

## TEACHING LEXIS BY USING INNOVATIVE METHODS FOR B2 LEVEL

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**Annotation:** *This Article is about how to teach lexis for b2 level with innovative methods and their categories.*

**Key words:** *lexis, innovative methods ,teacher-related,system-related, school - related, pre-test, post-test, context, miming words, reading, writing, speaking, listening(CEFR and IELTS skills).*

Teaching requires ability, talent, patience and innovation. Innovation means teaching process by using technical equipments. Since twentieth century techniques have been using at educational institutions. I provide a range of high-interest classroom techniques based on using innovative classes among adult learners. While teaching language lexis is an inseparable part of language. Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. In order to realize the meaning of the speech and any kind of text students must know and understand the meaning of the words. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. So that the study of vocabulary or lexis has occupied the central place in teaching and learning activities. Lexis or vocabulary skill is an inseparable part of language teaching. Students' vocabulary is not enough to understand any reading material, and cannot express themselves fully. So that's why, everybody knows that lexis is important and needs to be dealt systematically in its own way, using effective methods. While teaching lexis, other language skills are also can be integrated with vocabulary, and teachers integrate them with the help of activities. Lexis often comes with reading and listening. Teaching process contains main skills such as grammar, speaking, listening, reading and vocabulary. As Wilkins mentioned grammar is very important in order to understand the meaning little. But without knowing any

words we cannot understand anything. The success of innovations should be gauged by the extent to which students are making more learning progress than before the innovation was implemented. The main barriers facing innovation can be broadly grouped into three categories:

Teacher-related: lack of teacher ownership or understanding of the innovation; change not congruent with existing teacher values and beliefs. System-related: poor communication and lack of mutual trust between change agents and frontline implementers; putting too much emphasis on the intricacies of the innovation itself and not enough on consideration of how it could be implemented. School-related: lack of supportive culture for change; conservative forces within a school; lack of support or understanding from senior management; inadequate school-based resources; student difficulties in adapting to teacher change, particularly if the rationale has not been persuasively articulated. According to Braden's research innovation should be categorized among teachers, system and school related. To catch students' attention and their interests teaching style should be affective by using technical equipments. In teaching of lexis that is in vocabulary teaching methods and techniques need desirable and innovative changes in a view of the demanding job market in the globalized world. The study of vocabulary is at the center while learning a new language. Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Knowing a word involves knowing its spoken and written context of use; its patterns with words of related meaning as well as with its collocation partners; its syntactic, pragmatic and discourse patterns;. It means knowing it actively and productively as well as receptively.

An attempt to improve lexis of the students at the B2 level. It can be used as pre-test and post-test activities. In the pre-test, an attempt is made to recognize the area of difficulty of the B2 level students. The mistakes made by the students are observed and examined carefully. After knowing the students' problem, they are given special training by using new techniques. While teaching lexis methods and techniques need desirable

and important changes. Because, the idea can be proved that language is made up of words, phrases, word patterns, idioms. Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Teaching lexis among B2 leveled learners with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary. Innovative methods while teaching lexis contain showing actual objects and showing models, pictures, using demonstrations, drawing pictures, crossword puzzle, word formation, role play, using video to produce of target vocabulary and others. And class type should be student centered instead of teacher centered. Majority of teachers think that basic user learners requires much more innovative teaching style versus independent user learners that is B1 and B2 learners. However, learner interest may be disappear in intermediate or upper-intermediate level. So, in this case teachers should keep a balance in teaching process any level learners. Most people agree that vocabulary ought to be taught in context. Words taught in isolation are generally not retained. In order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. In selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other books, and or surf on the internet to find its origin. The interesting stories behind a word's birth can be a very good reminder for students to remember the particular word. So, learning the etymology of a word will certainly encourage students' comprehension of new words. While teaching synonym students could make crosswords, word snakes or other puzzles for each other using synonyms as new method. Students were asked to bring daily five new words which were not familiar to them from the text-book. At the end of each session they were asked to tell the word, its spelling and its meaning in English. They were banned to see the notebook where these words were written. If they were not able to give the correct word its spelling

and meaning, they were asked to bring new ten words next day. It works well among students. Crossword puzzle. It offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a Word Puzzle, which is also called a Word Crossll, asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling. The activity may be done for enjoyment. There are different ways to expand the vocabulary of the students. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation.

To conclude the article it should be said that innovative approaches and techniques are affective and fruitful way of enhancing learners' knowledge in any skill with any level. Being a good teacher involves having a variety of skills, from being able to connect with students to classroom management, organization, understanding learning styles, providing engaging activities, and much more. Whenall of these things come together, they can create a fun and effective learning atmosphere. As this can be a rather stressful and draining career, teachers also need to know how to take care of themselves. Teacher must make use of such techniques while teaching of vocabulary according to students level. Before deciding on the learning techniques certain aspects need to be taken into consideration such as the material to be taught and how it can be molded to fit into the different learning methods, the students or learners to be taught and their details such as age, level of education etc and finally the conditions or environment under which the teaching is to take place. Especially innovative techniques and approaches are plays the main role during the teaching process. So that every modern language teachers should use such kind of techniques.

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