Introduction

Teaching and learning are quite complicated methods, but to be realized in a successful way both of these components need to apply a variety of factors that are important and the key to success. Amongst those factors, the principle, the equipment, the strategies and the details are especially important forms of work in groups which is the direction through which we achieve our goals within the technique of learning.

In the complicated process of teaching, it's far and remains a problem in the future to use the most efficient techniques of working with students. Creative teaching has to be properly thought out but well-planned. The teacher in his activity uses a variety of strategies, methods and teaching techniques where students interact in special ways of organization. Discussion and working methods with groups create a learning environment in which active learning is supported. Also, the use of efficient methods, which affects the quality of education.

The term quality in education is closely related to contemporary models or the different methods and techniques used by teachers during the teaching process to achieve the learning objectives. For this reason, many studies in the field of education have been undertaken today that show that active involvement in the learning process helps to fix different materials but also for a deeper and more accurate understanding of knowledge, as well as their active use.

![Diagram of Creative Teaching Methods]

Figure 1: The classification of creative teaching methods.

1. Innovative Method - Discussion in Teaching
   1.1. Understanding Teaching Methods

The methods of learning are: the ways, the steps and the didactic procedures that the teachers uses during and outside the teaching process for the transmission and acquisition of knowledge, skills and habits, the development and formation of personality features and personality traits.
individual. Historically the methods have evolved, changed, perfected and modernized in accordance with social, economic and political developments.

Learning methods have emerged in Greek mythology when Socrates was forced from Athens to drink the poison. Socrates was accused of reasoning because he was honoring the wrong God, this action undermined the authority of the city and began to be seen by citizens as a bad man. There are various speculations about using teaching methods. Some people think that using the right teaching method is critical in the learning process and student development. Some other people think that the use of the wrong method by the teacher can lead the student to "ignorance", to remove his interest in school or to abandon it. However, there are also people who think that different people learn in different ways, the methods, and the teacher uses in teaching are less important than the content that students learn. In teaching, it is very important to select and use the methods that the teacher will use. The teacher should make the lesson interesting and the classroom to be dynamic, because if the teacher always uses the same teaching method will be monotonous and students will leave the class.

The use of appropriate pedagogical and methodological methods impacts on effective teaching and learning. Traditional teaching, in which the teacher talks over and over, students are "crazy", or "sleeping" throughout the class, and have not heard or understand a word that the teacher explains. This way is very tedious both by the student and the teacher. The traditional method has many advantages and goodies that we cannot deny. What is important to emphasize in the innovative methods of discussion and working with groups, each teacher encourages cooperation and participatory learning.

Methods, group discussion and techniques are particular important and are intended to teach students the habits of long-term learning, develop critical thinks, great influence on how students process information, solve problems and cooperate with others. All this, the habits, the knowledge, the values are related to each other’s. Students, the more developed learners they are, they have the skills of processing information, collaboration, writing, reading, the more likely they will be to make writings where their views and attitudes can be faded around different concepts or issues (QTKA, 2005:30).
Each method means achieving a goal. Contemporary innovative methods provide results in the formation of knowledge society skills. The innovative method of discussion awakens the interest of the students and the class will have all-inclusiveness. Good teaching is the result of using good teaching methods that evolve over time, and this should bring teachers together to evolve with time, and use new methods. The teacher will use innovative methods during teaching, before he/she should be trained about the method, have acquired and have good knowledge about it and then he/she will be a student trainer. Some teachers have said that the dimension of teaching methods involves the process, the content and the context. Teachers are facilitators of discussion, mentors and lecturers, while students are listeners and participants. The teaching objective is that the quality of communication has an impact in exchange for information. Teaching methods can be oriented by the teacher or by the student. Discussion with students since the beginning of the concept of teaching has been a teaching strategy. Discussion with the student, in most cases, considers the teacher as a leader who leads the discussion. The teacher raises questions, gives a challenging answer and gives different comments, and at the same time manages the discussion. Discussion is a method in which students talk together about a predetermined topic in order to share and receive information about the subject.

The method of conducting the method of discussion is related to the choice of the subject of the discussion that the teacher determines the definition of the study objective, the division of the tasks of the students who are participants in the discussion, the creation of the environment for the discussion development and the realization of the discussion. Each member's role in the group is to help each other to develop their own ideas. Discussions are not debates and during that intellectual presentation is not encouraged. They are successful when each student develops personal knowledge regarding the topic of discussion.

Discussion is one of the simplest methods used when it comes to enabling the participation process as many of the students in the lesson as possible and when interaction should be realized across the classroom within the student groups.

The discussion starts when students ask questions and when a student answers what another student has said. So this method is a mixture of student teacher explanations, exchange of views and questions between them.
Discussion is one of the teaching methods used in all three components. In the outer appearance there seems to be similarities with the conversation, and in reality they differ. The method of conversation, as is well known, has the basis for a teacher-student dialogue, and the teaching discourse takes on the appearance of a real controversy. The teaching discussion creates the opportunity to establish a better connection between individual and collective study. The news that brings each in his discussion easily returns to the property of all students. The teaching discussion depends on other methods. Without research, readings, observations, experiments etc. There are no discussions when the lesson is taught on the basis of the lesson learned two phases that are organically related to one another: in the first the preparatory work for discussion begins and the second is discussed about the issues. Students during the discussion process by correcting and clarifying each other's thoughts arrive at more accurate conclusions. Usually the teaching discussion is used by teachers in rehearsal or reinforcement hours, where the teacher controls the students' knowledge. Through the discussions the students' abilities emerge. Students are encouraged to think and judge.
According to an article by Cheryl Bell Patten, “What makes a good teacher”, the educator’s guide to learning disabilities of student he states, and good teachers don’t speak negatively about their students to anyone. Flexibility allows the learning environment to be fluid and creative. Be upbeat and positive and ready to adapt to students moods and needs. Maybe the lesson plan can be more effectively learned if the students stand and move about, play a game with the information or talk about something else that is important to them at that moment. The more open and direct the dialogue is among all the parties, the more involved parents and children become in the educational process. Teachers’ goals are to motivate their students to reach beyond their grasp, to help them read, speak and write, also to think critically, which is a very important subject.¹

Teaching is an inquiry path that points out a virtue of responsibility, a constructivist inquiry of teaching and a shaped plan of working.

### 1.2 Being a Teacher

Originally, a teacher sees each one student as an individual with hopes, strengths capabilities and skillful, and encourages them “to run” after a bright future, “building” a great personality that is able to get where he/she want to. Everyone in the class is a person of something important to contribute.

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Those kind of teachers create an atmosphere in classroom, on which the respect for each other gives the students the feeling of shelter to share the thoughts and feelings, an atmosphere on which making a mistake is seen as an opportunity to learn rather than an opportunity to feel a failure. Teachers distinguish their students on many points.

They analyze their students’ academic strengths, levels and requirements, but especially about their interest, hopes, fears and worries. By this analysis, teachers with their character help their students to develop, achieve, and maintain strong self-esteem in an easier way.

We all know that every student is not excellent, but a teacher knows how to appreciate his/her students, by getting out from them their best, showing them that they are fine in a way, helping each student feel special, unique and very wonderful, retaining them that they are somebody’s precious child because teachers treat their students with respect.

They become close to their students, knowing that it will be hard to say goodbye at the end of the year, and students will carry their teachers in their future, remembering them, feeling grateful and thankful to them for the help, love, respect and their success. Here is a part of what we think makes a teacher,

**Passion** – it is impossible to become a great teacher without being passionate about your subject. If the teacher does not love his/her subject, they cannot expect their student to like it. Still, it is always important to emphasize. Passion should be every teacher’s subject, but not their only one.

**Creativity** – regardless of discipline, creativity is paramount. You can be a teacher by taking a pre-packed material, and efficiently transmitting it. Being a teacher, you should be ready to develop custom creative lesson plan and projects. Teachers have an arsenal of techniques.

**Flexibility** – when an A student fails a test, the teachers have to be flexible. Likewise, they should make themselves available to students for help as much as possible and publicize that fact. If students know that the teachers are available or have office hours, they will not come

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and will just struggle through key concepts, realize that learning is not static and teachers cannot be either.

**Integrate** – I often hear the complaint that there is not support from administration or other teachers. Teachers should just take baby steps; they are the one who most integrate across discipline.

**Connect** – technically speaking, the knowledge has to form a connection to the student, but teachers are the representation and medium of that knowledge. For instance, Teachers find out what the students passions are and show them how the knowledge connects to them, play an instrument, learn to program etc. it shows that teachers have something in common with students and help them to form a connection.

2. **Techniques of Teachers in the Classroom**

Teachers observe themselves what they do in classroom, why they do it and if it would have positive results on students. It a self-critical process they do to check their work. I mean teaching is a professional advance that occurs in class. To have an effective lecture hour is a pre-arranged plan lesson and teachers are always organized. The process of a lesson goes throughout some points:

**Teacher’s log:** it is the students’ evaluation list and the teacher’s notebook where he/she handles every detail of a lecture hour. Starting from plan of what to do, the reaction of students during the lesson time, their answers and some amusing moments… it can also be a very personal log, containing the teacher’s feelings and reactions too.

**Register lessons:** there are also moments and times that happen or occur in the classroom, things that the teacher cannot catch up, misses some important details, so audio and video records are so important. They are enough suitable and help teacher a lot.

**Associate observation:** Taking a colleague in the class to observe you could be so beneficial; asking from him to assess you how you are dealing with different situations and if he also
thinks that your techniques and methodology are profitable for your students, and if your methods and techniques that surely work.

**Students’ feedback:** getting students’ opinions and asking them how things go on classroom and if they like them, it is valuable if they do not there is a chance to change it and get something catchier. Some of their ideas could be positive changes and profitable for the students. This could be reached by preparing a questionnaire.

As a teacher, we find feedback very important in teaching, since it helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Although feedback and assessment have a significant role at schools, we have never met one single teacher who would have said assessment to be easy or straightforward. Giving feedback is, however, a process that can be developed consciously and we, therefore, hope that the present methods and techniques provide future teachers with tools on how one is able to create a sincere atmosphere in the classroom where every individual is assessed and encouraged.

There are various methods for how the teacher can create a link between the wanted aim for learning and the real performance of his or her students. Naturally, it consists of setting certain, suitable goals for the whole learning process; specific aims associated with appropriate feedback usually indicate the required criteria for attaining the demanded goals for learning.³

There are hundred other methods and strategies that teachers use on making the teaching methods more and more effective. They use them in different kinds of situations, in order to deal better with the problems that happen during the lecture time and with the different level of students. But, to confront with those kinds of situations, teachers too, need to read and search which methods are more useful and profitable for the students. Improvement in teaching is important starting from attending different training for teaching, and professional development, and searching for new methods.

It helps us as teachers doing our job and students getting knowledge through the most advanced and newest methods.

Traditional language teaching has undergone a significant transformation with regard to the teaching methodologies. Earlier, the main teaching tools were: the teacher, a blackboard and the book. Teaching, learning, communication and the exchange of information were very limited.

The 20th century brought distinct changes in education. Continuous assessment and new learning types changed the whole structure of learning and teaching. Students have developed an independent learning process through: online researches, self-reflection, self-observing and self-feedback.

Teaching method is the way which establishes the manner how a lecture is realized, student’s corporation, promoting creativity and many more. The most widespread methods now days are:

1. Ask and answer method
2. Discussion
3. Explanation and teaching method
4. Project method.
5. Reconnaissance learning
6. Visual method
7. Demonstration method.

Whereas techniques:
1. Brainstorming
2. Network discussion
3. Veni’s diagram
4. Cluster
5. Two-parted diary
6. Five minute essay
As a language teacher, every lecture, task and homework we do with our students contains reading, writing, listening, unknown words, grammar features, and other topics related to the subject. It is very important to combine work forms, techniques and methods to have an effective lecture. We always try to find the easiest and the most useful way to interpret the knowledge to our students, even though sometimes it is hard.

The methods and techniques written above are usually used from the teachers in ELS at IBU (International Balkan University) in Skopje.

This made the teachers curious to see what methods some foreign teachers use. We as teachers have searched on the internet and we found some different techniques which we think we can apply to our students from now on, because they seemed more useful and beneficial than techniques that we use now. What is even more important?

Figure 3: Types of learners

The **auditory learners** prefer to hear the information and respond to spoken instructions. They also like to repeat instructions out loud.

The **visual learners** prefer seeing what they need to learn which is the most beneficial; graphics, videos and action that they can watch.

The **kinesthetic learners** are very tactile; they need to get a feel for something. It is all about doing and sending what they need to learn. This is at a physical level but can also connect an emotional level.  

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Teachers establish a special programmer with individual tasks. Separate evaluation of languages skills and the evaluation of effort put into completing assignment. Teachers apply the same evaluation criteria for all students. They do not make pedagogical alliances, with some students, against other students.  

They involve the whole class and use pair and small group work. Require measurable results of class work and homework so that copying is easy to discover. In a nutshell a teacher has to learn a lot about sociology, psychology and pedagogy and also learns a lot from his or her experience with students. The problem of keeping discipline in the classroom is too widespread and complex to provide an ideal solution for all circumstances in the article. In my opinion, too little is said and written about this critical aspect of teaching. We hope that these ideas and suggestions use those who want to make themselves teacher.

3. Work Forms

Nowadays, groups play an indispensable role in the full understanding of many processes, one of them is on teaching process and which is giving results in raising the students' awareness of importance of group working as respecting the others opinions. Since group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication and decision-making skills many teachers are using the group work method in their classes.

Group work is used as a means for learning at all levels in educational systems. There is strong scientific support for the benefits of having students learning and working in groups. Even in our ELS courses the group work method has found a great usage. Many teachers believe that lessons should be given in groups allowing children to help each other. Maria Montessori believed that as children grew older more social interaction was needed.

Children in the second plane of development, starting around age 6-12, benefit more from working in pairs or small groups in order to learn from each other. There are many reasons why teachers decide to give group lessons and there are some demonstrated benefits from working in groups in appropriate circumstances. Teachers are using group work and it seems to be

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beneficial for students since groups are mixed in different level of students and through the group work, students can cooperate and communicate, share knowledge and ideas, they have more information and creativity as well.

However, group work has some disadvantages that many studies have been done on. Some of disadvantages that are considered while working in groups are: noise, only one or two students doing all the work, talking for something else etc. There may be pressure from the group to conform to the majority opinion, then an individual may dominate the discussion and in the end, some members may rely too heavily on others to do the work. But, it also has its good side because there are several advantages of including group work in your class. Taylor has stated that sharing these benefits with your students in a transparent manner helps them understand how group work can improve learning and prepare them for life experiences. Teamwork enables the group as a whole to be many times more productive than individuals working on their own. It allows each member to focus on the task and the problems that might arise.

Discussing the pros and cons of the various ideas and thoughts on the problems, they face. The group can be seen as a resource, from which each member can draw or call upon, and so on. Teachers combine the work forms according to students’ level and the lecture. The beneficial sides of pair work and small group work are enormous, very useful and affordable for the students because it gives learners more speaking time, changes to pace the lesson. Also it takes the spotlight off you and puts it onto the children, allows them to mix with everyone in group, gives the students a sense of achievement when reaching a team goal, teaches them how to lead and be led by someone other than the teacher and allows you to monitor, move around the class and really listen to the language they are producing. 

Personally, we usually use group work or pair work during the lectures. It seems more effective and helpful for the students who have more difficulties than the others. Helping each other in different tasks increases the students’ self-esteem.

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Creative Teaching Methods in English Language Teaching
by Edita Kamberi Spahiu, PhD

Makes them feel valuable. They ask each other freely about the unclear things, than the teacher. The individual work form is suitable only during exams, dictation and written exercises. Also, in ask and answer method, testing, pronunciation and spoken English.

4. Feedback

One of the most important tools in teaching and learning methodologies is feedback. As Hattie and Timperley (2007) describe it, feedback can be regarded as “a consequence of performance”. However, when the concept of feedback is considered, one may usually think of concrete written feedback, but it is to be noted that we also tend to evaluate other people verbally and non-verbally, as aforementioned. Not all feedback is therefore written or based on numbers – such as grades at school.

The role of feedback is certainly apparent in teaching. That is to say, evaluation is continually present and the way how students are evaluated has an important role in students’ everyday lives. In particular, the interaction between a teacher and a student is significant because, for example, the sincerity and fairness of feedback usually have a major impact on a student’s attitudes towards the learning process, as well as one’s self-esteem.

The most important goals in providing feedback are to encourage students during the learning process and assessing the learner’s development realistically. What is more, the assessment highly concentrates on supporting a student’s personal growth. Giving feedback to students, give them a “mirror” that determines the writing skills that students have.

Feedback identifies the “weak” side and the writing mistakes; through it you find the strategies in developing the writing skills and attitudes towards writing. As Törmä (2011) states, the term feedback can sometimes create rather negative associations since it can be considered as a part of behaviorism. Nevertheless, she argues that when feedback has its bases on a different kind of ideology for learning, the term establishes utterly different, positive meanings. Indeed, instead of plainly indicating errors, the role of explanatory feedback is needed in order to support the development of a student. Indeed, Arter (2003) points out the powerful role of descriptive feedback; what it is that a learner can do to enhance his or her performance.

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That is, the concept of descriptive feedback refers to the importance of clarifying the targets of development for the learner in order to make the whole learning process as advantageous as possible. Teachers use nine strategies to improve their knowledge and to afford in a great way all those unexpected moments that could happen on classroom. We choose to present those strategies of practice on a circle form as above.

5. The Lesson Plan and the Elaboration of the Creative Techniques Used

Below is the lesson plan I have used for my class and it is followed by the elaboration of the creative techniques. The techniques that are used are: group discussion-comparing and contrasting graphic organizers, group assignment / project, and group presentation, worksheets.

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Lesson Plan

<table>
<thead>
<tr>
<th>Course/Year: Academic English Summer Semester 2018</th>
<th>Date: 18.04.2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Edita Kamberi Spahiu</td>
</tr>
<tr>
<td>Time: 9:15-10:00</td>
<td>Length of session: 45 minutes</td>
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<tr>
<td>Lecture</td>
<td>Practical session</td>
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<tr>
<td>Small Group session</td>
<td>Fieldwork</td>
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<td></td>
<td>Session in classroom</td>
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<td>Other (please pacify)</td>
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**Aims:**

1. Make students remember and overview the literary phrases / elements and character traits as essential elements of character analysis.

2. Inspire students to interpret the literary phrases / elements and character traits while analyzing a character.

**Objectives:**

1. To introduce the novel *The Adventures of Tom Sawyer* unit.
2. To distribute books and other related materials
3. Create a visual interpretation of the character’s traits (while using vocabulary and adjectives).
4. To preview the study questions for chapters 1-2
5. To familiarize students with the vocabulary for chapters 1-2
6. To make the reading project assignment

**By the end of the lesson some students should be able to:**

1. Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
Previous knowledge assumed:
Inside the preceding consultation students had been delivered to groups, and mentioned the literary factors and definitions within the worksheet “understanding individual analysis”, which includes:

- character
- analysis
- characterization
- the difference between main character and minor character
- the various complications with which a character must deal
- the role of motivation within a character
- complications
- strengths and weaknesses of a character
- figurative language

After we discuss the book in the class I ask students to read the novel at home and to work on the Character Analysis, providing evidence of the literary elements in the novel.

Resources:

Materials for the Teacher:
- the Adventures of Tom Sawyer novel
- markers, cards, stripes of paper,
- activity sheets:

Literary Elements and Definitions
- Character Analysis

Materials for Students:
- activity handouts: provided by teacher
- markers, paper

References/Bibliography:
http://www2.scholastic.com
https://www.youtube.com/watch?v=4yqzIPjRv2k
<table>
<thead>
<tr>
<th>Approx. time (mins)</th>
<th>Teacher activity</th>
<th>Student Activity</th>
</tr>
</thead>
</table>
| 5 min              | Warm-up Activity: Introduce the primary phase of the textual content via questioning and explanation:  
- A teacher will ask students some questions about the title to help them connect the title to the text.  
• The title of this book is *The Adventures of Tom Sawyer*.  
• Show the cover of the book, point to the picture of Tom Sawyer, and explain that Tom Sawyer is the main character of the story. He has many adventures in the book.  
- What is the title of the story we are reading?  
- What is an adventure?  
- What kinds of adventures do you think Tom Sawyer might have in this story? | Use the title of the text to preview the text.  
- Develop questions about the title that will help students connect the title with the text.  
- Use visuals in the text to help students connect the title to the text.  
- The foreseen answer: *The Adventures of Tom Sawyer*.  
- The foreseen answer: An adventure is something fun or exciting. It might be a little dangerous or risky. An adventure could be an exciting trip or it could be something fun you do with your friends when there are no adults around.  
- The foreseen answer: Students may make some guesses based on the picture on the cover or based on adventures they have had. Accept all answers and tell students they will read a portion of the text to find out. |  

Pre Reading activity:  
The purpose of *Pre Reading* is to help students get interested in the novel *The Adventures of Tom Sawyer*. It will introduce ideas within the novel and ask  
- Students sit in groups according to the teacher’s instructions.  |
| 15 min. | students to make judgment statements to determine how they feel.  

The purpose for this activity is to have students begin thinking about the issues which we will study in more depth later in the novel.  
The vocabulary exercise will be given to make students to judge the book characters. (adjectives)  

**Reading activity:**  
Read the first two chapters of the book with students, using enlarged text projected on a screen. Help students become familiar with the structure of the novel — dialogue interspersed with narrative — and the somewhat old-fashioned language and references of the period.  
Answer students’ questions and clarify comprehension issues, as necessary.  
1. Let students read Chapter II silently, and a vocabulary list will be provided in advance.  
2. Students are only encouraged to use dictionary to look up words after they finish the whole text.  
- Students have to match the words in the pictures that will be given to each group. (worksheets)  
- Students use limited and fragmental information to do the guessing about the character’s personality. This activity will also involve the use of their prior adjective vocabulary knowledge. (using adjective - vocabulary worksheets)  
- Students clarify the parts they are not certain via asking questions. The paragraphs that they are assigned to read can help them to organize and predict the plot. It is not necessary for students to make their stories completely the same as the original one.  
- Students use restrained and fragmental records to do the guessing approximately the individual’s character. |
| 15 min. | 4. The plot of this novel will be cut into four parts and depicted in four pictures in advance.  
5. Every individual student will be given one picture randomly. Every student needs to use one or two sentences to narrate the picture they get.  
6. Student can leave their seats, finding out three other students who have different pictures to form a group.  
7. The group members need to organize their story and complete the story in logical order.  
8. Ask students to share their story group by group on platform.  
**After reading activity**  
Characters’- (Students will be continued to work into groups), to be focused and paying attention into characters. (whom to, where and about what)  
**Pop quiz**  
- The pop quiz comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more of a challenge.  
**Homework:**  
The teacher instructs students to compose a written response to character analysis (which is a required assignment stated in the syllabus).  
- Students have to fill the worksheet with the names of the book characters – answering the wh-questions.  
- Students have to fill the worksheet (pop quiz) which is in two forms - multiple choice or short answer.  
Students can expand their story up to 5 minutes (max). – character analyzes |
6. Explanation of the Details and Analyzing the Novel

The warm up activity made students think about the word – adventure- and the title of the novel “The adventures of Tom Sawyer”. Teacher shows the cover of the book, pointed to the picture of Tom Sawyer, and explains that Tom Sawyer is the main character of the story. In this way, the students could reflect upon the topic discussed. Free discussion was used as a creative technique in order to generate many creative ideas and it was based within a time constraint of 5 minutes. Students simply began saying whatever came to their mind.

After the discussion students had to answer two simple questions • What is an adventure? • What kinds of adventures do you think Tom Sawyer might have in this story? – And an expected answer for the first question can be: An adventure is something fun or exciting. It might be a little dangerous or risky. An adventure could be an exciting trip or it could be something fun you do with your friends/relatives when there are no adults around. For the second question students may make some guesses based on the picture on the cover or based on adventures they have had. Accept all answers and tell students they will read a part of the text to find out.

However, the downsides of this technique would be that not all students feel free to share their imagination and creativity with their classmates. The benefits of this technique are that identifying with the main character discussed, proved to be a great mental incentive for the students to deeper engage themselves in understanding the structure of character analysis

The purpose of Pre Reading is to help students get interested in the novel The Adventures of Tom Sawyer. It will introduce ideas within the novel and ask students to make judgment statements to determine how they feel. The purpose for this activity is to have students begin thinking about the issues which we will study more deeply later in the novel. At this point I was checking students’ to understand the novel and made sure that all students were listening and I facilitated the work in groups. I could see students gathering and sharing information, agreeing and disagreeing on literally elements regarding the main character, which was a sign that students were involved actively in the discussion. This technique which was involved
students’ to work in groups is used to show student that they can work together and can share their opinion using the worksheets that the teacher gave to them.

The aim of this activity is to familiarize students with the story and its setting, giving one copy of the worksheet to each student of each group of students. Ask the students to match the words with the appropriate picture. When the students have completed this task, check the answers with them. Then ask them for ideas about the content of the story. Do not concentrate on getting the correct answers: the important thing here is for students to develop ideas which they can check when they read. The other part of the activity is students’ have to stay in groups and to discuss about characters but in general they have to discuss the adjectives that describe each character of the novel. (Extra activity, worksheet – pre reading).

**Reading activity:** The purpose of this activity is that all students got involved and were very active. Using class time as a reading period can make readers more concentrate on their reading material. This silent reading has helped structural awareness develop, build vocabulary, and promotes confidence in the language. Assign students to read the book independently. Point out that the chapter titles serve as summaries of the action to come. Encourage students to read with partners to ask questions, discuss responses, and support each other’s comprehension. Each student has to share their answers and explain why they choose this answer. When students share their ideas, teacher can help them to differentiate which narration is objective and which one is subjective.

Students worked in groups and seemed very engaged and interested in the group work. Each group consisted of 4 students, which contributed to the cooperation and joint engagement in doing the task. However, these techniques seemed that some students needed somewhat clearer instructions of regarding the novel, even though they completed the exercises successfully at the end. I think it is not easy to control group work in class, especially when a group work involves a lot of movement and when it is planned within time constraint. In this case, I think I should work on giving clearer instructions in the future.

**After reading activity:** The purpose of this activity is discussion with students that sometimes it is difficult to make absolute judgments or have a clear opinion. They must check whether they agree or disagree with the statements. However, they have the option to explain clarify their opinion. Students have completed the worksheet individually, and stay divided in the class
into groups of 3-4 students. Each group must come to a consensus whether or not they agree or disagree with the statements. Allow students enough time to complete the handout and discuss their opinions as a group.

The **pop quiz** is very short and the students didn’t need a lot of time to do. It comes in two formats: multiple choice or short answer. There is also an advanced short answer test for students who need more of a challenge.

**Homework:** This is an activity for each student, which have to read a literary response for a summary of the novel before getting into details regarding the character analysis. Students had to create their own story as long as their stories are logical.

**Conclusion**

The purpose of this seminar paper was to gather data on teaching and to show how teachers are improving by using techniques in teaching. Teaching is not easy as well as the process of teaching. Teacher can work in its own and adopt any strategy or techniques in order to help students’ become better, but teaching is an approach that deals with professional development.

This creative teaching talks about the procedures that help teachers to change and update new teaching practices, identifying the meaning of learning and techniques such as professional development. This topic also describes the trainings which are considered as the major bases that teacher passes through obtaining experience from theory into practice. By doing this, we came up to conclusion that teaching is possible and desirable. Another important factor is the model of teachers as decision makers.

This seminar paper introduces an idea on teaching and improvement in teaching, as a tool that helps us synthesize the contradictions and complexities when it comes to teaching. It deals on how to criticize and ensures that teaching leads to students’ effective learning. This seminar paper helps to structure the practice and discuss on how to evaluate whether teacher is teaching effectively on their profession and practice. We should not forget that practice, feedback and developmental changes are important when it comes to teaching, but also teaching is really important since it deals with problem-solving effectively. Teaching techniques are becoming more complex and available, and we accept changes more rapidly. It is really important to prompt teaching during learning process, because we have to accept new knowledge, new strategies, to the complex situations in everyday activities.
Bibliography:


