

METHODS THAT WORK

This article observes methods that made a good showing in conducting English lessons. Use of blackboard, visual aids, language exercises and games as well as authentic materials — rhymes and songs — are described here.

Language learning can be dull, especially if the learners feel little real need to be learning the foreign language anyway. We must not forget that a great deal of time in teaching is devoted both to interaction between the teacher and the learners, and to interaction among the learners themselves [1]. The difficulty is to catch and rivet their attention. The personality and enthusiasm of the teacher is probably the most important single factor in enlivening a lesson, but the learning process itself should be exciting and enjoyable. You can make it so, by frequent changes of activity and a diversity of materials.

Together with four skills (reading, writing, speaking and listening) teaching of language needs mastering the vocabulary and grammar. The following aids are successfully used by teachers to help students support interest and laboriousness during the lesson.

I. Using the blackboard enables teacher to avoid excessive use of the mother tongue. In many ways, a blackboard is more essential than a textbook. When students look at a page, their eyes and thoughts could be anywhere; when they look at the blackboard, it is apparent that their attention is on what the teacher has written or drawn. On the blackboard you can lay out *grammar structure, evaluating blackboard models, language practice tables*; draw *simple blackboard sketches* (faces, age, sex, stick figures, actions, buildings, objects), *building up pictures* (movement, the teacher's talk'n chalk, using composite pictures for review), *diagrams etc.* Simple tables and sketches are an effective means of prompting oral work and of personalising the language of the textbook. As the old adage says, *One picture is worth a thousand words* [2].

II. Using visual aids enlivens learning, it is motivating and eye catching. Visuals are portable, inexpensive, and easy to make and use. Among them: *flashcards, clock face, wordcards* (Wh- question cards, word card sentences.), *letter cards, number cards, magazine pictures, moving pictures, finger puppets* (for dialogue work), *realia* (stamps, labels, price stickers, packets, cans, tickets etc.), *magnet board, wall posters, worksheets* [2]. The use of visual aids makes a lesson less predictable and more challenging.

III. Language learning games. The learning burden of material can be affected by the way it is taught. Through games, learners practise vocabulary, spelling, grammar and structures. Motivation is enhanced by the play and competition. An added benefit is that the learner's attention is on the message, not on the language [3]. Games can be used as time fillers being at the same time effective teaching-learning instruments. Among them: 1) *number and letter games* (bingo, secret messages, prices, count again); 2) *word games* (word sets, word building, card scrabble, my shopping basket, anything to declare?, sound chains, letter chains, word associations, spoilt telephone, the grammar focus games); 3) *speaking games* (20 questions, chain story) [2].

IV. Songs and rhymes deserve a regular place in the classroom. In addition to providing useful words and structures, they impose the correct use of the prosodic features on the learners. The prosodies are stress, rhythm, intonation and syllable length — features which affect whole sequences of sounds. Once the song or rhyme has been learned, it is in the student's minds for the rest of their lives, with all the rhythms, grammatical niceties and vocabulary. Songs and rhymes also give insights into the target culture. They are authentic texts.

Songs and rhymes can be handled in different ways: 1) the *ostensive way* (pictures and mime); 2) *translation* (to save time); 3) *cloze texts* (in the written text key words or phrases are deleted); 4) *focus questions* (write some questions beforehand in order to guide the class listening); 5) *true-false statements* written on the blackboard (after listening); 6) *private study* (students read the text silently, ask for any needed explanations, then listen); 7) *jigsaw listening* (teacher provides a jigsaw version of the text before it is heard. The listening acts as a self check); 8) *disappearing texts* (the students read the text from the blackboard as they listen. Afterwards they sing it, but some words and phrases are gradually erased and students have to use (force) their memory) [2].

V. Drills are often criticised. They deserve condemnation when they are done badly. The most common purpose of drills is to involve the whole class

together in the practice of grammar patterns. We also use drills to get students to learn useful phrases by heart. For this we use *repetition drills*. They can also be used to practise pronunciation, stress and intonation patterns. *Chaining* (as a variant of repetition drill) is a technique by which the teacher adds new elements to gradually increase the length of the repeated phrase. A *transformation drill* gives the class practice in making changes to grammar patterns. *Substitution drills* give students confidence in adapting the lines of a dialogue before they go into pair work practice.

The drills should be brisk and short (40–60 seconds for each one, not more than six or so drills at one time). Long utterances should be broken down into shorter parts. Give clear gestures to show who is to speak, rather than using names. The learners must

know what they are saying. Let them hear the pattern several times. Don't forget to praise well formed utterances.

Every teacher aims to be an effective teacher. The language teaching is seen to result from interactions among the curriculum (planning), instructional materials, and methodology. Speaking about methodology we discover that it can be characterised as the activities, tasks, and learning experiences selected by the teacher in order to achieve learning, and how these are used within the teaching process. These activities are justified according to the objectives the teacher has set out to accomplish and the content he or she has selected to teach. [4] So, the more variable and colourful the aids of the lesson, the more successful the results are.

1. Reflective Teaching in Second Language Classrooms. Jack C. Richards, Charles Lockhart. Cambridge University Press. (1994) p. 62–65, 138–143.
2. A Practical Handbook of Language Teaching. David Cross. Prentice Hall International (UK) Limited. (1992) p. 101–119, 153–178.
3. Teaching and Learning Vocabulary I. S. P. Nation. Heinle and Heinle Publishers. (1990) p. 2–3, 29–33, 39–48.
4. The Language Teaching Matrix. Jack C. Richards. Cambridge University Press (1990) p. 11, 38.

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МЕТОДИ, ЩО СПРАЦЬОВУЮТЬ

У статті розглянуті методи, що добре зарекомендували себе у проведенні занять з англійської мови. Це — застосування дошки, вчасне вживання наочного матеріалу, мовні вправи та ігри, а також залучення автентичного матеріалу — віршів та пісень.