PRODUCTIVE TEACHING METHODS FOR LEARNING ENGLISH

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ABSTRACT

This article is dedicated to help readers to make teaching more effective, by attending to learning and the inner mental world of the learner, and by then understanding how classroom activities and teacher decisions can create or limit, children's opportunities for learning. It is about how to teach students and learners with the help of some helpful methods and exercises, by mentioning many intricacies, obscure rules, and exceptions.

KEYWORDS: *Game,Method,Teaching Foreign Language To Children,Activity,Benefit, Grammar, Interactive Teaching, Diagramming Sentences, Practice And Consciousness-Raising.*
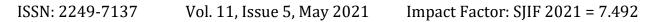
INTRODUCTION

Grammar of English language is partially complicated for not only native but also for second-language speakers and learners. There are plenty of obscure rules, exceptions and intricacies which come as no doubt that various generation of teachers have experienced during their life time to literate writers of English language. In today's society, literacy is highly valued, and it is willing to adapt to more effective methods of teaching grammar [4].

Interactive teaching:

Incorporating games into lesson plans is another method of effectively teaching grammar. These teach grammar and help students retain what they have learned. This method allows educators to tailor their content to students with different learning styles. As time goes by, many methods of teaching grammar have been developed and have been abandoned by some, combined by others, all with the aim of teaching students to converse effectively with one another in English.

The grammatical complexities of English make each method affect learning abilities differently. Some lessons are easier to learn than others, while some may require

more explanation or practice whatever method of teaching grammar is employed, a well-rounded understanding of English grammar is the most important factor in improving literacy in students.

Diagramming sentences:

In the early part of the 19th century, diagramming sentences, one of the oldest methods of teaching grammar, was invented. Through this method, students visually map the structure and relationships between different parts of a sentence. The method is especially helpful for visual learners, but it virtually disappeared from modern instruction at least thirty years ago. A variety of diagramming approaches are available to visualize sentences, ranging from the Reed-Kellogg system to dependency grammar, and all illustrate how the rules of grammar relate to one another. Diagramming sentences regained a small pop-culture influence in the form of famous openings in print and websites that allow you to diagram every sentence to your heart's content.

Cognitive Code Approach:

In Cognitive Approach, to begin with the linguistic use rules are displayed and after that the learners are uncovered to cases of structures from which the learners may initiate the learning standards on their possess. Besides, syntactic blunders are considered inescapable, which are adjusted through self-correction exercises.[5]

Practice and Consciousness-Raising:

For most instructors of English, the need of instructing linguistic use is to help learners to internalize the structures/rules of dialect, instructed in such a way that they can be used for communication both composed and talked (Ellis, 2002). For this reason, the two terms hone and consciousness-raising are vital to characterize in this paper since they play an critical play in successful grammar instructing, particularly within the case of EFL.

Practice

1. A particular linguistic highlight is disconnected for centered attention;

2. The learners are required to deliver sentences or explanations comprising the targeted highlight;

3. There is desire that the learners will perform the linguistic feature correctly

4. The learners will be given with openings for reiteration of the targeted feature.[6]

What the English offices ought to do is to allow distant more time and vitality to the instructing of English dialect and concentrate on planning dialect instructors. In the event that we need way better educating of English dialect and its utilize, we must get ready more competent dialect instructors since as it were they can bring the alter and make strides the quality of English dialect instructed and utilized accurately by the learners.

A game is a structured form of play,usually undertaken for entertainment or fun,and mostly used as an educational tool.Key components of games are goals,rules,interactions and challenge.All games generally involve mental or physical stimulation,and often both.Many games help develop practical skills and physical skills.Also playing games requires learners to pay great attention to detail. As game can move quickly when playing a game a learner needs to be attentive. This

attentiveness when playing a game can help learners to stay focused on other tasks in the classroom throughout the day.

The most effective way to learn foreign languages without boredom,using mental and physical activity,is a game.So now we have to ask ourselves why we should not use such a reliable method. Our answer is that if we aim to accomplish something in life,then we must take steps to achieve it and build a path that leads to a goal for ourselves. Today we aim to teach foreign languages to young learners through games to achieve this goal we use a variety of methods.Games provide so many benefits for people of all interests and abilities.Children especially love playing games and these activities provides such a great opportunity for them to practice so many skills.Taking this opportunity,we teach foreign languages to young learners as well.

First we need to know how games effect young language learners and what opportunities they provide.Together we will list how useful games are for children.

1. Helps with fast strategic thinking and problem-solving.

2. Increase a child's memory capacity.

3. Develops hand-eye cordination.

4. Beneficial specifically for children with attention disorders.

5. Increase confidence.

6. Improve mental health.

7. Give motivation.

8. Make learners more optimistic toward life.

9. Increase children's creativity and promotes.

10.Develops speaking and listening skills [1:p5]

We briefed young foreign language learners on the benefits and opportunities of games. Nevertheless, we felt it appropriate to share with you an insight into the most important benefits and opportunities. We know playing games in the classroom or anywhere is always fun. Because when playing a game, endorphins are produced that stimulate the brain and gives pupils a feeling of euphoria. This feeling of euphoria creates a great sense of happiness and excitement for pupils in the classroom, developing a positive learning. So, playing games in the classroom increases class cooperation, in these games can also be used as a team-building exercise. In this way, pupils learn how to take turns, build respect, listen to others and play fairly[3].

We will reveal a secret to those who know that their child's interest in learning a language has died down and do not know why. In this lesson having to answer questions on a worksheet or produce a page of text can be quite daunting and stressful for some pupils. It can also create a negative perception of a child's learning environment. As an alternative to worksheets, games can be used as a less stressful way for Childs to demonstrate their knowledge, skill and understanding of a topic. Being less stressed will help Childs to have more positive perception of their learning environment and also give a true indication of their own learning.

Now that we realize the importance of games to foreign languages learners,the next step is to apply them within the classroom.When we reseaching games to use as classroom activities,it is easy to see a correlation between popular children's games and the adapted classroom version.All creative teachers will find that almost any game can be adjusted to suit the needs of a lesson.So in this time teachers should be careful about choosing games if they want to make them advantageous.

Firstly,the teacher should decide on the purpose of a game.A game may seem appropriate and useful.However,when its value is considered from the view point of foreign languages teaching,it may have little or no purpose.So considering the level of the game is equally important while choosing game.In this case teachers must decide whether the level of the game fits young learners' language level because games may become difficult when it is beyond the young learners' level or it may become boring when learners find it too easy to carry on it.Then we recommend fun games for young learners.They include the following games:Role play games/dramas,sorting,ordering or arranging games,matching games,labelling games,exchanging games,board games,guessing games and the others.

To sum up,Games are pupil-focused activities requiring active involvement of learners.In Crookall's opinion,learners and teachers change their roles and relations through games and learners are encouraged to take active role in their language learning process.As a result,a lot of games provide learners with a chance to direct their own learning.From an instructional view point,creating a meaningful context for language use it another advantage that games present.By using games,teachers can create contexts with enable unconscious learning because learners' attention is on the message,not on the language.Therefore,when they completely focus on a game as an activity,children acquire language in the same way that they acquire their mother tongue,that is,without being aware of it.

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