FAMILY ENGLISH AS AN INNOVATIVE TEACHING METHOD

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Abstract - The article is devoted to an innovative method of teaching and learning English as a second language, which involves the whole family into the process of language acquisition. The new methodology comprises interactive cooperation of all members of the family with the instructor. The tasks received by the students include various learning activities and language games. The feedback from the teacher comes via social networks.

Keywords - Gamification, Method of Learning English, Tasks, Teaching English.

I. INTRODUCTION

The knowledge of English has become a universal necessity in the modern world. A person of the 21 century understands that it helps to receive more opportunities in employment and high-quality services abroad, in communication with colleagues and friends. Learning a foreign language contributes to thinking processes, operative memory, developing analytical skills and abilities to synthesize, as well as linguistic intuition and creativity. At the same time, language lessons in the early childhood are of great assistance for speech apparatus, help children to overcome psychological barriers, develop communicative skills.

II. NEW TECHNIQUE OF LEARNING A LANGUAGE

Teachers and methodologists, who advocate technological innovations, elaborate new ways of learning languages to acquire more efficient results.
Thus, gamification is a popular method nowadays. Gamification in teaching is a process of using game thinking and its dynamics in order to involve the audience in the process of studying and solving academic tasks [2]. Game technologies were firstly applied in business. Karl M. Kapp, the author of the book "Gamification in teaching", believes that the core of gamification is in how quick this approach spread among people of all generations. Kapp claims that reward elements, which are a part of gamification, encourage users to stay involved and counteract with each other [1]. Indeed, entertainment and game elements in the educational process increase students' motivation and interest, emotional moments contribute to more effective memorizing. The aim of gamification in the language learning process is to attract students' attention, increase their interest in solving language tasks and applying knowledge in the future. The main principle of the tool is continuous feedback from the students that contributes to building the learning process via games and being completely immersed into the topic without losing attention. Dynamics, motivation and interaction are the essential techniques of the process. Dynamics means creating a situation which involves the language learners into a common process and causes the feeling of empathy to each other. This results in a desire to achieve an imagined fictitious aim. Motivation is a procedure of gradual changing and complicating tasks and aims, as the students acquire new knowledge and skills. Interaction of the students helps to correct and improve their learning conduct and pay attention to more details. Apart from academic achievements, games contribute to development of social skills, such as teamwork, competition, reasoning, social interaction. A modern foreign language teacher can use various online programs and applications to create substantial and entertaining teaching content. Computer technologies are perceived positively by most students of all ages and more and more people are ready to take distant courses or combine full-time and correspondence learning. Another popular method of learning a foreign language is using films and serials in the original language. Video materials attract people by their authenticity, modern spoken vocabulary and interesting plot. The authors of the present article have elaborated an original method of learning English with the whole family and called it Family English. The method represents regular interactive English activities by all family members. English classes in the form of quests, art projects, discussions, games, and puzzles are used as means of forming intellectual interactive free time activity, which is of interest for all family members. Children and their parents are involved in discussions, creating, learning new materials and developing new skills every day, and, as a result, there formed a habit to spend time together efficiently. The motivational part of the program (competitions between participating families, stimulating videos and the support from the project team) helps to maintain interest to such classes, cover the entire course up to the end and reach progress in learning English for all the family. The main target group for this method is families with

pre-school and primary school children. The interest in learning English arouses in these families because parents strive to provide their children with all the opportunities of intellectual and emotional education. The specificity of the current program is in the fact that families can study on their own, independently from a teacher, at any time comfortable for everyone in the family. The program is developed in the following way:

1. Families receive a task once a week using computer technologies: email, whatsapp, telegram, etc.
2. The task is in the form of lexical and grammatical material which suggests learning, revising and communicating.
3. Families can ask a question online any time, clarify and get comments from the program developers during the task completion.
4. There are additional exercises of three levels (Starter, Elementary, Pre-Intermediate) for families with 2 or more children having different language level.
5. The feedback system is also organized: families send online results of their classes in the form of children's pictures, photo reports, audio and video materials.

There are examples of tasks elaborated using this method:

Scenario 1. Activity. COLOR IT!

Participants: Parent(s)/presenter, child/ren, Level 1, Level 2, Level 3

Materials: sheets of colored paper

Aim: to make associations between words and colors

Scenario:

Parent/presenter: Now it's English time today! Let's have fun!

Please sit at the table and listen (all participants sit around the table, the presenter should repeat the phrase "Please sit at the table and listen", try to use gestures to show what participants should do, don't translate instructions)

Task: Firstly, it's necessary to cut cards of different colors of an average size (10cm x10ccm) from a colored carton. Put these cards on the table. Choose any card and ask all participants to say the words, which they associate the color with.

Then choose another color, participants call words, which come to their mind. For example, Green – frog, grass, cabbage, grasshopper, etc.; Black – cat, board, night, coat, etc.

Can you look at this picture and name words which come to your head now.

Level 1 –the participants on this level can say just a word for each color. If there is an difficulty, try to help.

Level 2 - the participants of this level need to say 2-3 words, help him or her in case there is any difficulty.

Level 3 – the participants of this level should say as many words as possible.

As one of the participants (Level 2, 3) to write down the pronounced words.

Write down all words.

There is and additional task to revise the material.

Level 1– ask the participant to pronounce as may words as he/she has heard from the other members of the family.

Say the words.

Level 2–ask the participant to make phrases with the words.

Make phrases.

Level 3- ask the participant to make sentences with these words.

Make sentences.

(Thank the family at the end of the class)

Thank you, my dears, for participation, attention and fun! You were great!

(Finish the class, encouraging the family for the next lesson)

This is all for today! Next time we will run and write and laugh and draw)

Feedback form:

You can send a message that you have completed the task, whether you liked it or not, who the most active participant was, and also send a photo with sentences, phrases as well as pictures or videos taken during the activity.

Good luck! Enjoy your time!

Scenario 2. Activity. THIS IS MY ROOM

Participants: Parent(s)/presenter, child/ren

Materials: sheets of paper A4 for each participant, pens, pencils

Aim: to study/review the vocabulary on the topic My Room

Scenario:

Parent: Now it's English time today! Let's have fun!

Please sit at the table, take a sheet of paper and listen (all participants sit around the table, the presenter should repeat the phrase "Please sit at the table and listen", try to use gestures to show what participants should do, don't translate instructions)

Let's draw! Please, draw your room

(Ask each participants to draw objects in their rooms; if a child doesn't have his/her own room, he/she should can draw a dream room)

(After the picture is ready, ask the participants to perform tasks according to their level)

Well, guys, let's write!

Level 1

Please, write these words in the picture: table, lamp, chair, armchair, sofa, bed, TV, cat, window, door, balcony, flower, books, shelf, etc. (Ask a participant of this level to write down the objects names, and pronounce them together)

Level 2
Please, write 5-7 sentences that describe the picture. Start your sentences with:
There is… There are… There are books in the room.
(Ask a participant of this level to write down several sentences with the construction There is… There are…)
Level 3
Please, describe your room. Use prepositions: on, under, above, opposite, behind, etc. (Ask a participant of this level to describe the room, encourage them to use prepositions).
To revise the material choose one of the pictures (it can be yours) and as the participants to do the following:
Level 1
Name things in the picture
Level 2
Say what is there in the room
Level 3
Describe the picture
(Thank the family at the end of the class)
Thank you, my dears, for participation, attention and fun! You were great!
(Finish the class, encouraging the family for the next lesson)
This is all for today! Next time we will run and write and laugh and draw.
Feedback form: You can send a message that you have completed the task, whether you liked it or not, who the most active participant was, and also send a photo with sentences, phrases as well as pictures or videos taken during the activity.
Good luck! Enjoy your time!
Scenario 3. Activity. JIM'S BIRTHDAY PARTY
Participants: Parent(s)/presenter, child/ren
Materials: paper, pens, pencils
Aim: to learn/revise the phrase to be going to
Scenario:
Parent: Now it's English time today! Let's have fun! Please sit at the table and listen (all participants sit around the table, the presenter should repeat the phrase "Please sit at the table and listen", try to use gestures to show what participants should do, don't translate instructions).
Situation: We've got a friend named Jim. Today is Jim's birthday and each of us should give him a present.
Task: to study the phrase to be going to, I'm going to.
We've got a friend. His name is Jim. It's his birthday today. We're going to give Jim a present. (Tell the participants that this is a memory game. They should remember what present each participant is going to give, pronounce it and then name their own present. E.g. the first participant: I'm going to give Jim a book. The second participant: I'm going to give Jim a book and a pet. The third participant: I'm going to give Jim a book, a pet and a bag…
The participants should continue the game until one of them goes wrong.
(The most active student gets a prize!)
Please, say it! (I'm going to give Jim a book).
And you?
Level 1
Please, draw all the objects mentioned. Please, name the presents.
Level 2
Please, draw all the objects mentioned. Please, name the presents and their color (red, black, green), size (big, small), etc.
(Help, if necessary)
Level 3
Please, answer my question: Do you like Jim's presents? Why (not)? (I' going to give Jim a mobile. - I like the present because it is very useful/ nice/fashionable/cool, etc.)
(Thank the family at the end of the class).
Thank you, my dears, for participation, attention and fun! You were great!
(Finish the class, encouraging the family for the next lesson)
This is all for today! Next time we will run and write and laugh and draw)
Feedback form:
You can send a message that you have completed the task, whether you liked it or not, who the most active participant was, and also send a photo with sentences, phrases as well as pictures or videos taken during the activity.
Good luck! Enjoy your time!
As it is clear from the given examples, these classes suggest having a presenter (parent). But it can be any family member whose English level is higher than the others have. They can help, explain, and, if it is needed, correct mistakes, which occur during lessons. The main aim of this program is to encourage young parents and teach them to form the habit of studying, develop skills and gain knowledge, to organize efficient, intellectual time with all family members. It also helps all family members to arouse interest and love for English, learn some lexical and grammatical basics necessary for communication at the elementary level. The article contains only a fragment of the method.

III. CONCLUSION

This program was tested in students' families of the English Language School Exert English Studio in Ufa, Russia. It received a lot of positive feedback.

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