

## DEVELOPMENT OF INNOVATIVE METHODS FOR A COHERENT LANGUAGE IN ENGLISH TEACHING

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### Annotation

As teachers, we all care about the growth of their imagination, thinking, and thinking, and often they neglect such an important detail as the development of a coherent language. Many teachers assume that by observing, students can independently learn to articulate their thoughts coherently. That's not the case; The learner needs to be encouraged to make rational connections with their voice. There are many activities that we describe in this article.

**Key Vocabulary:** Coherent speech, connected speech, teaching, learner, voice, methods, didactic, flipped classroom teaching, jigsaw.

When you think back to the great teachers you had, what made them stand out? What made them effective teachers? What interesting techniques did they use to teach? Therefore, methodologists must be taught how to effectively train these skills and, in turn, that they act as role models for the trainees in these skills. Didactic lectures are a well-known form of teaching. However, there are many more recent innovative teaching skills, pedagogical techniques, and forms of educational technology that could also be added to an EFL teaching repertoire. These could be used to enhance lectures that radiologists are already giving or used in addition to the traditional teaching format. Our goal is to present a practical compendium of useful tools and techniques that can help make education more engaging, interactive, and effective:

1. Audience Response Technology
2. Distance Learning
3. Flipped Classroom
4. Active Learning

Pedagogy instead of technology The features of current ARS are constantly being expanded. However, it can be easy to get caught up in an arms race of features and technological gimmicks. In contrast to the tremendous improvements in ARS technology, ARS techniques have remained relatively static over the past 50 years.

Technology has evolved, but the way it is used has not. As a teaching tool, a depressingly large part of ARS presentations in radiology still consists of peppering the audience with true or false questions. The same types of questions have been used since 1926 when the multiple-choice SAT was introduced as a faster way of testing college applicants. We may use computers to do the work, but we continue to poll our audience as if it's still 1926. Hence, there is a growing sense that it is not the technology but the pedagogy that matters most (8, 12). It is time we updated our ARS teaching techniques to align with our ARS technology. Instead of continuing to force teachers and students to lie on the bed of Procrustes and true or false questions, several promising and more modern pedagogical approaches have been developed as 21st-century pedagogical techniques.

1. Bi-directional ARSs traditionally only work in one direction, ie the moderator polls the audience. Modern ARSs allow for two-way polling, allowing the audience to anonymously ask the presenter for additional information or clarification. In our experience, this two-way flow of questions is very popular. It should come as no surprise that listeners who are reluctant to answer questions in front of their classmates are also reluctant to ask a potentially stupid question in front of their classmates
2. Ask spontaneous questions. Creating MCQs before a lecture can take a lot of time, especially if you also need to type them into an ARS. On the other hand, if you stick to questions like What is the diagnosis? or What is the finding? or What is the differential? this tedious preparation before the lecture is superfluous. It's amazingly liberating to walk into a case meeting and know that your ARS allows you to ask impromptu questions and immediately respond to residents' questions. For those of us who enjoy teaching using the Socratic method (13), spontaneous open-ended questions are the heart and soul of the process.
3. Peer Instruction (PI) is a technique developed by Eric Mazur for teaching physics students (14) that uses student interactions to improve understanding of difficult concepts. This can be especially helpful if the ARS survey reveals significant disagreements among students. In this situation, students are invited to briefly discuss the question with their neighbors and are then questioned again before the correct answer is announced. Several studies of physics and biology students have shown that this type of peer discussion improves understanding even when none of



the students in a discussion group initially know the correct answer (12,1517). the students have very different prior knowledge of a topic. In general, students with more background knowledge benefit more from PI than students with less background knowledge. However, students with less background knowledge gain as much during the PI as students with more background knowledge during traditional instruction (16).

**Puzzle:** A puzzle divides a subject into separate but related pieces and requires learners to become experts in a subject and then teach that subject to peers who have become experts in their subjects. The class is divided into teams and each team member is assigned a piece. She or he then works to understand his or her piece and become an expert at it. Then each person shares their knowledge of that piece with the other team members and puts the puzzle together (Fig. 4). This could also be used slightly differently if the class is divided into groups and each group gets a piece. The groups work together to understand their piece. Then the class is divided into mixed groups, with each new group having one member from each group. Each person in the group teaches the rest of the group what they know and puts the puzzle back together.

Team-Based Learning Team-Based Learning (TBL) is an evidence-based collaborative learning strategy based on units of instruction, called modules, taught in a three-stage cycle: preparation, classroom proficiency testing, and applied practice. Before implementing TBL, classes must be divided into groups or teams. Every effort should be made to ensure teams are diverse and to evenly distribute intellectual talent across groups. Groups are fixed throughout the course and are ideally determined by the teacher (not chosen by the students). Think Pair Share: The teacher asks the class a thought-provoking question. Students think of an answer and write it down (think). The students then form pairs and discuss the answers (pair). Students then share the answers with a team, group, or the entire class (Share). It is believed that this improves students' problem-solving skills and improves their ability to spot flaws or insights into the thinking of others.

Future Technology ARS technology has largely transitioned to a web or cloud-based technology. Providers no longer rely on the audience having a clicker or the presenter having a dedicated receiver. Future ARS may include monitoring the



audience's non-verbal response to a presentation. These future systems could use wearable technology to monitor heart rate or blood pressure. Cameras on PC devices can also be used to track pupil dilation and gaze direction. In addition, the definition of the audience will continue to evolve. Social media and live streaming technologies continue to challenge our traditional understanding of audience response. Distance Learning Distance learning can be conducted using many traditional Internet tools such as email, text messaging, and web forums. There are also a variety of online course platforms such as Gurgaon, India, Blackboard, and Moodle. However, for this review, we will focus on remote conferencing systems that enable real-time streaming of online meetings with audio, video, and screen sharing.

## Conclusion

The development of students' coherent speech is a continuous learning process for a teacher using different methods and ways of playing. As a result, the learner begins to articulate their feelings in a coherent and grammatically correct manner, engage in a monologue, and use literary techniques. Within the framework of general institute pedagogy, great importance is attached to language production in institutions. The accumulated cognitive knowledge, voice, game activity, a rich store of ideas, and the growth of creative creativity and imagination help them to creatively use the wealth of their native and foreign languages. We examined four innovative teaching methods that could be implemented in the classroom. These pedagogical skills go beyond the routine format of didactic slide presentations and help actively engage students in learning.

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