THE ERA OF ENHANCED COMMUNICATION WITHIN TEACHING AND LEARNING PROCESS

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Abstract: At the turn of the century communication, collaborative learning, creativity and myriad of methods and techniques used to raise motivation expose both teachers and students to authentic English, offering endless opportunities to enhance the language teaching and learning creatively and freely. Analysis of culture and language, creates fascinating reflection of the eras, personal turmoil, intrapersonal relations and ordinary or fatal events. Media serves as a catalyst and is interwoven in all stages. Attempt is made to explore creative expression and made inquiry at the crossroads of teaching, implementing different tools and creating variety of lessons, incorporating ideas, and using multimedia. These attractive and fascinating resources serve as springboard to motivation. Furthering its implementation in the English class breaks the mold of stereotypes and weaves the fabric of creative approach.

Keywords: motivation creativity methods techniques media

INTRODUCTION

In today's diverse classrooms, **innovative** refreshing **teaching methods** are key elements of both professional development of educators and delivery of the language to the students as target audience.

Motivation covers practical and theoretical sides of development of personal motivation as well as professional attitude relating communication ability, workplace-study place relationships and positive manner, focusing on ethics, excitement and synergy via engaging and motivating students. Motivation serves to promote interaction with students, creating student -centered interactive learning environment, gaining ability to use various multimedia tools in class activities, promoting deep learning through interactivity, triggering long-term retention of the learnt material, enhancing strategic learning experience of students with modern methods that engage and motivate them.

Guided through practical steps of combining lectures, case studies, group discussions and other innovative methods, students and instructors approach the issue of innovative, creative teaching in systematic way that leads to major changes in the way students learn, study and perform and enables them with different perspectives on teaching methods with group activities.

 Creativity is acknowledged to be important in education both for economic growth and as an everyday life-skill. Research has indicated that organizational climate, defined as 'the recurring patterns of behavior, attitudes and feelings that characterize life in the organization', can help or hinder creativity. Hence 'climate' is a potential explanatory factor for the lack of creativity documented in student outcomes. Three of these dimensions are in focus :challenge, freedom and idea support. Some analysis conducted revealed that students felt that much of the work they do lacks challenge and freedom. They also perceived a lack of support for their design ideas which leads to conclusion that students do not perceive the climate in their classrooms as conducive for creativity. Teachers' perceptions differed somewhat with reference to the respective culture in which they are located and is usually performance based. Acknowledging the difficulties this poses, it is argued that, the climate is 'in the hands of the manager 'i.e. teachers can change their practice to enable creativity to flourish. Tentative suggestions for ways forward are suggested.

COOPERATIVE AND COLLABORATIVE LEARNING

Cooperative learning refers to methods of instruction that organize classroom instruction so that groups of 2-6 students work together to reach a common goal. It involves all group members who share in process, content, and accountability.   Perhaps one way to envision cooperative learning is to look at the three most common types of classroom organization.   Classroom learning environments around the world generally fit into three social categories: competitive, individualistic, or cooperative (Johnson, Johnson, & Holubec 1994). In the cooperative classroom the achievement focus shifts from the individual to the group. The classroom conditions necessary to implement Cooperative Learning include organizing your classroom for teams and organizing your students in teams. The essential elements of cooperative learning (Johnson, Johnson, & Holubec, 1994) are positive interdependence, individual accountability, group processing, social skills, and face-to-face interaction. If round tables are not an option, clusters of desks can be used to get students close enough to one another to cooperate. How you organize your classroom will most likely depend on how often it is your classroom or do you share it with more colleagues. Within a single classroom and within a single day, teachers may make use of both formal and informal cooperative teams. This practice is known as *flexible grouping* and allows teachers to make strategic decisions about teams on the basis of the instructional goals. Cooperative teams may be formed randomly or purposively. Random techniques are used when there are no important criteria to guide team

formation. Random techniques are often used to create teams that will function for only a short time (a class period for example), with students who are experienced with cooperative learning, or with more mature students.

Techniques for forming random teams:"Tokens" ,"Hum-dingers" "Line-ups"(typical line-ups include organization by birthday, by height, and by location of birth (east to west). *"Groups of Choice"* when teacher allows students to form their own teams on basis of common interest, project, goal.

Tools & techniques for promoting Group Processing-*"Lesson Plans"* – The easiest tool for implementing Group Processing implementing cooperative learning. In the Three-phase lesson presented Group Processing fits most naturally in the assessment phase of a lesson*;"Questions"* – Asking students to discuss and evaluate their team functioning, the discussion uses certain prompts. *"Talking chips"* – Talking chips are used to ensure all team members have a voice during group processing. Each team member is given two or three colored chips. *"Talking sticks"* – The talking stick technique is similar to "Talking Chips." However, with the Talking Stick, only the team member holding the stick is allowed to speak. He may hold the stick for an agreed-upon length of time (usually one minute) before passing the stick to the next person on the team. "Non-linguistic organizers" – Non-linguistic organizers are effective tools for teams to use during group processing.

Tools & techniques for social skills instruction As a result of the complex nature of social skills, teaching them requires a combination of methods for declarative and procedural knowledge. Any of the methods presented in *Dimensions of Learning* (Marzano, Pickering, Blackburn, Arredondo, Brandt, Moffett, Paynter, Pollock, & Whisler, 1997) for declarative or procedural knowledge will be effective in teaching social skills. One of the most-used approaches is the "T-Charts" – Visual organizers can help students construct meaning for the concepts expressed in specific social skills. Visual tools also assist students in organizing and integrating their new knowledge with their prior knowledge. *T-Charts* help students identify specific actions and spoken communication associated with social skills.

Using cooperative structures to implement cooperative learning Teachers who are new to cooperative learning feel overwhelmed when trying to create original classroom activities engaging their students, including meaningful content, and including all five essential elements of cooperative learning. The use of cooperative learning structures is one way of relieving the classroom teacher's stress in creating original cooperative learning less*o*ns. Several of the activities that follow are just a scratch on the surface of multiple cooperative, collaborative and creative activities.

Think-Pair-Share-The learning activity involves explaining answers/ideas to another student. The instructor poses a question to the class. Students write a response and then share it with a student nearby. Students clarify their positions and discuss points of agreement and disagreement. The instructor can use several answers to illustrate important points or facilitate a whole class discussion. (1. Instructor poses question to class ;2. Students write a response (1-2 minutes);3. Students pair up with another student nearby;4. Each student explains his/her response to the other;5. If they disagree, each clarifies his/her position and determine how/why they disagree); What is the benefit of it? Multiple effects: keep students engaged in large classes, prepare students for whole class discussion, review target key concepts ,enhance students' meta cognition, student responses are feedback to the instructor about how they are making sense of the material.

Reciprocal Teaching-The learning activity that involves students teaching one another in groups. Students jointly read a text or work on a task. Students take turns being the teacher for a segment of the text or task. In their teaching role students lead the discussion, summarize material, ask questions, and clarify material. An example focused on reading:1. Instructor preps students by showing how to read a text2. In groups students jointly read course material (e.g., primary source, article, artifact)3. Students take turns being the teacher and leading discussion of a segment of text 4.Student summarizes the segment, asks a question, and clarifies material. This activity improves students' ability to do specific intellectual activities such as reading primary sources, interpreting graphs, analyzing artwork ,role of teaching puts student in position of monitoring their comprehension and re-organizing the material and exposes student to other ways to interpret the material.

Think-Aloud Pair Problem Solving (TAPPS) -This learning activity involves solving problems. Students work in pairs and alternate roles. For each problem one is the solver, the other is the listener. The solver thinks aloud—narrating his/her reasoning process—while solving the problem. The listener prompts the solver to keep talking and asks for clarification but without intervening to help. Phases are:1. Students form pairs and explain the roles: a. Problem solvers: talk through their reasoning process as they solve a problem. Listeners: encourage PS to think aloud and ask for clarification as needed2. Pairs solve a set of problems and alternate role for each new problem. Why implement it? Emphasizes process rather than product; Students can practice formulating ideas, rehearse routine skills, attend to sequence, identify gaps and errors in understanding; Instructors can observe students' reasoning process.

Group Grid- The learning activity involves analyzing, classifying, organizing subject matter. The instructor creates a grid or matrix based on several categories or criteria. Students use the grid to classify course concepts. After groups complete their grids the instructor shows the correct version. Students compare their work, ask

questions and revise their ideas. 1. Form groups and distribute blank grid as a handout2. Give students uncategorized, scrambled items of information3. Groups categorize the information in the grid. Instructor should recommend process—open discussion, take turns, divide categories w/in group4. Instructor displays correct version of the grid. Students compare their work, ask questions and revise. Why use it?1.To help students process and re-organize information. 2. Useful when students are trying to absorb a lot of new information. Analyzing and re-organizing the material is better than simply re-reading it.

Group Writing Assignments-The learning activity involves collaborative work that culminates in a group-authored document. Assign groups to write (and submit) Wikipedia entries on course-related topics or create study guides for the course.1. Use a wiki, Google Docs, or Office Live for collaborative writing 2. Use assignment that has authentic purpose and audience such as creating Wikipedia entries or study guides for the course 3. Establish guidelines to scaffold the process. Why use it? 1. Use writing-to-learn to help students develop and revise ideas 2. Students have opportunities to see how other students view the same topic 3. An assignment with an authentic purpose and audience can increase students' interest and commitment

ICT and innovative skills in collaborative and project-based teaching and learning

The activities are focused to help teachers realize the potential of innovative methodology and its effects .Sharing of best practice in teaching and learning, using ICT, enabling students to become confident and competent enough to create and share a collaborative, interactive classroom experience through the use of the ICT technologies in everyday classroom practice by investigating the added value of a collaborative, project-based approach. Students increase their proficiency in using a practical methodology which brings technology into the classroom and are enabled to use activities using ICT though a collaborative work based methods: Web 2.0, Social Networking, Blogging and Web quests that support and enhance language interdisciplinary inquiry and the use and creation of digital teaching methodology .Provided with practical ideas to incorporate technology into existing lessons and curricula that result in:-Higher motivation to remain on task by working in small groups using Web 2.0;Developing actively and constructively students' involvement in the work at class; Encouraging students to take the ownership of their own learning; Improving teamwork by stimulating the necessary skills ;Enhancing experiences in cooperative and collaborative learning process as well as in creativity and innovation.

CONCLUSION

Taking knowledge out of a vacuum and infusing it into an authentic experience ensures that creativity is grounded in relevant learning. The fact that "real-world" learning is viewed as creative tells us that such teaching moments often feel fresh and bring in novel thinking. It is far from possible to exhaust all the possible methods, techniques, activities that are leading to innovative, modern classroom in one attempt to throw light on the new and not so new approaches in our infinite search for perfecting and enhancing our teaching and learning processes.

What stands for sure is the genuine wish to pursue never-ending innate eagerness for implementing and enforcing the news that come with the tide of the times. Some are here to stay....

RESOURCES
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WEB LINKS:
[9] https://ealresources.bell-foundation.org.uk/teachers/great-ideas-collaborative-activities
[10] https://www.slideshare.net/ShirinAmirzadeh1/collaborative-learning-activities

[11] http://www.teachhub.com/6-awesome-cooperative-classroom-games
[12] https://www.theeducator.com/blog/7-excellent-activities-encourage-collaborative-learning/