy, but also increasing interest, motivation, the possibility to use language in a relatively natural context and participate in meaningful activities which require authentic language use.

As significant as the project teaching may be, one is still left with the impression that ESP teachers usually avoid using information and scientific projects by number of reasons: these projects are usually time-consuming, require careful planning, administration, assessment etc. However, regarding learning outcomes that are obtained during the development of the information and scientific projects, we can get thing worth the effort.

Projects can be organised in a number of different ways, but they generally share the same sequence: the briefing/the choice, idea/language generation, data gathering, planning, drafting and editing, the result, consultation/tutorial. So, students start gathering necessary information for the deep theoretical review and analysis of the subject-matter, plan the structure and the content of the thesis, then proceed with getting practical results and conclusions. These stages are the parts of both scientific researches within the students' specialty and English information and scientific project. The results of the projects can be presented every third or fourth lesson in a suggested way: 1) short student's oral presentation and written report (first stages – reviewing and analyzing); 2) Power Point presentations (planning and structuring stage, conclusion); 3) all possible ways of presentation: reports, Power Points, students' abstracts in the scientific journal of the group, audio– and video materials etc. (for the final project presentation); blogging and social networking for group discussions and questions (during the whole period) [4].

Information and research projects in the ESP are an effective method of combining language and content learning. When the content is interesting and relevant to their other studies, students may be more motivated than when the focus is just on the language. The second idea is that, by using topics they are familiar with and, if possible, that they have recently studied in their mother tongue, students will be able to learn more as they will already know a lot of the content and context.

Webquest is a good example of a multi-skill project; it is a particular type of information that is provided by a kind of (Internet-based) extended project called webquest. In a webquest the teacher prepares an introduction for students and then gives them 'clickable' sites to visit in Internet resources to use for researching.

In the following webquest students have to write a report about living conditions in the tenement built for immigrants to New York in 1820s and 1830s.

In the *Introduction* phase, students are told about the construction of tenement houses and how people were crammed into them as tightly as possible.

In the *Task* phase, students are told that they must investigate the living conditions and write a report summarising the situation and offering solutions. They are told to use worksheets provided for them and follow template they are given. They are advised that they can always consult the additional resources sections on the website.

In the *Process* stage, students are given investigation stages, and, crucially, links to click on which will take them to websites that the teacher has selected so that they can complete their task.

Finally, in the *Evaluation* phase, students are shown how (and in according to what criteria) their work will be assessed.

The point about webquests is that the Internet research is a stage towards some other goal. And, thanks to the wealth of material available on the Internet, students can do significant research (including text, film and audio clips) at computer screen rather than having to go to a library).

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