

## **IMPROVISATION AS ONE OF THE KEY STRATEGIES IN LEARNING FOREIGN LANGUAGES**

Taking into account the fact that we live in a new epoch, such things as imagination, creativity and flexibility are of great importance in today's knowledge age and economy. Current education reforms, however, place primary emphasis on the ability to perform to fine-graded standards of competency and skill. Imagination, creativity, and flexibility are chiefly viewed from this perspective. However, little attention is given to improvisation and to the spontaneous and functional use of accumulated competencies and skills in everyday social interaction. Generally speaking, current reform initiatives focus much more on accelerating measurable progress in certain subject areas of competency and skill than on stimulation of mental agility, communicative flexibility, resourceful spontaneity, social adaptability, and lifelong desire to learn.

Learning English language can be problematic to learners, unless it is taught in an interesting way utilizing appropriate learning resources. It is in this regard that adequate and appropriate selection and use of instructional media by both teacher and learner to facilitate better learning of the English language are most desirable. There is an opinion that language is a code restricted to those that are familiar with it. To non-users, it is mysterious and complex. For good understanding therefore, teachers must be aware that learners are abstracting. Meaning does not exist in isolation or in the words but in the context which the words are used.

An effective teacher should be able to make learning an imaginatively vital experience and seeks to foster the creative engagement of both teacher and the learners. Improvisation in English is the act of using alternative resources to facilitate instructions for teaching wherever there are lack or specific first-hand

teaching aids. Improvisation reveals that there are possibilities of alternatives to teaching and learning aids. It is said to be an act of designing a replica of standard equipment assigned to play some designated roles - meet specific teaching and learning situations. Improvisation in English language is an element of creativity and resource - fullness, it is the use of local resources in our immediate environment to build, construct, mould or make instructional teaching-learning materials that can assist in the smooth dissemination and transfer of knowledge from teachers to students.

The result of improvisation in English language must be functional, must merit social and scientific recognition, operation and function. Improvisation develops skills in the cognitive, affective and psychomotor domains. Hence, it has become imperative in teaching and learning because the economic situation makes the cost of facilities and equipment very high amidst decreasing or near lack of purchasing power. After decades of educational research, it has been discovered that improvisation offers unique benefits for certain types of learning. In effective English Language teaching, the topic and the flow of the class emerge from teacher and student together.

Let's have a look at the meaning of the word improvisation. Basically, improvisation is the process of devising a solution to a requirement by making-do, despite absence of resources that might be expected to produce a solution. As for the skills of improvisation in educational sphere it might be defined as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of whom one is, where one is and what one is doing there. The focus is thus on identifying with characters, enacting roles and entering into their inner experience of imagination and fantasy. Moreover, improvisation can be of great help to learners in discovering their own resources from which most imaginative ideas and strongest feelings flow, participants gain freedom as self-discipline and the ability to work with others develops. It cannot be mentioning that improvisation is considered to be spontaneous response to the unfolding of unexpected situation. Improvisation is an

excellent technique to use as it motivates the learners to be active participants in authentic situations thereby reducing their self consciousness. At the beginning students will be hesitant and shy to participate in the activities, but after a few sessions they will become more enthusiastic and there will be a phenomenal improvement in their confidence level. Improvisation might seem scanty at first, but with practice words begin to come and the students will discover the possibilities of character development when oral language is added. The implementation of techniques will invariably lead to improvement in the use of the target language. Improvisation provides learners with opportunities to not only improve their language communication skills, but also to improve their confidence which will ultimately lead to the development of positive concepts.

In conclusion it must be admitted that improvisation is an appealing teaching strategy which promotes cooperation, collaboration, self - control, goal-oriented learning as well as emotional intelligence skills. Improvisation bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real life situations by providing insights into how to handle tricky situations. Improvisation activities facilitate the type of language behaviour that should lead to fluency, and if it is accepted that the learners want to learn English language in order to make themselves understood in the language, then, improvisation does indeed, further this end. Improvisation encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom. Improvisation encourages students to mobilize their vocabulary, respond to grammatical and syntactical accuracy, and develop cultural and social awareness, and gain confidence and fluency. Through constant repetition of words and phrases, they become familiar with them and are able to say them with increasing fluency by encouraging self - expression.