

Moreover, I tried to experiment my students by using both traditional and non-traditional way in teaching grammar. The Group A was taught using communicative activities to acquire the grammar points while the Group B had lessons explaining the rules and doing grammar exercises based on the topic. Most of the students in Group A had less difficulties in comprehending the grammar rules as the various games helped them to understand the topic easily while the students in group B were busy with analyzing the topic. In the beginning of the lesson to group A I made a presentation with animation. As my topic was Past Continuous Tense I included the structures and authentic materials which had been simplified to help them make up sentences on their own. Unfortunately, course books do not provide with detailed grammar knowledge. More practice will be essential in the classroom, using group work and pair work. My next step was practice which consisted of various kinds of extra exercises and activities. Pupils are more enthusiastic when they enjoy the class, so it is a vital part of the lesson. The most interesting process was the game “Alibi” in which we have the students create the crime they are going to investigate. It is similar to the murder mystery “Clue”. I divided the students into two groups suspects and detectives. I needed more suspects and 2-3 detectives. The suspects each have to create a story of where they were and what they were doing at the time of the crime. They are then questioned by one of the detective students. The detectives must ask questions using Past Continuous by only asking the time of the murder. For instance: What were you doing from 3 a.m till 5 a.m on Sunday? What was the doctor eating? Then I set up a jury and have the class vote as to who is guilty and why they don't believe in Alibi.

Furthermore, the process of teaching grammar to group B began with the explanation of the Past Continuous tense by presentation. Then I asked them to make up sentences in Past Continuous without looking on the course book. So, majority of the pupils could not do the tasks as they only used to doing the exercises only by learning the rules by heart. But when I compared the tense with the target language, they easily underlined the similarities of both languages.

In conclusion, there is a variety of activities and techniques in teaching grammar developed by scholars. From my point of view, traditional methods do not exactly help students learn grammar easily and they definitely do not make the English class enjoyable and interesting. So, the communicative activities make students brain use and meant to enlarge the students' horizon and let them know that grammar is not only theory but also practice and fun.

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#### INNOVATIVE WAYS OF TEACHING RESEARCH FOR STUDENTS

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**Annotation:** The purpose of this article is to assist an educator in teaching and creating innovative methods for facilitating research. A brief background and discussion of the research process is being presented followed by how and why innovative ways are important for doing a research work.

**Key words:** research, scientific, techniques, innovative strategy, identification, hypothesis, formulation, discussion, conclusion.

When the term research is brought-up in discussion, teachers tend to scramble for creative and effective methods to teach these concepts. The concept of research as an innately human trait is grounded in the day-to-day processes we employ to make decisions ranging from simple to complex.

United Nations Educational, Scientific and Cultural Organization (UNESCO) defines research as systematic and creative actions taken to increase knowledge about humans, culture, and society and to apply it in new areas of interest. Scientific research is the research performed by applying systematic and constructed scientific methods to obtain, analyze, and interpret data. Scientific research is the neutral,

systematic, planned, and multiple-step process that uses previously discovered facts to advance knowledge that does not exist in the literature. It can be classified as observational or experimental with respect to data collection techniques, descriptive or analytical with respect to causality, and prospective, retrospective, or cross-sectional with respect to time [1]. The reflection of research in the classroom needs to address the dynamic nature of the research process in real-life. The basis for using science to improve professional practice and overall quality of life needs to form the foundation in any research course. Assisting students in appreciating the various steps of this dynamic process should be the ultimate goal of the educator. The following innovative strategies to assist the educator in this process:

### **1. Identification of a research problem**

A good research always starts with a good problem. You can observe people or things, visit places, read printed materials, or consult experts to find the research problem that is right for you. The research problem guides you in formulating the hypothesis and interpretation of your findings so that you can formulate the right conclusion. Factors like area of interest, availability of fund, socio-economic significance of the study, and the safety measures to be undertaken should be considered in finding a good research problem [2].

### **2. Formulation of Hypothesis**

After finding your research problem, the next step is to formulate your own hypothesis. A hypothesis is a theoretical statement in solving a logical relationship between variables. Always remember that when you formulate a hypothesis, it should be based on the research problem being solved.

### **3. Review of Related Literature**

A research problem is vague at first. To give you a vivid picture of the whole research, you should read various publications or surf the internet to become aware of the previous works already done. In doing so, it could spur an idea that can be the subject of your investigation. The review of related literature can be taken from science books, magazines, journals, newspapers, or even in the internet.

### **4. Preparation of Research Design**

A research design is the blueprint of the research you are going to undertake. It serves as the work plan of the whole study not only because it entails the resources needed in conducting the research but also the ways these resources are utilized.

### **5. Actual experimentation**

Actual experimentation is an implementation of the research design. In actual experimentation, you have to conduct an experiment to prove the validity of the hypothesis you have formulated. Actual experimentation includes the methodology that you have followed in doing your research. The methodology should be carefully planned prior to the actual experimentation to ensure the validity and accuracy of the result.

### **6. Results and Discussion**

This is the heart of the research process because this is part where the findings of the research can be found.

### **7. Formulation of Conclusions and Recommendations**

Conclusion is a statement where you will present the solution to the proposed problem based on the findings of the investigation. They are tied up to the questions investigated. Your conclusion will show whether or not your experiment worked. It should answer your hypothesis and research problem. In your concluding statement you can also infer on the possible benefits to society that your results might present. You can state any plans you might have to continue working on other aspects related to your area of study.

Conducting research is a tiresome task because it is a year-round activity. You have to be committed to become successful in making a good research which would benefit not only you but of everyone. The willingness in you in making future researches should always be there because doing research without your 'heart' and 'mind' on it is a burden on your part. Always enjoy doing it. The more you enjoy doing the task, the more that you ease the burden in conducting this difficult endeavor. Never hesitate to ask questions. Asking questions from other people who is aware of your research topic would help you arrive at the correct conclusions.

To conclude, research can be fun, interesting and fascinating. A feeling of accomplishment, satisfaction, and pride can be the result of contributing to the “greater cause” of our “way of knowing.” Research is a complex, exacting, and complex process that yields the ultimate reward of truth or at least a path leading to it [Bailey, D. M.: 1997]. Using innovative ways of doing research is one to achieve a great goal.

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#### SELF-STUDY IN LEARNING FOREIGN LANGUAGE

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**Abstract:** The use of technology has received increasing recognition as a means capable of bridging formal and informal settings in the target language learning and enabling students to actively and effectively use technology both inside and outside the classroom.

**Key words:** self-study, new methods, motivation

**Аннотация:** Использование технологий получает все большее признание как средство, способное объединить формальные и неформальные условия при изучении целевого языка и позволяющее учащимся активно и эффективно использовать технологии как в классе, так и за его пределами.

**Ключевые слова:** самообучение, новые методы, мотивация

There has been an increasingly large body of research on students’ use of technology for second or foreign language learning. These research studies have generally concentrated on students’ perceptions and evaluations of the suitability of technological devices for language learning, adoption of these technological devices in the classroom settings, and the factors that affect the effectiveness of language learning in classroom technology-using conditions. For example, P. Winke and S. Goertler found that songs and movies were the most frequently used technologies and the ease of access was the strongest predictor of the frequency of technology use [Winke; Goertler: 2008]

Recent research on technology-facilitated language learning, however, has been mostly laboratory and classroom experiments of technology applications in the formal educational contexts. Consequently, our knowledge and understanding of students’ self-regulated use of technology for target language learning is still limited. Aspects of technology-assisted language learning such as goal setting, motivation-regulation, and cognitive strategy use particularly in an English as a Foreign Language – EFL context remains in need of further empirical inquiry. After all, in the course of learning a second or foreign language, learners are at the center of learning and play an instrumental role in shaping outcomes of their learning experiences. Key to this view of learner-centredness is self-regulation and learners taking the responsibility for their own learning [Holec: 1981].

Nevertheless, what is lacking in recent research on technology-assisted language learning is a systematic examination of SRL strategies in technology-using conditions particularly in an EFL context. This study investigated university students’ technology-assisted self-regulated learning – SRL strategies and whether the technology-based SRL strategies mediated the associations between English language self-efficacy, English enjoyment, and learning outcomes.