



Advantages of Using Teaching Strategies and Innovative Technologies in Teaching English

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INTRODUCTION

To improve one's language we need media to be used. One of them is game. The definition of game is an activity that you do to have some fun [3, 186]. Games can make the students more focus in learning, because they do not feel that they are forced to learn.

Games can lower anxiety, thus making the acquisition of input more likely [1, 118]. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be media that will give many advantages for teacher and the students either.

MAIN PART

The useful of games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment other useful of games are:

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between for and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus [1].

The game context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children.

Through playing games, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

Even shy students can participate positively.

Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more alive in English (practice)

Motivate pupils to want to learn English by using interesting and enjoyable learning activities. E.g., project work, games, drama. It means learning by playing.

Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested [63].

Help pupils to develop personal reasons for learning English. For example by encouraging out-of-school class activities, e.g. pen friends, project, reading story books.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. Most language games make learners use the language instead of thinking about learning the correct forms. Games should be treated as

central not peripheral to the foreign language teaching programme. Games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. Games can lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson [1, 224].

In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. Many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. Many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" [33, 36]. Games ought to be at the heart of teaching foreign languages.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency [4, 44].

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use [3, 20].

According to Lewis' investigation, games are fun and learners like to play them. Through games learners experiment, discover, and interact with their environment. He presents the following advantages of using games in language learning:

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many learners between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.

The game context makes the foreign language immediately useful to the learners. It brings the target language to life.

The game makes the reasons for speaking plausible even to reluctant learners. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

Even shy students can participate positively [3, 22-23].

- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material [5,42].

In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.

Language learning is hard work. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

Games help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

CONCLUSION

One problem with using games in the classroom is that some teachers feel lazy. They often complain that they do not enough time to prepare the games. Surely, some games need preparation and time. If a game needs some stationery (such as some cardboard, paste crayons, etc.),it really takes some time. On the other hand there some easy games that do not need any preparation. If you have an archive with instructions of games in your personal file, you do not have to look for them when you need.

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