



University Of Amar Telidji Laghouat
Faculty of Letters and Languages
Department of Foreign Languages



Academic Master

Domain: Letters and Foreign Languages

Field: English Literature and Civilization

Title

**Toward the Application of Innovative
Teaching in EFL Classrooms
The case study of Omar Idriss secondary school.**

**Dissertation submitted in partial fulfillment of the requirement for the
Master Degree.**

Submitted By :

- ✓ Saihi Abderrahmane
- ✓ Hadjadj Mustafa

Supervised By :

Benaicha Djalal Eddine

Board of Examiners:

- ✓ Benaicha Djalal Eddine
- ✓ Nouioua Amira
- ✓ Zaghoudi Imane

Academic Year: 2016/2017

DEDICATION

In the name of ALLAH, Most Gracious, Most Merciful

**All the Praise is due to ALLAH alone, the sustainer alone, the sustainer of
all the worlds.**

we dedicate this work:

To our beloved parents, no expression would describe my gratitude to them whose love and devotion have been my allies against all the constraints we encountered during our academic career.

To our supervisor for his sincere guidance: Mr Benaicha Djalel Eddine.

To all those who have never left our side and all those whom helped, advised, supported, and encouraged us until the completion of this work.

To all those who have been supportive, caring and Patient, sometimes beyond their strength, we dedicate this modest work.

To all my nearest and dearest.

Acknowledgements

We would first thank ALLAH for giving us the power and the capacity to accomplish this work.

We like to express our sincere gratitude to our supervisor Mr. Benaicha Djalel Eddine for his support, patience and guidance that have made it possible for us to finish this work. As well as his instructions and useful comments.

We would like to express our deep thanks to the members of the jury for their guidance throughout the different stages of the research.

We like to express our gratitude and authentic values to all the teachers and the administrative staffs in the department of English at the University of Amar Thelidji for their encouragement and persistence during our academic years.

We would also like to thank all our classmates for the good times that we spent together helping each other.

We wish to thank all the teachers and the Secondary School students of Omar Idriss for their help and seriousness in completing the questionnaire.

Finally, we gratefully acknowledge the head of the department Mr Mustapha Gasmi in the department of English for his efforts to improve the quality of teaching and learning at different levels.

Abstract

Generally, Teaching is not an easy task for whomever to master it. Therefore, teachers try their best to impart knowledge as the way they understood it in one hand. Innovation, in the other hand is introducing or presenting something new or different. The presentation of any new or different methods that serve teaching framework purpose without destroying its objective can be called innovative teaching. In teaching there are many factors which do not encourage creativity and innovation; like the concept of innovative teaching which does not appear clearly for teachers, sometimes, it does not fit the curriculum or students can't absorb it. Many possibilities pushed us to build this study. For that reason, this study will highlight several angles about innovation in teaching, especially in the case of EFL classrooms. This study attempts to facilitate for both teachers and students to merge between teaching, studying and innovation. At last, This study ends up by questionnaires in order to practically extract the accurate information about the impact of innovative teaching and help educational institutions to empower student's strengthen and achieve a high educational development.

List of Abbreviation

24/7: 24 hours, 7 days

EFL : English as a Foreign Language

HBDI : Herrmann Brain Dominance Instrument

IQ : Intelligence Quotient

LMD : License Master Doctorate

MBTI : Myers-Briggs Type Indicator

General Introduction

Education considered as a light that reveals the path to the mankind's blindness. The aim of education is to make learners critical thinkers not only cultivated. Especially, when it is followed by the desire to learn. Islam has always urged people to frequently demand knowledge which was obviously mentioned in the first verse 'IQRAA' that is 'read'. "*Education is the manifestation of perfection already in man*" (Swami Vivekananda) Significantly, in the late centuries education developed which synchronized with the development of innovation. Linguistics and scientists combined these two terms, innovation and education, to form them in one concept under the so-called 'innovative teaching'.

Transforming knowledge has never been easy for both the sender and the receiver. This issue weighs heavily on every teacher as he or she should require an artistic effort, psychological skills hand in hand with a sufficient knowledge of the subject studied. As well as a full attention and concentration from the receiver. Hence psychologist and researchers have spent a lot of time digging for an innovative solution that may enhance or at least help to support the quality of learning.

There is no such thing as perfectly innovative teacher or a non-innovative teacher. innovation is a common heritage which can be found everywhere. Especially with the existence of open sources like the web, books, magazines...etc. So, any teacher has the ability to reach out this kind of knowledge which terminate the fact that there are a group of gifted teachers Vs a normal old-school teachers.

Delivering knowledge is a wild concept to be contained that is why this research will tackle just the case study of EFL classrooms which will give an attempt to describe some EFL learning issues and solve them innovatively.

With many researches and the coming of the very known " modern teaching " which effectively succeeded to increase the learner's abilities, as well as the massive use of the technology in order to facilitate education in many fields. Especially, this research's case study ' EFL Classrooms '. Another problem appeared as it has been noticed is that these available innovative tools and ways are not well-navigated by most of the teachers. A combined problem is that the teacher claims that time is not enough to study and learn

about these ways , also the understanding of the innovation concept and the great results behind it .

This research will try to cover the following questions :

- what is learning and teaching ? and how it has been developed over years ?
- what is innovative teaching ? and how this innovation should be applied inside EFL classrooms ?.

There are many hypotheses which come as a result of this research

- The classroom idea will be classified in many categories which if well-understood , it will give very advanced quality of learning and teaching.
- The teaching will be more easier and smoother if the teacher gives up the idea that innovative teaching is not strict to a certain group of teachers .

Basically, this research is a subject under the branch of psychopedagogy. The latter main concern is about the psychology of teaching. Relatively, the aim of teaching is not just making learners well educated and literate, but also to make learners develop their own reasonable thinking; strengthen knowledge and self-satisfaction .So, the application of innovation teaching in EFL classrooms become an important fact. Simply, because innovative teaching can empower learners capacities, can boost learner's critical thinking and add self-sufficiency. In fact this research looks alike the research that has been done by Fatima Benlamri under the supervision of Mrs. Samira Messaibi that entitled "Creative Teaching To Increase Students' Achievements in Speaking" the case of oral expression teachers at the department of English, University of Biskra.

This study relies on the quantitative method of research. We tend to use the quantitative method because it relies on the statistics which matches this research's case study. As it is reliable and objective which exactly fits our research methodology. At last, we came to examine and discuss the final results of the collected data. In this research we based on a variety of sources, including books; articles and websites, which built the platform of this research. Such as: the book of Innovative Methods of Teaching by Damodharan, V. S. & Rengarajan, V., and A.G Dodewar's, book of *Innovative Techniques in English Language Teaching for Enhancing Learner's Ability*. Confluence 24 -25 February 2012. Structurally speaking, we depended on the dissertation of "Creative Teaching To Increase Students'

Achievements in Speaking” at the department of English, University of Biskra. In this manner, the structure constructed on three phases starting by the definition of learning and its characteristics followed by defining teaching; describing innovation inside EFL classrooms and applying the previous understanding. finishing by a case study accomplished in Omar Idris secondary school.

As a conclusion, innovative teaching in EFL classroom is a wide area of study, so as a researchers we did our best to facilitate the difficulties that face the learners and the quality of teaching and learning.

Since the descriptive method is designed for gathering and investigation of information about presenting knowledge which follows the same method of this study. This research aims to describe how a teacher can be different and enjoyable.

The use of the Quantitative method will help this study to use statics, collect data, percentages, etc . And by analysing them we will have a static interpretation of our research content .

This study will be divided into three chapters. The first two will cover the theoretical side of the study ,while the third one will be practical

- Chapter one will deal with the learning in general , its development and how it has been set over the last decade . With some of the learning characteristics like theories and styles.
- Chapter two will explain the innovative teaching by all the consideration inside the EFL classrooms. showing some direct examples which may help both the teacher and the student to have better sending and receiving .
- Chapter three will be practical in which it will deal with the application of innovative teaching in first and third grades in secondary school. And some opinions of teachers from different institutions.

Chapter One

An Overview of Learning

Introduction

1. Definition of Learning
2. Categories of Learning
3. Theories of Learning
4. Learning Styles
5. Origins: Where Do Learning Style Come from ?
6. The Learning Styles Models
7. Why Should Teachers Know About Learning Styles ?
8. Types of Learning Styles
9. The Eight Different intelligences

Conclusion

Chapter One

An Overview of Learning

Introduction

Learning is one of the most important skills in the whole world except there's a ton of misconception about it. This chapter is going to knock those misconceptions down. It is intended to help us to think through the basic questions: what's learning? What are the categories of learning? What are the main theories of learning? And the main styles of learning. Also this chapter will tackle the concept of learning styles and where it came from? What is the learning style model? Why should teachers know about learning style? And the main types of learning that include: the four modalities, Field independent vs. field dependent, left-brain dominated vs. right-brain dominated and the McCarthy's learning styles and finally this chapter will encompass the eight different intelligences of the learner.

1)-Definition of Learning

When most people think about learning they usually think about schools, colleges, or teachers but in reality learning has much more broader connotations for instance, if I were to ask you what was your most recent learning you would probably give an example of a recent life experience that has little or nothing to do with a school, college or teachers. So how was it that we learn about the very little thing we associate learning with?.

Learning is the acquisition of knowledge, through experience, study or by being taught. This definition implies that learning occurs when there is a change in behavior from the unknown to the known. Basically, this change of behavior is the result of experience and continuing practice and when it is learnt it will last for some time or forever depends on the person. Scientifically, neuroscience tells us that all human beings are born with millions of neural connections just waiting to be retained strengthened or pruned depending on the learning experiences as the individual grows up.

Learning is a multi-faceted process which involves the individual's learning history, learning environments and the interactions between those environments. For instance, we can say that we learned something where we can understand and explain it by demonstrating our understanding through a discussion with someone.

2)- Categories of Learning

There are three categories of learning and there is a significant amount of overlap between these categories when the student learns to do something s/he might use several of these categories of learning to their help learning skill:

2-1) - Cognitive Learning

This refers to learning that's primarily concerned with mental and intellectual processes for example problem solving, learning rules, concept learning and recalling information. The cognitive domain involves the development of our mental skills and the acquisition of knowledge. According to various researchers there are six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, evaluation.

2-2) - Psychomotor Learning

This refers to learning concerned with the development of physical bodily movements for example: gross motor skills and fine motor skills. This domain is given primarily for information. Other courses within the curriculum stress this various levels of psychomotor performance. Psychomotor behaviors are performed actions that are neuromuscular in nature and demand certain levels of physical dexterity. The psychomotor domain is comprised of utilizing The seven motor skills: Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation and Origination.

2-3) - Affective Learning

This refers to learning that is concerned with personal and social matters this involves the development of attitudes, values and interests. The affective domain involves our feelings, emotions and attitudes. This domain is categorized into five subdomains, which include: Receiving Phenomena, Responding to Phenomena, Valuing, Organization and Characterization.

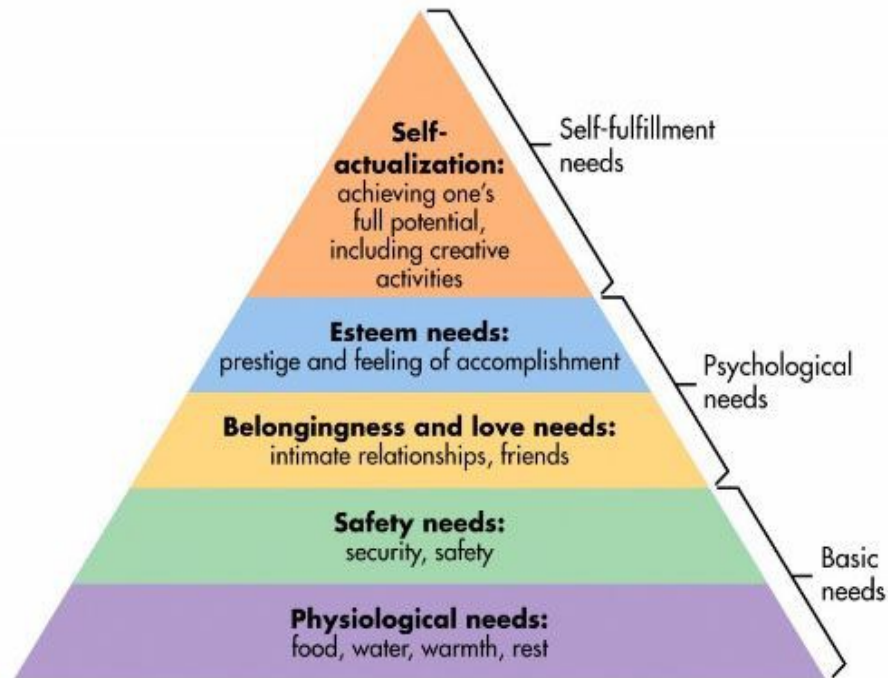
3)-Theories of Learning

Possibly in the last 120 years have seen the biggest increase in knowledge about how learning occurs. So, a series of learning theories appeared which can be simply defined as an organized set of principles for the sake of explaining how an individual acquire, retain and recall knowledge. By reviewing the principles of these theories we can better understand how the learning process happens. The major concepts and theories of learning include behaviorist theories, cognitive psychology, constructivism, social constructivism, experiential learning, multiple intelligence, and situated learning theory and community of practice.

B.F Skinner's theory of behaviorism became popular in 1913. Teachers are adopting the approach that children are a clean slate and the mind is shaped through positive and negative reinforcement. Skinner proposed what is known by "*operant conditioning*".

Rewarding the right parts of the more complex behavior reinforces it, and encourages its recurrence. Therefore, reinforcers are able to control the occurrence of the desired partial behaviors. Learning is understood as the step-by-step or successive approximation of the intended partial behaviors through the use of reward and punishment. The best known application of Skinner's theory is "programmed instruction" whereby the right sequence of the partial behaviors to be learned is specified by elaborated task analysis.

In 1961, Maslow's Hierarchy of Needs (diagram 01) impacted the way learning is delivered and society needs for primary requirements. Such as : food and water, safety belonging and sense of self-esteem before self- actualization could be achieved.



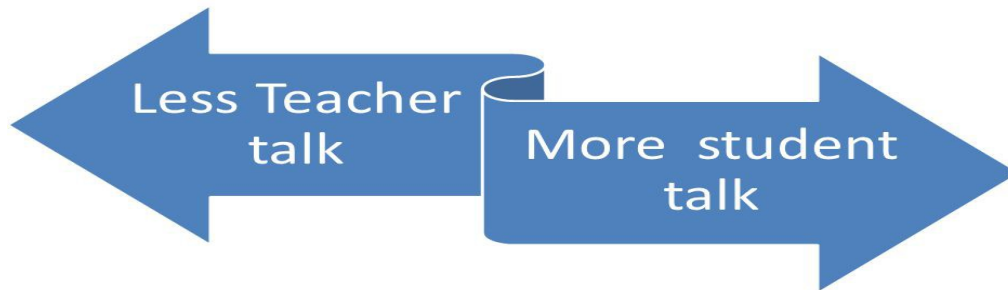
In 1967 Jean Piaget's theory of cognitive learning suggested that there were four key stages of learning: sensorimotor, pre-operational, concrete operational and formal operational.

The same Piaget's view about the development of learning as progressing from the physical sensorimotor experience of the child which results in learned action-schemes, to representative schema which facilitates mental operations. Jerome Bruner's theory of discovering learning suggests that children should be able to interact with their environment drawing on their past knowledge to solve new problems and learn new information in the process. Also distinguished between three modes of representation or systems of processing in both the physical (i.e., action) and mental (i.e., imagery and language) realms.

In Bruner's (1964) view, growth necessitates representation of "*recurrent features*" of the "*complex environments in which [we] live*" (p. 1). In 1983 Howard Gardner's theory of multiple intelligence or ways of understanding the world was developed suggesting that there are at least eight key ways that individuals learn. In 1994 Lev Vygotsky suggested that social interaction is fundamental to cognitive development and suggested the concept of a zone or proximal development through which an individual moves from what they didn't know to what they now know a process he referred to as learning.

In the same year the theory of constructivism (diagram 02) was also formed suggesting that people actively construct their own subject representations of an objective reality by linking new information to what was already known.

Constructivist Approach



4)-Learning Styles

The traditional learning has always addressed by its ordinary techniques and general strategies. The teacher seen as a source of the information and the student as the empty cup which always seek to be filled. Once these cups or students are filled with knowledge, the teacher ends up with assisting tests , standard evaluation , regardless to the difference abilities of the students . As a result , educators and psychologist have searched more deeply for this issue. They eventually found that this traditional style only made to a very limited scope which reduce creativity , confidence and potentials. Furthermore, it turns the student to think that he/she is passive and ill-equipped , this can mislead them not to reach their full potential. The coming strategies and styles would help many teachers to identify and develop their classrooms as to attract the student's full potentials .

“refer to a range of competing and contested theories that aim to account for differences in individuals' learning. These theories propose that all people can be classified according to their 'style' of learning, although the various theories present differing views on how the styles should be defined and categorized” (Frank Coffield et al. 8).

In another attempt to define learning styles Daniel Willingham claimed that it is “*A common concept is that individuals differ in how they learn*”.

Every receiver has his a certain way of learning ,or a learning style. Some of them may find that they have a dominant style of learning with far or less of the other styles , others may find that they use styles in different circumstances. Kneefe (1979, p.4) defined the learning styles as: “*Cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment*”.

According to Wilfred Laurier University (Study Skills and Supplemental Instruction Centre 2008) learning styles is divided into different methods of learning or understanding new information or the way that a person take in , understand , express and remembers information. Perhaps the most simple way of describing learning styles is to say that they are different ways of learning new knowledge, the way a learner understand, expresses and remembers this knowledge.

A group of students sitting in the same class listening to the same teacher may process the same information very differently. Even two students working together on the same learning project may use different strategies to retain, understand and use the information. Even though, we all learn but we don't all learn the same way the learning process is invisible we can't easily see how individuals learn. Sometimes teachers assume that all students learn in the same way; or the way they teach is the best to learn a topic. Such assumption could actually limit learning. In fact, individuals possess unique learning styles and preferences once known these styles and preferences can be exploited to maximize learning potentials.

Learning styles and preferences describe the various ways people gather and process information. Some of learners prefer to read while others would rather listen to a lecture, some like to jump right in and learn as they go; while others prefer to first gather and analyze information before doing a task. Some learners think in pictures while others think in words, some prefer the morning while others prefer the evening; some prefer to learn in a formal setting while others prefer a more casual setting. Clearly many different styles and preferences exist. In an attempt to better understand learning and help people learn best. Psychologist, educators, neurologist and others professionals continue to study the learning process.

Learning styles have been examined through the framework of four basic models: personality, information processing, social interaction and instructional preference.

- **Information Processing** suggests that learners have a preferred way of processing information. For instance global learners prefer to see the whole picture and work back to the details; however analytical learners tend to process in the reverse way.
- **Personality** is based on the theory that intrinsic characteristics in learners affect how they interact in a learning situation. This model places a greater emphasis on personality traits; such as introversion or extroversion and other traits of how they influence learning.
- **Instructional Preference** emphasizes the student's perception about how best they learn this model emphasizes visual, auditory and kinesthetic and other environmental preferences that influence learning.
- **Social Interaction** places more emphasis on the interrelationship between the social setting and leaning. This model emphasizes preferences related to the presence of authority figures during the learning group Vs individual learning and other social factors.

5) - Origins: Where Do Learning Styles Come From?

The process by which people perceive and process information is as distinctive as the individual. A set of factors, behaviors and attitudes is used to identify learning styles and options to facilitate learning. The amount an individual learns is directly related to the degree to which the educational experience is geared toward his learning style, rather than his intelligence. The study of learning styles has changed over time and continues to evolve as more is discovered.

5- 1)-History of Learning Styles

The process by which people perceive and process information is related to each of every individual. A set of behaviors and attitudes are arranged to identify each one's learning style, options to facilitate learning. The amount an individual learns is measured by the degree to which the educational experience is geared toward his learning style; regardless to his/her intelligence. The study of learning styles has changed over time and continues to evolve as more knowledge is received.

5-1-A)-Early History

In 1904 a French psychologist called Alfred Binet, created the first intelligence test depending on the fact that the relationship between memory and oral or visual methods is a spawned interest in the individual differences. These tests sparked the study of learning styles. In 1907, Dr. Maria Montessori, who invented the Montessori Method of education. She began using materials to enhance the learning styles of her students. Dr. Montessori believed that students do not demonstrate mastery of subjects through a multiple-choice answers sheet, but through their actions.

5-1-B)-Learning Styles From The 1950's to The 1970's:

Before the re-emerge of the study of learning styles of in the 1950's, it declined for about 50 years. The reason of this decline was due to the rise in emphasis on IQ and academic factors. First, in 1956, Benjamin Bloom created a system known as Bloom's Taxonomy. The latter changed the view toward defining learning-style differences. After that, Isabel Myers-Briggs and Katherine Briggs developed the Myers-Briggs Type Indicator (MBTI). In 1962, a further advancement was made when the Dunn and Dunn Learning Style Model was introduced in 1976, generating diagnostic instruments for evaluation.

5-1-C) From 1980 to the Present

Many different learning-style models have been developed from the 1980s to nowadays depending on previous discoveries. In 1984, David Kolb determined that learning styles are closely related to cognitive skills by his published learning-style model. In the 90's the emphasis turned to be placed on having teachers address learning styles in the classroom through adjustments in curriculum that incorporate each style. Thus, they can give an equal chance for students to learn.

- **Bloom's Taxonomy**

Developed in 1956, Bloom's structure was designed in the shape of a pyramid. Classified learning styles into six different levels of cognitive thinking: knowledge, comprehension, application, analysis, and synthesis and evaluation. Bloom's Taxonomy spread all over today's classrooms.

- **Kolb Model**

Kolb designated each level with a unique name: diverger , assimilator, converger and accommodator. These levels will be explained in details in the next few pages.

5-1- D) Recent History

Since teachers are accustomed to teach in their individual styles. A few concepts took a place recently known as Pedagogy. The latter refers to the method of teaching according to learning styles. This concept has been used to train teachers to accommodate different learning styles inside their teaching process. The move has been introduced to other styles inside the classroom. Progressively, the importance of learning styles has grown.

6)-The Learning Styles Models

There are substantial criticisms of learning styles approaches from researchers and scientists who have reviewed extensive bodies of research which concluded many different learning styles models.

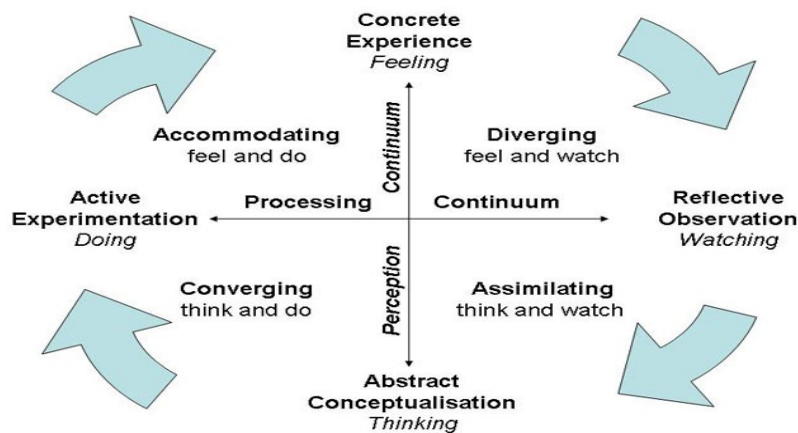
6-1) David Kolb's model

David A. Kolb's explains in his book "*Experiential Learning*" this model which depends on his experiential learning model. Kolb's model focuses on two related approaches "*grasping experience: Concrete Experience*" and "*Abstract Conceptualization*" along with two related approaches toward transforming experience "*Reflective Observation*" and "*Active Experimentation*" (145). He demonstrates how people perceive and process information through a learning cycle which involves four processes. After that he developed four learning styles.

These four processes can be described as follow: Concrete Experience, Reflective Observation, Obstruct Conceptualization and Active Experimentation .A person witnesses a new experience or an experience he/she already done. Merges these new input to an old one, all connected to produce a new knowledge which is sometimes linked to the previous idea or even come up with a new one. Finally , he/she tries to put it in the field , and test it . The process may be applied at any stage and continue through the cycle effectively. The cycle then leads to the four learning styles (diagram 03):

- **Accommodator** Often leaders and usually get things done in an efficient time, Concrete Experience , Active Experiment .**They feel and do.**
- **Converger** Abstract Conceptualization followed by Active Experiment equals a strong application of theories (e.g., engineers) .**They think and do**

- **Diverger** They work well in in groups , they take time to understand problems and come up with new solutions Concrete Experience and Reflective Observation leads to a powerful imaginative ability and discussion (e.g., social workers) **They feel and watch.**
- **Assimilator** Abstract Conceptualization, processing the information reflectively and Reflective Observation leads to a strong inductive reasoning and creation of theories (e.g., philosophers).**They think and watch.**



6-2) Peter Honey and Alan Mumford's model

Peter Honey and Alan Mumford had introduced four main styles which can be useful in more than one way. First, if you are receiving and learning it will help you to identify your own learning style and expand on it .Second, if you are delivering the learning it will help you to overcome the differences of style and adapt your methods to suit everyone's style.

Peter Honey and Alan Mumfor aligned these stages to four learning styles called :

- **Activists** their motor is “I will try anything once”. They are open minded, energetic and enthusiastic, but once the excitement is gone they get bored rapidly and move on to the next problem. They group working, especially when they are able to center the light on themselves.
- **Reflectors** their motor is “look before you leap”. They prefer to take the big picture, take several researches and examine every option before they finish with any decision. The

reflector doesn't enjoy group working; instead listening to everybody's opinion to end up with a point .

- **Theorists** “it is logical” is the concept which move them, they move in between details. They think through problems in a rational step-by-step way , they are not very creative however ,
- **Pragmatists** their motor is “just do it”, they try to solve problems through trial-error. They act quickly once something attracts them and they have enough self-confident when it comes to a group presenting

7)-Why Should Teachers Know About Learning Styles?

Learning styles are theories that try to separate students by their different and optimum methods of learning. For example, some learning style systems divide people into visual, auditory, and kinesthetic learners. Learners who prefer receiving knowledge visually, through listening and through physical touch. Some learning style models split things up far more including social modes of learning, learning through musicianship and others. But the goal is to find a structure to explain why students have different preferences for learning.

- Students learn quickly if the teaching methods used by teacher meet their preferred learning styles.
- If a student can reach high degrees in his study he will be able to improve self-esteem among people, family and even himself.
- Students who have become bored with learning may become interested once again.
- The student-teacher relationship can improve because the student is more successful and more interested in learning.

8)-Types of Learning

There are many ways of looking at learning styles. For example: (Originates from the work of Dr's Bandler, R. and Grinder, J. in the field of Neuro-Linguistic Programming). Students may prefer a visual (seeing), auditory (hearing) or kinesthetic (moving) way of learning.

8-1)-Visual, Auditory and Kinesthetic Learners:

8-1-A) - “Visual Learners” learn best by seeing, observing pictures , charts , graphs and descriptive words. Here are some of their characteristics :

- They like to keep look at displays, books; portrays etc.

- Often know words from the sight.
- Use the technique of listing.
- Recall information by remembering how it was set out on a page
- They like to read.
- Good handwriting.
- Can remember faces.
- Usually a good speller.
- Can notice details, quite by nature.

8-1-B) “Auditory Learners”: learn best by hearing , listening to music , stories , use rhythm and sound as memory aids. Here are some of their characteristics :

- Learn more effectively when the teacher provides verbal instructions
- Dialogues, discussions and play are his best activities.
- Solve problems by talking about them.
- Enjoy talking and talk to themselves loud.
- Easily distracted by noise.
- Enjoy listening and audio gaming.
- Memorize step-by-step.
- Whispers to self while
- Reading.
- Outgoing by nature.

8-1-C) ‘Kinesthetic Learners’: learn best by moving, hand activities and moving around the classroom. Some of this style’s characteristics:

- Prefer active movements an exercises.
- Difficulty to stay still for a while.
- Memorize using some movement techniques.
- Like to touch people when talking to them.
- Express what they want to say physically .
- Poor spellers.
- They like to solve any kind of problems.
- They like to always try new things.
- Moving most of the time.

- Use hands when talking.

8-2) - Field-Independent Vs Field-Dependent

Reid, mentioned some of the benefits of increasing learners' awareness of their own learning styles: *“higher interest and motivation in the learning process, increased student responsibility for their own learning, and greater classroom community. These are affective changes, and the change have resulted in more effective learning”* (1999, p. 300).

8-2-A)-Field-Independent Students

This type of learners can easily process many information and separate important details from a complex or confusing background. They mainly depend on themselves and their own potentials and own thought-systems when solving problems. They are not skillful in interpersonal and social relationships. Theorists refer this cognitive style in terms of how they are psychologically different which in some way this is a useful model for teachers to understand their learners. For example this type can use the teacher just as a guide and other learners as a support. In the classroom, Field-independent learners can benefit from activities like extensive reading and writing , in which they can carry on alone.

8-2-B)-Field-Dependent Students

They are known by their a relative inability to distinguish details from other information around. They find it more difficult to see the parts in a complex whole. They rely on others ideas when solving problems and are good at interpersonal relationships. For example, Field-dependent learners often can't work independently; they instead look for group-work as they tend to be better at interpersonal and social relationships. In the classroom, activities that connect different parts of a lesson are useful for field-dependent learners. For example, learners can discuss what they know about a topic, predict content, or look at and listen to related material.

8-3) - Left-Brain Dominated Vs. Right-Brain Dominated

The Herrmann Brain Dominance Instrument (HBDI) is a system to measure and describe thinking preferences in learners. This system is developed by William Ned Herrmann while leading management education at General Electric's. Here are some of their characteristics:

8-3-A) Students Who Are Left-Brain Dominated

- They are intellectual.
- They process information in a linear way.
- They tend to be objective.
- They rely on language in thinking and remembering.

8-3-B) Students Who Are Right-Brain Dominated

- They are intuitive .
- They process information in a holistic way.
- They tend to be subjective.
- They prefer elusive, uncertain information.
- They rely on drawing and manipulating to help them think and learn.

8-4)- McCarthy's Four Learning Styles

In 1980 McCarthy divided students to four different types : innovative learners, analytic learners, common sense learners and dynamic learners.

8-4-A)-Innovative Learners

This type of learners are cooperative among people . They process information by looking for the personal meaning. They enjoy social interaction.

➤ What Teachers Should Plan for This Style of Learners?

- Formulate questions for further thinking and knowledge.
- Giving chance to express their relationships and social interaction.
- Encourage a listening environment and lessons.

8-4-B)-Analytic learners..

This type of learners are patient and reflective. In the learning process, they want to develop intellectual thinking by knowing the “important knowledge” and adding it to the world's history.

➤ What Teachers Should Plan for This Style of Learners?

- Giving opportunities for them to write down ideas.
- Exercise that would allow the learner to list and define the main concepts.
- Encourage looking for interrelationships.

8-4-C)-Common Sense Learners

This type of learners are kinesthetic because they are more practical and straightforward. They excel in looking for ways to apply their ideas and they always search for solutions.

➤ **What Teachers Should Plan for This Style of Learners?**

- They should be provided with strategic thinking approaches.
- .Learners should be given opportunities to try and test things out.
- Each concept should be should be explained as to how it works.

8-4-D)-Dynamic Learners

This type of learners always seek for hidden possibilities and synthesize ideas depending on different sources. Also, they are enthusiastic and adventurous.

➤ **What teachers should plan for this style of learners?**

- Allow opportunities for them to discover things by their own.
- Encourage metacognitive reflection on the process of arriving at that conclusion.

“The Imaginative learners (quadrant one), prefer to learn by sensing/ feeling and watching. They seek personal meaning. The Analytic learners, (quadrant two), prefer learning experiences that promote thinking and watching. They seek intellectual comprehension. The Common Sense learners (quadrant three), favor learning by thinking and doing. They seek solutions to problems. The Dynamic learners, (quadrant four) learn by sensing/feeling and doing. They seek hidden responsibilities” (McCarthy, 35-49).

9)- The Eight Different Intelligences

Howard Gardener classified the intelligences into:

9-1)-Inter-Personal Intelligence (self-smart)

Mostly seem to be absentminded, and they might also look slow to us.

9-2)-Intera-Personal Intelligence (people-smart)

As Gardner put it: *“the core capacity here is the ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions”.*

9-3)-Logical-Mathematical Intelligence (number-and-reasoning-smart)

The ability to use numbers and understand patterns. This type of intelligence can be associated with what is called “scientific thinking”.

9-4)-Linguistic Intelligence (language-smart)

The ability to read, write or talk to others or the clever use of the verbal-linguistic when writing poem or stories. This intelligence is highly valued in schools. A primary focus in the early years of elementary school is literacy development.

9-5)-Musical Intelligence (music-smart)

For a person with a well-developed musical intelligence. This type can be tedious to be away from the world of beat, rhythm, tone, pitch, volume and directionality of sound for long.

9-6)-Visual-Spatial Intelligence (picture-smart)

This intelligence is related to an architect’s ability to picture a building in the mind’s eye, and the ability to see a structure from all sides without difficulty.

9-7)-Kinesthetic-Bodily Intelligence (body-smart)

This intelligence is about the ability to use one’s own body or parts of the body as a tool of expression or to solve a problem precision and perfection of movement.

9-8)-Naturalistic Intelligence (nature-smart)

This intelligence has been proposed recently by Howard Gardner to be added to the initial list of seven.. It is about observing, noticing and understanding the rhythms and changes of nature.

Conclusion

As it has been explained in this chapter the corresponding implications to language learning. The latter can be seen as a process instead of a set of factual and procedural knowledge. Hence the teacher must be aware of this process which primary requires knowledge and significantly a full understanding of learning and teaching.

Chapter Two

Innovative Teaching

Introduction

I) - Innovative Teaching

1. What is Teaching
2. Traditional Teaching Method : An evolution
3. What is Innovation.
4. Innovative Teaching
5. Types of Innovative Teachers

II) - Innovation Inside the Classroom

6. Teaching Innovatively
7. The Importance of Teaching Innovatively
8. The Characteristics of Innovative Teacher
9. Technology Inside the Classroom
10. Innovative Procedures

III) - Applying Some Innovative Ideas

11. Definition of the Term “Apply”
12. Modern Methods and Techniques
13. General Innovative Methods of Teaching
14. Examples of Innovative Teaching

Conclusion

Chapter Two

Innovative Teaching

Introduction

If you check the table of content you will definitely recognize that this chapter is the platform of this research. This part of the research provides a theoretical framework of the whole research. It enables the reader to understand the concept of innovative teaching. And the reader can distinguish between the types of innovation. Also, this part helps the reader to think through basic questions like: how can the teacher use creativity and innovation inside EFL classrooms?. Are there any techniques and ideas that need to be applied during the teaching process?. Can the teacher use innovation while also teaching the essential content?. Along the way of this theoretical part there will be some suggested recipes that may improve the quality of teaching in EFL classrooms. Also, it may help the reader to look at the teaching process and make professional decisions. Garden indicates, *“like needlepoint or archery, teaching creatively depends on natural ability, self-perception, and commitment to practice”* (1993). This quote shows that not everyone has the ability to teach innovatively but everyone is capable of doing that when given the right setting, training and encouragement.

I)- Innovative Teaching

1) - What is Teaching

According to Cambridge dictionary, teaching is defined as: the act of giving someone knowledge or to train someone to instruct.

To understand well the term “teaching” you may break down the word into three separate parts and expand those parts into three words "te- ach-ing" you will get “Tethering Achievers Ingeniously”. In fact, real teaching is tethering with purpose by giving students a refined area for a reason to study and understanding that students are achievers need to recognize that students want to achieve something. So, the teacher must be very ingenious in tethering these students.

“Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly”.

Teaching involves caring about each student’s needs, adopting the syllabus according to each student’s different characteristics, motivating students to build their critical opinions, encouraging students to develop their personal interests and expectations, providing a warm environment to them and animating students to develop an active role.

2) - Traditional Teaching Method : An evolution

Previously, the teacher was seen as the source of knowledge and the sender of the information, while the learner is the receiver. The teacher was delivering the information through a diversity of methods among them: “Chalk-and-talk” (Skinner, 1938), this techniques was so common. It dominated teaching techniques for several ages.

In the essence, the teacher gives the instructions, whilst the lesson was delivered to the whole classroom and the transmitted knowledge is the medium part in which it is directed from the sender to the receiver. Thus, *“the learning mode tends to be passive and the learners play little part in their learning process”* (Orlich et al.,1998).

As time passed, Some limitations have been appeared in the conventional lecturing for both learning and teaching in which learners play a purely passive role and they may lose their concentration after twenty to thirty minutes. Also, chalk and talk was seen as "a singular directed way" of information without a sufficient interaction with the learners in the classroom. As it shown in diagram (٢,١). Furthermore, in the learning process memorization was taking a place instead of understanding and an extreme focus was given to the mark rather than result oriented.

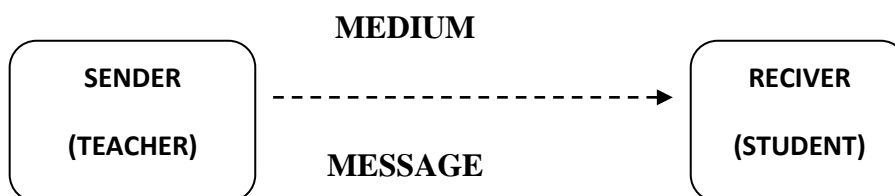


Diagram ٢,١

3) – What is Innovation

People may misunderstand the terms concerning creativity and innovation. Creativity is a thinking process or the generation of ideas. "Being Creative" is to be able to generate or to come up with ideas.

3-1) - Creativity Vs Innovation

The main difference between creativity and innovation is the focus. In one hand, creativity is about generating new ideas by unleashing the mind's potential. Innovation, on the other hand is about presenting change into relatively stable systems. Theodore Levitt puts it best: *"What is often lacking is not creativity in the idea-creating sense but innovation in the action-producing sense, i.e. putting ideas to work"*.

4)- Innovative Teaching

As what have been mentioned before teaching is all about transforming information into knowledge. Nowadays, teaching is not focusing on the instructions, but is increasingly about facilitation and treating the learners holistically by giving them the total freedom to learn. Researches show that students who enthusiastically engage in classroom discussion tend to retain information for much longer period compared to those who have just passively view or listen to the discussion. Rogers, the founder of human psychology, introduced the theory of learning in his book "Freedom to Learn" (1969) claiming that the student who says, *'I am discovering, drawing in from the outside, and making that which is drawn in a real part of me''* (p. 3).

Anyone would claim that innovative teaching is about using technology during the teaching process; but in fact it's not. A bad teacher cannot become a good teacher because of using technology. The same goes for good teacher, s/he doesn't always need to rely on technology to manage the lesson. Innovative teaching is often invisible. It's based on creating a propitious and positive atmosphere within which good learning can occur. Innovative teachers always strive to look for new methods to motivate their students of doing their best and keeping them on tasks. Innovative teachers are reflexive about their learner's needs and

obstacles such as: lack of understanding, loss of focus and low engagement or confusion .This kind of teachers should have the ability to discover new tools and techniques to guarantee a good teaching quality for their learners. Therefore, innovative teachers should run out courage to firm their new methods and content, especially if it stands against the environment and the culture they work within.

5) - Types of Innovative Teachers

When people hear about innovative teaching they may think that it deals with technological devices and computer's software, yet it's not the case because nowadays innovation become a normal activity for everyone's feeling, expression and thinking. Hence, researchers and critics divided innovative teaching into four main parts:

5-1) – Artistic Innovative Teachers

This part is given for teachers who have a special talents like : writing, drawing, painting, photography, acting, music...etc. This type of teachers can employ those talents in their teaching. They may share these talents with their learners to increase learners involvements and engagements in the classroom. Furthermore, if the learners notice that the teacher has a specific talent they will automatically imitate their teacher either inside or outside the classroom because most EFL learners consider that their teacher as their role model. Thus, the artistic teacher will skillfully provide learners with a specific talent.

5-2) - Theatrical Innovative Teachers

This type includes the quality of teachers “ *who skillfully employs theatrical devices will capture and hold the students' attention better than the same teacher using plain vanilla methods*”. As indicated by James P. Downing in his book “Creative Teaching: Ideas to Boost Student Interest: Ideas to Boost Students interest” This involves teachers who innovatively adapt a specific customs and gestures that fit each situation during the teaching process. This type may add a kind of joy and motivation inside the classroom which can help the learners to fully grasp the lesson.

5-3) Constructive Innovative Teachers

Teachers must recognize that learners cannot create copies of the teacher's knowledge; they must build their own systematic understanding brick by brick. Basically, this category of teachers seek to create fundamental principles for learners and they constructively improve it according to the learner's individual needs. At first, this seems to be a bit tiring for the teacher but when the learners reach a homogenous level the teaching process in that classroom will move easily.

5-4) Interpersonal Innovative Teachers

This type of teachers seek to build their own rapport by understanding the learner's feelings about the lesson or assignment. *“The interpersonal innovation comes through techniques and tools that the teacher should adapt in order to engage learners one to one and read the mood of the learners for creating an atmosphere that suits the situation in the classroom”*. Starko (2000) stated that the best classroom climate is one that inclines a student toward wanting to learn more about the subject rather than less. Emotional climate is a big part of achieving this goal.

II)- Innovation Inside the Classroom

1) - Teaching Innovatively

Innovative teaching is an art. Being an innovative teacher doesn't need a guide book or theoretical lessons. All what it needs is acquiring a set of skills that accommodate and can be applied for each situation. Everyone may ask where this set of skills will come from ? or how can the teacher acquire these skills? . *“Explicit knowledge, which is conveyed as information, should be internalized before it can be brought back to life as personal knowledge”*. (Leadbeater1999, p. 29).

Innovative teaching is a complex task and cannot be acquired in a short period as the Chinese proverb says *“a journey of thousand miles begins with a single step”*. So, in order to acquire those skills the teacher must need training, practice and believing in the hidden

capacities that need to be explored. There are three steps to teach innovatively as indicated by Downing (1997:3):

- Understand the nature of innovation.
- Practice your own innovation.
- Use teaching strategies that nurture innovation in your students.

2) - The Importance of Teaching Innovatively

Teaching innovatively is very important because it gives learners a suitable position to think in joyful way. Starko cited in his article Joy in School “ *We don’t believe that any good teacher can limit his or her responsibility to the transmission of content. —We want our students to have zest for life and hope in their capacity and we want them to have those things in school*” (2010:5). Furthermore, In describing the schools and learners Lemana clarified by saying “ *In schools, we aren’t punching out widgets; we are nurturing young people*” (2000). All these quotes depict that the psychology of the learner matters first in which the teacher should encourage the learners to develop multiple learning strategies in order to promote both effective and independent learning. Likewise, innovative teaching leads to greater learners engagement and interests, a deeper understanding, critical thinking and lasting change in perception of an issue or a topic.

Another point must be taken into consideration, innovative teaching does not only increase the learner’s engagement, but it also helps the teacher to accommodate different proffered learning styles by tailoring approach for the individual situation and being really responsive to the learners needs. Innovative teaching is a very hard to be applied because it needs a fundamental shift in pedagogy and requires from the teacher to set a firm base, dedication, clarity, curiosity and joy.

People may agree that knowledge is the essence for being successful in this world, but in order to acquire this knowledge learners must attain skills, attitudes and habits to solve the problems of today. They need to explore different tradition and cultures across the world. Thus, they need to be innovative.

3) - The Characteristics of Innovative Teacher

Innovation does not come at once. Thomas Edison marked that being “ *Genius is 1% inspiration and 99% perspiration*” .The innovative teacher is the teacher who brings ideas from inspiration (imagination) to implementation and application (real life). Though a variety of writers and researchers Abram; Amiable and Hennessey (1988); Tardif and Sternberg (1988) agreed on different factors and characteristics that may contribute in the innovative teacher

3-1) Gifted

These kind of teachers are able to convert their skills in a specific field such as drawing, writing, photography, music..etc into the teaching process. This feature can help the teacher to mix up between the gifted talent and the teaching method in order to achieve a good quality of teaching.

3-2) effortful

One of the pillars that characterize innovative teacher is the effort. These kind of teachers tend to have better perceptions of the importance of hard work in order to achieve a real feedback among their learners.

3-3) Knowledgeable and Skillful

Before getting in the field of teaching innovative teachers must acquire a prerequisite and a variety of skills in order to become proficient in their career. Knowledge involves understanding their area of specialty, a strong grasp of the curriculum and the acquisition of different strategies and techniques. Likewise, innovative teachers must have an excellent communication skills. They need to be calm in the stressful situations. In Addition, they need to major the basics of technological skills for audio-visual presentations.

3-4) Kinetic

Attitudes can be seen as the most significant feature of the innovative teacher because the physical mechanism of the teacher inside the classroom can make a big influence on the learner's psychology. In other words, only a gesture from the teacher toward the learner can make the learner either a fully passionate or intensively unable to bear the module.

3-5) A Favorable Setting

This is a common trait among innovative teachers in which they can create a specific atmosphere among their learners according to the mood of the classroom. They always find a diversity of passages in order to revive the classroom.

4)- Technology Inside the Classroom

The evolution of English language teaching (ELT) in parallel with the development of technology can create an unprecedented quality of teaching, especially in EFL classroom. Hence, the teacher can take the advantages of those technologies and use them in teaching to get a good teaching quality. Here are some suggested tools and techniques that must be taken into considerations:

4-1) Digital Platforms

It includes all the social media sites that create a safe online environment for teachers, students and parents such as :Google Docs, Facebook, Edmodo...etc.

4-2)- Online CPD (Continuous Professional Development)

The development of social media guaranteed the access for all the teachers of English from all the world to create several blogs and groups in order to participate and share the ideas and opinions like a huge global staffroom.

4-3) Mobile learning and BYOD (Bring Your Own Device)

Teachers can profit the increasing number of smart devices so it is a must to take benefit from a variety of apps like WATTPAD, Goodreads and Moon+ Reader.

5) - Innovative Procedures

5-1)- Multimedia Learning Process

I hear and I forget .

I do and I understand . Confucius

Multimedia involves all types of audio-visual aids such as : pictures, videos, audios, texts...etc which can be integrated and presented to convey a certain amount information to the audience. So, in order to take advantages of multimedia; innovative teachers tend to use multimedia as an innovative tool of teaching and learning by presenting their lessons and addressing learners to do some projects in order to train them in this set. Also, this kind of teaching may help the learners to think critically and analytically for solving problems. This is known as “ *the problem-based- learning*” (PBL) as indicated by Boud and Feletti (1977).

Multimedia can help teachers to present the lesson in more meaningful ways and can attain the learners attention to make them more motivated. Some professional innovative teachers use multimedia in podcasting in which comprises a digital video & audio of a recorded lecture because they are available 24/7 online. In addition, they take the advantages of multimedia and make it serve as a virtual learning environments as a reason to facilitate the access, interaction and sharing of information between learners and teachers.

5 -2) Edutainment

In the world of neologism this word is a combination of two words education and entertainment. This type of education is designed to educate learners through entertainment such as : games, films or shows. According to Collins English Dictionary edutainment is “*the presentation of informative or educational material in an entertaining style*”.

Teaching English in EFL classrooms might be a very hard task. So, the teacher must blend between education and entertainment to fit with the learners mood. Most EFL learners are adults and they adore playing video games. There are thousands of video games that can

teach them vocabulary, grammar and pronunciations in fun way. Among those games there is: Great Secrets Da Vinci, Criminal Case, Letter Go Round, Pictionary...etc.

III) - Applying Some Innovative Ideas

1) – Definition of the Term “Apply”

The main question behind this study is " how a teacher of EFL classroom should manage to apply the innovative strategies?. To answer this question, the term should pass through many reliable dictionaries.

According to Oxford Dictionary the term "Apply" is defined as:

Apply : Bring or put into operation or use.

Cambridge Dictionary defines the term "Apply" as:

Apply : To make use of something or use it for a practical purpose.

Among the many definitions that have been found, these two definitions can narrow the concept down to fit the objective of this research. Oxford dictionary points out the concept of "apply" as if the holder of the action should already have something to bring it and put it into operation or use. In the matter of this study, the teacher already has numerous strategies and techniques which he/she must figure out a way to operate and use them. Furthermore, Cambridge dictionary highlights on the angle of the practical purpose. In which the teacher should make use of these strategies for a practical purpose.

In general, innovative teaching is not an easy task for teachers who try their best to impart knowledge as possible as they can. Therefore, this research is an attempt to display the different modern strategies and deeply figure out a method for EFL teachers that would crack the mission to apply them. For the latter purpose, there are countless conditions that should be respected. For example, some techniques can just be applied in a classroom with no more than ten students. Also, there are others which require certain equipment. So, a teacher should be flexible and smart enough to detect the right way in the right time and place. Besides, the readiness of the teacher is required to face any urgent cases or accidents.

2) - Modern Methods and Techniques

The main goal behind education is to make the student literal, rational thinker, knowledgeable and self-sufficient. Hence, scientists along with linguistics melted the learning process with the brain acceptability to result up with modern methods and techniques that would facilitate for both the sender (teacher) and the receiver (student) the mission of transferring knowledge. On the head of these methods a teacher may navigate the technology as a main combination between knowledge and entertainment. Also, some teachers tend to create an enjoyable and desirable atmosphere just through the classroom existing tools such as chairs and papers. In all cases. These next few pages will try to sum up some of the modern techniques and methods under the possible classifications of EFL classrooms.

3)- General Innovative Methods of Teaching

3-1) - Technology

Technology played a huge role in the 21st century and classified as the most popular topic in the modern education. First, there are some misconceptions about technology; Technology is not the solution to a reliable and effective education but it is just a tool to help education and learning. Furthermore, technology should be part of the curriculum not a separated unit for further usage. Also, technology should be shared between the teacher and the student; especially, after the coming of Student-Centered learning. Where the student is the most important factor in the learning process. Second, the implementation of technology in an effective and practical pragmatic way. Despite of the technological tools availability, some educational institutions fail to use it. While others don't even use it because they may think that this technological tools will get damage. Which is a very wrong concept because technology by all means should be used when the necessity calls. As the example of Dr.P.C. Naga Subramani in his book Effective Teaching and Learning :

“The new means of the technology change the classroom experience. For example, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, PCs, compact computers that allow the teacher to write notes directly on the screen with a special pen, replace the archaic projector.

Technology allows professors to make notes on charts and spreadsheets and send them directly to their students' PCs”.

3-2) Mind Maps

Mind maps can be defined as changing a set of information into diagrams and drawing forms which can replace the ordinary form of a sentence. The most know diagram is take the same basic format of a tree, starting with a center circle and branch it out into sub-circles and so on. Often, the circle in the middle carries a word, and the sub-circles also carry words of the same semantic field. Mind maps are very easy to remember and effectively mnemonics their shapes, as they are very enjoyable for the brain. In attempt to describe learner’s mind mapping and how it occurs Damodharan & Rengarajan instructed :

“They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The key notion behind mind mapping is that student learns and remembers more effectively by using the full range of visual and sensory tools at his/he disposal. Pictures, music, color, even touch and smell play a part in the learning armory, since it helps to recollect information for long time” (2012).

3-3) Sense of Humor

We can notice that student always like vivid teachers. Thus if a teacher used a delightful and funny teaching way we can say that he did achieve his target easily. Also, we can say that sense of humor strengthens the relationship between student and his teacher, decrease stress, makes the lesson so interesting and if it's related to the subject, it may even promote recalling the last content studied .So, the best way to make a student relaxed it to spread humor sense between students in a proper way and thereby create a suitable environment for a better results. Statistics on advertising field marked that humor is the most interesting tool to make a progress and recalling of what has been learned lately. It is not very hard to make a humor in the classroom either reading books of jokes or listen to professional comics in modern way. The students should learn more; especially to know about the professionals’ use of such techniques as not to exaggerate in their sense of humor , like how do they make pauses, and perfect timing . A huge part of humor relies on the real

life's observation and live situations. To conclude, humor is not only important to the human's health .Yet, it also plays a wide role in innovative education.

3-4) Mnemonics

The mnemonics words is considered as an another innovative teaching method. Here the teacher should talk on a specific topic for a long time .The second step, he/she can just go on saying mnemonics with related meaning in words, only words instead of sentences. At the moment they come to the root of the meaning of that concept and the students will explain in sentences.

3-5) Role-Playing

Role-playing; acting and scenario analysis is an innovative method of teaching. For example, the teacher gives the students a scenario and adds more options to solve the scene. As a result students will rely on a creative environment and search deeper for a solution based on the subject studied. The main advantage of role-playing is the ability to discover evaluation and synthesis of that specific subject. In other word, the teacher can take the students out of their traditional ways and allows them to play the roles. Furthermore, it is the role of the teacher to show to the students that it is not only fun, but a good opportunity to participate and engage in the learning process.

4) - Examples of Innovative Teaching

Technique#01: Hello Class

This technique should take a place in the beginning of the year where nobody knows anybody. Basically, students formulate a circle of no more than thirty students. The first student in the chain says his name followed by a verb ends with –ing. Frequently, the next student does the same with the addition of what has been said by the first student. Continuously to the last student which he should remember everyone.

For example:

- student number one says " Ali walking ".
- student number two says " Omar playing, Ali walking "

Also a teacher may want to split the students into groups in order to facilitate the repetition task.

Technique#02: Welcome Mate

This technique enables students to know more about each other. In this pair work; the first student should stay silence and the other one should discover some extra information about him. Like his home location , favorite movie or hobbies. All using the body language. In case there is enough time, they can announce that publically so everyone including the teacher would benefit the situation. Alternatively; students may use cards with questions written in. For example, a card with the followed questions:

- Do you have a dog ?
- What is your favorite dish ?

Technique#03: Individual Cards

The individual cards technique can be considered as an assessment for each individual student. Each student should make his own card with a table written in; the aim of this technique is for the teacher to mark each student every time he success to solve, participate or get any task done addressing each one with his level according to his card.

Technique#04:The Hidden Puppet

The hidden puppet is a useful technique to teach prepositions; In which group "A" hides the puppet while one of them is out. When he returns, his group should guide him using prepositions to find the puppet.

- The teacher may want to setup some guiding instruction according to the lesson plan and the needs of the curriculum.

- This technique works better if the teacher can devote more than one session. Especially; if the students number don't exceed twenty students.

Technique#05: Cartoons

This is an appropriate technique for the general problem of weak level student which there should be a set of pictures and whenever a student sees certain picture he should rapidly come up with a short story about it. This technique must cover several language categories such as: storytelling, grammar employing, fast thinking...etc.

- The possibilities of this technique is widely diverged depending on the teacher's needs, students' abilities and the different classroom conditions.

Technique#06: Words Order

This technique requires groups of five members. Each group member shall take a card with one word in. So, the whole group cards can formulate a full sentence . the member has to wait for the right moment to put his card inside his group in order to have a full sentence all in the right order.

- The objective of this technique is to learn when the verb; noun; adjective or any part of speech is situated in the sentence.
- Optionally, every part of speech should be color-coded; For example, conjunctions card are red and nouns are blue...etc.

Conclusion

Teaching might consider to be one of the hardest professions in the world. But if the teacher is smart enough he can adopt the existing innovative tools and methods. Likewise, he will certainly get extra benefits that would help the students to engage more in the learning process and achieve the desired results.

Chapter Three

The Application of Innovative Teaching in EFL Classrooms.

Introduction

As any scientific research provided with a field work in order to improve its validity. This research depended also on a teaching experience that enables to identify the results of the innovative teaching in EFL classrooms as we investigated the main factors that may affect the teaching quality. This process holds responsibility upon the teacher and the learner. Both teachers and learners provide a massive quantity of information that gave a sufficient data to conduct this research. As a result, this chapter is a decisive tool to spot if the findings that have been mentioned in the previous chapters fit the hypotheses or not.

Basically, this study depended on the two main pillars in the EFL classrooms which are the teacher and the learner. The student's questionnaire aims to discover the concept of innovative teaching and to measure the validity of the application of some innovative strategies and techniques in the teaching field. Also, this questionnaire gives the learners a prediction about the future teaching quality. In the other side, the teacher's questionnaire sheds the light on the support of teachers toward these modern techniques and strategies in the teaching field and to what extent the teacher is able to apply them inside EFL classrooms.

1) - The Student's Questionnaire

1-1) -The Sample

The questionnaire consists of ten questions that have been examined by about one-hundred and fifteen EFL learners (first and third year secondary school of Omar Idriss Ksar El Hirane). The selected sample gathered forty-seven students from the third grade and sixty-eight students from the first grade. This intended population was targeted to both categories depending on the background knowledge of English learning along with the diversity of their educational levels.

1-2) -Description of the Questionnaire

The questionnaire paper contains thirteen questions. The type of these questions differ accordingly from either closed questions “yes or no” questions, open questions and picking up the right answers.

- **Section one: the student's individual questions**

This section serves to identify each student’s individual information by picking out his / her gender and educational level.

- **Section two: the student's views and opinions about innovative teaching**

The relationship between students and innovation is highly complicated. Hence in this section the learners have been asked to choose the appropriate teaching way, either traditional or modern way. They also have been asked to provide a definition of the innovative teaching.

- **Section three: the student's views and opinions about the teachers proficiency**

This section is devoted to student's opinions about the skillfulness of teacher and his innovative method of teaching.

1-3) -Analysis of the Students Questionnaire

Question no 01: Gender

Question options	Number	Percentage
Male	60	56.53%
Female	50	% 43, 47
Total	110	% 100

Table ٣.01: gender

As has been stated in the table above that the majority goes for males about 56.53% whereas females record less percentage than males. Females estimate the percentage of

43.47%. This indicates that males in the stage of secondary school have more engagement to the English module among the other modules.

Question no 02: What is your educational level?

Question options	Number	Percentage
1st Grade	٦٨	%٥٩,١٣
3rd Grade	٤٧	%٤٠,٨٧
Total	١١٥	%١٠٠

Table ٣.02: Educational level.

The table number two indicates that the 1st grade are over numerous percentage rated in 59, 13 %; However, the 3rd grade percentage rated in 40.87%. This shows that the recognition of the educational level is a tool to see the differences between the two levels (1st & 3rd years) and analyze the variety of abilities and disabilities that both grades have in the English learning process.

Question no 03: I speakEnglish.

Question options	Number	Percentage
Bad	٢٤	%٢٠,٨٦
Normal	٦٨	%٥٩,١٤
Good	١٦	%١٣,٩٢
Very-good	٧	%٦,٠٨
Total	١١٥	%١٠٠

Table ٣.03: English language level

The previous table shows the students mastery of English language in which 20.86% students lack the main basics of English language. 59.14 % of them recorded the average by which they speak a normal English. Good English learners hold the percentage of 16%. The

excellent group ranked a percentage of 6.08 %. This table helps to measure the different levels about the English language and to classify the students based on their English proficiency in which the results indicate that the majority of the students of both grades master the English language in a normal status.

Question no 04: How much do you like English module among other modules?

Question options	Number	Percentage
I like it so much	۳۸	%۳۳,۰۵
Somehow	۶۹	%۶۰,۰۰
I don't like much	۸	%۶,۹۵
Total	۱۱۵	%۱۰۰

Table ۳.04: Student's attraction toward The English module

The table above indicates that the majority 60.00% of the students don't suffer much in English module. About one-third of them recorded a positive attitude toward English modules; However 6.95% of them recorded a negative attitude. Basically, this tricky question was not just a tool to know the student's attraction toward the English module but also to spot the accurate percentage of the students who can give this study an accurate results

Question no 05: Which teaching way do you prefer?

Question options	Number	Percentage
Traditional	۸	%۶,۹۶
Modern	۱۰۷	%۹۳,۰۴
Total	۱۱۵	%۱۰۰

Table ۳.05: Traditional and modern way of teaching

The above table shows the diversity of student's opinions between the traditional and the modern ways of teaching. The minority of students in a percentage of 6.96 % stick on the usage of the traditional way; while the majority of students in a percentage of 93.04 % prefer

the modern way of teaching. Especially after they witness the differences between the rational and modern way in the field work. So, they could identify the advantages and disadvantages of both methods and give an opinion about the modern way.

Question no 06: What is Innovative Teaching for you ?

This open question gave the opportunity for students to freely express their thoughts and opinions over the concept of innovative teaching. Their opinions diverged from a set of terms and expressions like "New things and tools", " Easy and entertaining" " Technology" "Facing difficulties" "Creativity, change and development". The benefit of this question is to know the student's familiarity with the concept of innovative teaching that helped the study to be more accurate.

Question no 07: Can these new ideas be helpful to the future teaching?

Question options	Number	Percentage
yes , it can be	٦١	%٥٣,٠٥
yes, it can help	٤١	%٣٥,٦٣
Somehow	١٢	%١٠,٤٥
No , just useless way of teaching	١	%٠,٨٧
Total	١١٥	%١٠٠

Table ٣.06: student's future prediction about the innovative teaching

The previous table shows that more than half of students (53.05%) have a promising predictions about the innovative teaching in the future in which they assumed that it can be helpful for the future teaching. Less than them 10.45% agreed these innovative techniques may somehow contribute to the success in the future teaching. Technically, they have now the ability to see some future predictions that may help them as future teachers.

Question no 08: Can the teacher play a role in this " Innovative teaching" strategies and techniques ?

Question options	Number	Percentage
Yes	111	%96,53
No	4	%4,47
Total	115	%100

Table 3.07: Student's opinion about the teacher's abilities

Table number eight confirms that the super majority (96.53%) believe that the teacher plays a crucial role in the innovative teaching process. 4.47% disagreed about the participation of the teacher in the innovative teaching process.

Question no 09 : If yes , to what extent ?

Question options	Number	Percentage
80%	30	27,03
50%	18	%16,21
10%	1	%0,90
.....%	62	%55,86
Total	111	%100

Table 3.08: The extension of the teacher's abilities.

This table gives a close scope to the role of the teacher in the innovative teaching strategies and techniques. A considerable percentage varies between 10%-80% that the teacher role is taken into consideration. Surprisingly, After the verification of the fourth option it has been discovered that the majority of students (55.86 %) selected a percentage above 80% which gives an indication that the teacher is the one who holds most of the innovative teaching responsibilities. But to measure the difference between our traditional teaching, modern one and have a close percentage.

Question no 10: How do you describe your teacher?

Question options	Number	Percentage
Passive teacher	۰	%۰
Normal teacher	۲۱	% ۱۸,۲۷
good teacher	۴۹	% ۴۲,۶۰
Creative teacher	۴۰	% ۳۹,۱۳
Total	۱۱۰	%۱۰۰

Table ۳.09: student's view of their teachers.

The above table describes the students opinions about their teachers. None of them gave a passive view toward their teachers. 18.27% of students depict that their teachers are normal teachers. The highest majority of the students integrate the description of their teacher's proficiency between "good & creative teacher ". This depicts that most of the students prefer the creative and good teacher which tells that EFL learners are more attracted the innovative strategies and techniques.

Question no 11 & 12: state any positive / negative attitude you have noticed on your teacher.

These indirect questions help to figure out the positive and the negative attitude of both traditional and innovative teaching quality. The general results of both questions revealed that the innovative teacher is more desirable and eligible for the students to hold the responsibilities of teaching in the EFL classrooms.

Question no 13: Which of the following you suffer most from?

Question options	Number	Percentage
Comprehension	۳۲	% ۲۷,۸۳
Grammar	۵۶	% ۴۸,۷۰
Listening	۰	% ۰,۰۰
Other	۲۲	% ۱۹,۱۳
Total	۱۱۰	%۱۰۰

Table ۳.10: student's suffering

The previous table revealed the students suffering from the different categories during the learning process in which it has been discovered that about the half 48.70 % suffer from grammar, while in the second rank comprehension takes a place in the percentage of 27.83 % whilst other difficulties like listening 4.34% and speaking 19.13 % characterize the minority of students. The findings expose that the most difficulty that faces students is grammar.

2) -Teacher's Questionnaire

2-1) -The Sample

The questionnaire was addressed to ten teachers from different Educational teaching grades (one teacher from the University of Omar Thelidji, three teachers from the secondary school of Omar Idriss and six teachers from different Middle schools). This research was selected upon several factors among them:

- Both middle and secondary schools teachers are regular English teachers, so innovative teaching may help them to develop their teaching quality to fit modernity.
- To know teacher's behavior and attitudes in EFL classrooms; Hence, recognizing which techniques suit more in the local schools.
- The selection touched different levels (university, secondary and middle schools) in an attempt to spot a variety of innovative teaching methods.

2-2) -Description of the Questionnaire

The questionnaire paper contains ten questions built in a logical and well-studied order. These questions are divided into closed, open and requiring from the teacher to select either "yes" or "no". It started with personal questions (gender, educational teaching grade and the teaching experience). Followed by their perspective about the concept of innovative teaching and their application of it .Also, there is a part devoted for the teachers to express their impression about their teaching quality and the students impression toward the English

subject. In the end of the paper, the classroom management took a place in which teachers where asked to select the appropriate answer. Finally, the questionnaire gave a free space for teachers to express any further comments.

2-3 Analysis of the Questionnaire.

Question no 01: Gender

Question options	Number	Percentage
Male	٢	20%
Female	٨	%٨٠
Total	١٠	%١٠٠

Table ٣.01: gender

The table above shows that 80% of the study involved the female sex and 20% of males. This indicates that females generally dominate the field of English teaching.

Question no 02: Educational teaching grade

Question options	Number	Percentage
University teacher	١	10%
Middle school teacher	٦	%٦٠
Secondary school teacher	٣	%٣٠
Total	١٠	%١٠٠

Table ٣.02: Educational teaching grade

The table of Educational teaching grade represents a variety of teaching levels by which the study covered one teacher from the University of Amar Thelidji that occupied a percentage of 10% and six 06 middle school teachers held a percentage of 60 %. The rest 30 % of teachers have been taken from secondary school.

Question no 03: experience in the teaching field

Question options	Number	Percentage
4-9 years	٧	70%
15-25 years	٣	%٣٠
Total	١٠	%١٠٠

Table ٣.03: The teacher experience

The last table in the previous page gives an overview about the teachers experience in their field works. Most teachers have an experience in teaching from four to nine years (04~09 years). One-third of them stand as formative teachers within an experience that exceeded fifteen years .

Question no 04 : Describe "innovative teaching" and is it necessary for good teaching quality ?

This question shows the teacher's opinions about the concept of " Innovative Teaching" and its necessity in EFL classrooms. Most if not all teachers revealed a positive reaction about innovative teaching. Teachers agreed that innovative teaching is a kind of teaching that blends the teacher's innovation with professional performance. The results after collecting and analyzing data have been found in cluster of terms and expressions defining innovative teaching in EFL classrooms as :

- Introducing modern ideas and techniques in teaching.
- Teaching by using modern technology (audio-visual aids).
- It Helps and attracts learners attention whereas not good for teachers.
- Innovative teaching should be creative in order to be successful teacher.
- A good way to create a nice teaching atmosphere.

Question no 05: Do you apply "innovative teaching" in your classes ?

Question options	Number	Percentage
Yes, always	٤	40%
As much as I see it necessary	٣	%٣٠
Sometimes	١	%١٠
Not at all	٢	20%
Total	١٠	%١٠٠

Table ٣,04: the application of innovative teaching in EFL classrooms

The table above shows a diversity of opinions about teachers applying innovative teaching in EFL classrooms in which teachers use innovative teaching in a wide range where 40% of teachers always apply the innovative teaching and 30% use it when they see it necessary. Unexpectedly, 20% of teachers don't use the innovative teaching in their classrooms. This indicates that innovative methods already exist in the teaching process.

Question no 06: Do you use any of these modern strategies? how much do you use any of them ?

Question options	Yes	No	49 %~0	100 %~50
Technology	٩	١	٨	٢
Sense of humor	١٠	٠	٤	٦
Games	٩	١	٧	٣
Individual work	٨	٢	٤	٦

Table ٣,05: the extension of innovative teaching tools

The table above indicates the tools of innovative teaching in EFL classrooms and how much the teachers apply them. As the development of science it became a must to use technology as a priority to improve the quality of teaching in EFL classrooms. The findings of the research show that nine teachers use technology and games in their teaching process. As it has been expected ten teachers rely on sense of humor to make an enjoyable atmosphere. At last, Individual work has been use by eight teachers. This table concludes that most teachers

apply innovative teaching tools and techniques which can be a good sign that innovative teaching will take a place in the future teaching.

Question no 07: What's your impression about the teaching quality ?

Basically, the collection answers of this question state that all teachers have an agreement that their quality of teaching is from good to excellent measured by the levels and grades of their students. As they show some future promising predictions that their teaching quality will get better. So, this will lay the platform for innovative teaching to be easier in the future.

Question no 08: What's your student's impression about the English subject?

Question options	Number	Percentage
Feel well-going	۳	30%
Feel comfortable	۵	%۵۰
Dislike English	۰	%۰
Others	۲	%۲۰
Total	۱۰	%۱۰۰

Table ۳.06: student's impression about the English subject

This table shows the students impressions and attitudes toward English as a module. Three teachers claimed that the English session goes well inside their classes. Half of the selected teachers agreed that their students feel comfortable during the English lesson. Predictably, it appears that none of their students dislike English subject. This statistics may help the teacher to acquire more chances to apply innovations in the EFL classroom. In the other hand, this may pave the way for the students to extract the inner potentials for better results.

Question no 09: based on your experience circle the most important factor in the teaching field.

Question options	Number	Percentage
The background knowledge	1	10%
Psychological state	4	40%
Lesson's structure	5	50%
Total	10	100%

Table 3.07: the most important factor in the teaching field.

Table number seven describes the classroom management main categories from the background knowledge to the psychological state of the student and the lesson's structure. The latter took the lion's share (50%) among the teacher's interests. (40%) highlighted the psychological state of the student as an important factor in the teaching field. While the minority (10%) agreed on the background knowledge to be a main factor in teaching. This shows that this study's concerns should focus more on the lesson structure rather than the background knowledge and psychological state.

Question no 10: To what extent do you use the classroom equipment ?

Question options	Number	Percentage
All the time	10	100%
Most of the time	0	0%
Sometimes	0	0%
Rarely	0	0%
Not at all	0	0%
Total	10	100%

Table 3.08: teacher's usage of the classroom equipment

This final table shows a surprising numbers that all the teachers use the classroom equipment all the time which can be indicated as a good news for the future innovative teachers.

Question no 11: Expressing further comments

In this question, the field has been opened for teachers to freely give any further thoughts, opinions and comments about the general concept of innovative teaching.

3)- Discussion of the Results

EFL classrooms have always suffered from a lot of problems related to several reasons. Like, problem of the social and cultural backgrounds, lack of fluency, deficiency of the English language, communication short comings, in addition to countless problems. Innovative teaching's mission is to fulfill this gap and bridge between the teacher's knowledge and the student's receiving in an interesting and delightful way.

3.1- Discussion of the student's questionnaire:

The above analysis uncovers many teaching problems concerning EFL classrooms and innovative teaching as an initial solution to these problems. Thus, the study merged the concepts of " EFL classrooms problems" and "innovative teaching; as it also resulted several theories and hypotheses which sparked some discussions. Generally the questionnaire discussed the perspective of students about the general definition of innovative teaching and the relationship between them. Also the role of their teachers in the learning process and how much he/she is engaged with innovative teaching. Furthermore the differences between the old traditional way compared with the modern way of teaching and the preferable one. The crucial discussion was about problems and sufferings of the EFL learners. Accordingly, the results indicate that the majority of students master the English language in a normal status which can be referred that the traditional way is a teaching way which mostly can produce students with a normal English level. At the same time, the study recorder that there is a wide acceptance from students to receive knowledge in the modern way which would build a platform for a future consideration about innovative teaching. Students were not able to precisely define innovative teaching indicating that they may have wrong idea, misunderstood or even no idea about this concept; So if they can find a reliable guider or teacher, that definitely will enhance the general quality of teaching. In the findings students most often blame the teacher as he is holder of responsibility inside the classroom. Hence innovative teaching is mainly part of his job. Naturally, it makes sense since that he is the controller of

the learning surroundings and the way he formulates and presents the lesson, but that also should be combined with students corporation and assistance.

3.2)- Discussion of the teacher's questionnaire

In general, questions framework managed to receive teacher's definition and impression about innovative teaching. Additionally, some understandings about the classroom management. Most of teachers were able to successfully define innovative teaching and give important keywords indicating that they have a full grasp of the term. But they surprisingly disagree to use it on regular basics. This might be referred to several factors like the lack of their student interest, the seniority in the teaching field along with other unknown reasons. The selection of EFL classrooms was not random because according to previous analysis that shows the student's interest in the English subject among other subjects which indicates that innovative teaching works better in the studies of English as a foreign language. Applying innovative teaching needs the teacher to be smart and quick thinker; however, it needs to be classified into categories depending on the student's necessity and wants. Collecting and analyzing data highlights the deficiency focus on the lesson's structure category; taking into consideration the other categories like: the background knowledge and the psychological state of the learners.

Conclusion

This practical chapter revealed some ambiguity that happens in the field of teaching inside EFL classrooms of the local schools. Innovative teaching received a deep approbation and a massive acceptance from both teachers and learners which hopefully it will take place in the future teaching field.

4)- Suggestions and Recommendation

On the light of this study which displayed a lot of findings about education in general that pushed us as researchers to suggest some solutions and recommendations based on the previous theories and hypotheses. These solutions may need further reviews according to the teacher's conditions, student's needs and wants, classroom situation and other precautions. Therefore, the following points would help to facilitate the matter of sending and receiving in more easier and smoother way:

- Students need to identify the concept of innovative teaching.
- Innovative teaching should help teachers to make their job easier, not as the common myth which assumes that innovative teaching needs extra efforts.
- Teacher is the main holder of the classroom; thus he must manage in the very beginning what and how to teach innovatively.
- Technology is the main methods to teach innovatively, so any teacher should have certain level of informatics skills.
- Both teachers and students need to know the right definition, methods and techniques of innovative teaching.
- Using innovative techniques in EFL classroom facilitates the teaching process and establishes good bridges between teachers and students.
- Boredom is the one of the main enemies of teaching; Thus changing the usual ordinary sitting may turn the education upside down to be acceptable and very enjoyable.
- Sense of humor, games and mind maps are essentials in the lesson's structure.
- Teachers must adopt as many ways as they can to encourage their students to practice English.

General Conclusion

Innovative teaching cannot be considered as a final solution for all the teaching problems; it cannot replace a traditional teaching methodology but rather support it. However it is obvious that innovative teaching can provide an excellent quality of learning. Innovative teaching would help the next generations for a better experience and shape creative knowledge which hopefully bring them closer to their future goals. Also it can reduce the teaching problems that may occur during the lesson's time. Students cannot adequately explain what is required from them. So, the teacher is always asked to cover this side with a proper idea of these modern strategies. Even more it turn the latter to be part of the curriculum. For this reason and other reasons innovative teaching become a necessity in the modern world academic institution especially with the interaction of technology with nowadays generation.

Therefore, understanding the aspect of innovative teaching is not only necessary for the enhancement of innovative teaching effectiveness but also an essential issue that deserves the attention of every EFL teacher. It requires a shift in the pedagogy (from imagination to application) in which the teacher should take the understanding of the innovation in teaching into practice. Innovative teaching aims to engage learners with content in flexible and innovative ways because learners who use content in innovative ways learn the content well. In EFL classrooms the application of innovative teaching is needed in order to achieve a fully materialized curriculum, to make an impact, to achieve a better quality of teaching and to facilitate learning.

List of Tables

Table1: Students' gender.....	38
Table 2: Educational level	39
Table3: English language level	39
Table 4: Student's attraction toward The English module	40
Table 5: Traditional and modern way of teaching	40
Table 6: Student's future prediction about the innovative teaching	41
Table 7: Student's opinion about the teacher's abilities	42
Table 8: The extension of the teacher's abilities	42
Table 9: Student's view of their teachers	43
Table10: Student's suffering	43
Table 11: Teacher's gender	45
Table 12: Educational teaching grade	45
Table 13: The teacher experience.....	46
Table14 the application of innovative teaching in EFL classrooms	46
Table15: the extension of innovative teaching tools	47
Table16: student's impression about the English subject	48
Table17: the most important factor in the teaching field	48
Table18: teacher's usage of the classroom equipment	49

Table of Contents

Dedication.....	I
Acknowledgment.....	II
Abstract.....	II
List of Abbreviations.....	IV
List of Tables.....	V
List of Contents.....	VI
General introduction.....	1
Context of the Study	1
Statement of the Problem/topic.....	1
Research Questions.....	2
Hypothesis and Objectives.....	2
Review of Literature	2
Research Methods and Techniques	3
Structure of the Study.....	3
Chapter One: An Overview of Learning	
Introduction	5
1)- Definition of Learning	5
2)- Categories of Learning	6
2-1)- Cognitive Learning	6
2-2)- Psychomotor Learning.....	6
2-3)-Affective Learning	6
3)-Theories of Learning.....	6

4)- Learning Styles.	8
5)- Origins: Where Do Learning Styles Come From.	10
5-1)- History of Learning Styles.....	10
5-1-A)- Early History	11
5-2-B)- Learning Styles From The 1950's to 1970's	11
5-2- C)- From 1980 to the Present.....	11
5-1-D)- Recent History.....	12
6)- Learning Styles Models.....	12
6-1)- David Kolb's Model.....	12
6-2)- Peter Honey and Alan Mumford's Model.....	13
7)- Why Should Teachers Know About Learning Styles ?.....	14
8) Types of Learning.....	14
8-1) Visual, Auditory and Kinesthetic Learners	14
8-1- A)- Visual Learners.....	14
8-1-B)- Auditory Learners.....	15
8-1-C)- Kinesthetic Learners.....	15
8-2)- Field-independent vs. field-dependent.....	16
8-2-A)- Field-Independent Students.....	16
8-2-B)- Field-Dependent Students.....	16
8-3)- Left-Brain Dominated vs. Right-Brain Dominated.....	16
8-3-A) Students Who Are Left-Brain Dominated.....	16
8-3-B) Students Who Are Right-Brain Dominated.....	17
8-4)- McCarthy's Four learning styles.....	17
8-4-A)- Innovative Learners.....	17
8-4-B)- Analytical Learners.....	17
8-4-C)- Common Sense Learners.....	17
8-4-D)-Dynamic Learners.....	18

9)- Eight Different Intelligences.....	18
9-1)- Inter-Personal Intelligence.....	18
9-2)- Intra-Personal.....	18
9-3)- Logical Mathematical Intelligence.....	18
9-4)-Linguistic Intelligence.....	18
9-5)- Musical Intelligence.....	18
9-6)- Visual-Spatial Intelligence.....	19
9-7)-Kinesthetic Intelligence.....	19
9-8)- Naturalistic Intelligence.....	19
Conclusion.....	19

Chapter Two: Innovative Teaching

Introduction.....	21
I)- Innovative Teaching.....	21
1)- What is Teaching.....	21
2)- Traditional Teaching Methods : An evolution.....	22
3)- What is Innovation.....	23
3-1)- Creativity Vs Innovation.....	23
4)- Innovative Teaching.....	23
5)- Types of Innovative Teachers.....	24
5-1) -Artistic Innovative Teacher.....	24
5-2) -Theatrical Innovative Teachers.....	24
5-3)- Constructive Innovative Teachers.....	25
5-4) Interpersonal Innovative Teachers.....	25

II)- Innovation Inside the Classroom	25
1)-Teaching Innovatively.....	25
2)- The importance of Teaching Innovatively	26
3)- The Characteristics of Innovative Teacher.....	27
4-1)-Gifted.....	27
4-2)- Effortful.....	27
4-3)-Knowledgeable and Skillful	27
4-4) -Kinetic.....	28
4-5) -A favorable Setting.....	28
4)- Technology Inside The Classroom.....	28
4-1)- Digital Platform.....	28
4-2)- Online CPD (Continuous Professional Development)	28
4-3) Mobile Learning and BYOD (Bring Your Own Device).....	28
5)- Innovative Procedures.....	29
5-1)- Multimedia Learning Process.....	29
5-2)- Edutainment.....	29
III)- Applying Some Innovative Ideas	
1)- Definition of the term “Apply”.....	30
2)- Modern methods and techniques	31
3)- General Innovative Methods of Teaching	31
3-1)- Technology.....	31
3-2)- Mind Maps.....	32
3-3)- Sense of Humor.....	32
3-4)-Mnemonics.....	33
3-5) Role-Playing.....	33
4) Example of Innovative Teaching.....	33
Conclusion.....	35

Chapter Three: The Application of Innovative Teaching in EFL Classroom

Introduction.....	37
1)- The Students' Questionnaire.....	37
1-1)- The Sample.....	37
1-2)-Description of the Questionnaire.....	38
1-3)- Analysis of the students questionnaire.....	38
2) The Teachers' Questionnaire.....	44
2-1)- The Sample.....	44
2-2)- Description of the Questionnaire.....	47
2-3)- Analysis of the students questionnaire.....	48
3)-Discussion of the Results.....	49
3,1) Discussion of Students' Questionnaire.....	50
3,2) Discussion of Teachers' Questionnaire.....	50
Conclusion.....	51
4)- Suggestions and Recommendations.....	52
General Conclusion.....	53
Bibliography	54
Appendices.....	56

Bibliography

- Boud and Feletti. (1977). *The Challenge of Problem Based Learning* 2nd ed. London .Kogan page.
- Coffield, Frank; Moseley, David; Hall, Elaine; Ecclestone, Kathryn (2004). *Learning styles and pedagogy in post-16 learning: a systematic and critical review* (PDF). London: Learning and Skills Research Centre. ISBN 1853389188. OCLC 505325671.
- Collins English Dictionary – Complete and Unabridged, 12th Edition 2014 © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003, 2006, 2007, 2009, 2011, 2014.
- Damodharan, V.S. & Rengarajan,V. *Innovative ethods of Teaching*. Retrieved from : [http://math.arizona.edu/atpmena/conference/proceedings/Damodharan_Innovative_Methods.pdf\(12/12/2012\)](http://math.arizona.edu/atpmena/conference/proceedings/Damodharan_Innovative_Methods.pdf(12/12/2012)) .
- Downing . P .James. (1997). *Creative Teaching: Ideas to Boost Student Interest: Ideas to Boost Students interest*. Teacher Ideas Press A Division of Libraries Unlimited, Inc. Englewood, Colorado Edition.). New York: Taylor & Francis.
- Gardener, H .(1993). *Frames of mind: The theory of multiple intelligence-10th anniversary edition*. New York . Basic Books.
- Gardner, H. (1993). *Multiple Intelligence: The Theory in Practice*. New York: Basic books.
- Keefe, J.W. (1979) *Learning style: An overview*. NASSP’s Student learning styles: Diagnosing and proscribing programs (pp. 1-17). Reston, VA. National Association of Secondary School Principles.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

- McCarthy, Bernice. *The 4-Mat System: Teaching To Learning Styles with Right/Left Mode Techniques*. Barrington, Illinois: Excel Inc., 1987.
- Orlich, D. C., Harder, R. J., Callahan, R.C., and Gibson, H.W., (1998). *Teaching Strategies: A Guide To Better Instruction*. New York :Houghton Mifflin Co.
- Reid, J. (1999). Affect in the classroom: problems, politics, and pragmatics. In J. Arnold (Ed) *Affect in language learning* (pp. 297-306). Cambridge: Cambridge University Press.
<http://dx.doi.org/10.2307/3586356>
- Rogers, C. and Freiberg, H.J. (1994). *Freedom to learn*. 3rd ed. New York:
- Skinner, B. F. (1938). *The behavior of organisms*. New York: Appleton.
- Starko, A. J. (2010). *Creativity in the Classroom: School in the Curious Delight*.(4th
- Subramani.Pc Naga . (2016). *Effective Teaching and Learning* . Laxmi Book Publication, Solapur (Creative Commons Attribution 2.5) .
- Weibell, C. J. (2011). *Principles of learning: 7 principles to guide personalized, student-centered learning in the technology-enhanced, blended learning environment*. Retrieved July 4, 2011 from [<https://principlesoflearning.wordpress.com>].
- Willingham, Daniel T.; Hughes, Elizabeth M.; Dobolyi, David G. (July 2015). "The scientific status of learning styles theories". *Teaching of Psychology*. 42 (3): 266–271. doi:10.1177/0098628315589505.

Appendices

Appendix A: Student's Questionnaire

1- Gender Male Female

2- Educational level is :

3- I speakEnglish .

A-bad B-normal C- good D-very good

4- How much do you like English module among other modules ?

A-I like it so much B-somehow C-I don't like it much

5-Which teaching way do you prefer ?

A-traditional B-modern

6-What is Innovative Teaching for you ?

.....

7- Can this new ideas be helpful to the futur teaching ?

A-yes , it can be . B-yes, it can help C- Somehow D-No , just usless way of teaching

8- Can the teacher play a role in this " Innovative teching" strategies and techniques ?

9- If yes , to what extent ?

A -80% B-50% C-10% D-.....%

10-How do you describe your teacher ?

A-Passive teacher B-Normal teacher C- good teacher D –Creative teacher

11-State any negative attitude you have noticed on your teacher.

.....

12-State any Positive attitude you have noticed on your teacher.

.....

13-Which category do you suffer most from ?

A-Comprehension B-Grammar C-Listening D- Others (.....)

Appendix B: Teacher's Questionnaire

1- Gender Male Female

2- Educational teaching grade/s :

٣- How many years in the teaching field ?

4- Describe "Innovative Teaching" ? and is it necessary for good teaching quality ?

.....

5- Do you apply " Innovative Teaching " in you classes ?

A-Yes ,always B- As much as I see it necessary C- sometimes D- Not at all .

6- Do you use use any of these modern strategies ? (Mention the percentage).

A-Technology yes No , about%

B-Sense of humor, yes No , about%

C- Games yes No , about%

D- Individual work yes No , about%

E-.....

7-What's your Impression about your teaching quality ?

.....

8- What's your student's Impression toward English subject ?

A-They feel well-going in English session . B- Some of them feel comfortable

C- They all dislike English lessons D-.....

9- Based on your experience circle the most important factor in the teaching field

A- The background knowledge

B- the student's psychological state

C- The lesson's structure

9- To what extent do you use the classroom equipment (whiteboard, chaires....)?

A- All the time B- most of the time C- sometimes D- rarely E- Not at all

10- Express any further comments

ملخص

يعتبر التعليم من أهم اساسيات الحركة التدريسية فنجاحه يعني نجاح وصول المعلومة من المرسل الى المستقبل لذا وجب على الاستاذ أن يتبع الطريقة الصحيحة و السلسلة التي تضمن تحقيق هذا الهدف و الخروج بأحسن النتائج. و من أجل هذا أتبعنا المنظومة التربوية قائمة من القرارات و الارشادات في محاولة للارتقاء لأفضل النتائج و ايجاد طريقة تشاركية بين الاستاذ و الطالب في أي موضوع ,التدريس الابتكاري جاء على رأس هذه القائمة و هو ترقية الطريقة التقليدية و التي عادة ما يكون فيها الطالب بمثابة المستمع و المتلقي للمعلومة دون التشارك بها و الاستاذ هو صاحب اعطاء مجموعة متراكمة من المعلومات فالتدريس الابتكاري يكون على العكس تماما حيث يعطي للطالب امكانية المشاركة في العملية التعليمية داخل القاعة . فجعل الطالب محورا رئيسا لا يكون فقط متلقيا للمعلومة فقط بل مشاركا و باحثا عنها بكل الوسائل الممكنة و المتاحة و موظفا للمعارف و مدمجا و مبدعا و مبتكرا .

كما أن للتدريس عدة نواحي ايجابية لكل من الاستاذ و الطالب منها الاعتماد الذاتي و المشاركة الايجابية للمتعلم و التي من خلالها يقوم بالبحث مستخدما مجموعة من الانشطة و العمليات العلمية كالملاحظة و التركيز و قراءة البيانات و الاستنتاج و التي كلها تساعد في التوصل الى المعلومات المطلوبة تحت اشراف الاستاذ و توجيهه .