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Անվան պետական համալսարան

**The Role of  
Extracurricular Activities in Developing Learner's Outlook**

Կատարող՝ Անահիտ Հովնիկյան

Ղեկավար՝ մ.գ.թ., դոցենտ Աննա Առաքելյան

Հետազոտական Աշխատանք

## **Abstract**

Education professionals are very interested in comprehending the aspects that lead to students' performance. According to research, involvement in extracurricular activities positively correlates with students' growth on both personal and intellectual level. Students who take part in extracurricular activities have improved academic achievement, character development, social interactions, particularly in the areas of time management and leadership and civic engagement. Establishing a balance between extracurricular activities and academics is not hard and will help kids become more self-assured and enthusiastic about themselves, improving the community as responsible citizens.

## **Introduction**

In schools today, a wide range of extracurricular activities are available. Sports, debating, essay writing, volunteering, local clubs, and student councils are a few examples of these extracurricular pursuits. Knowing which extracurricular activities can benefit students, particularly in their academics, is crucial since they can increase rather than decrease their drive for their academics.

In order to assess the health of society, it is critical to look at how young people spend their free time. The essential subject of why some young people continue to underachieve, lack self-confidence, and fail to perform great things in life is raised. These factors, in regard to their academic success, can be related to the extracurricular activities they participate in.

Students who want to participate in extracurricular activities may be encouraged to work hard in their academics if they are eligible. A student may build confidence by participating in a speech competition, and participation in a youth club or exploring organization may aid in character development and community involvement. Lastly, volunteerism or community service could aid a learner in expressing compassion and care for others.

It's critical to comprehend how these activities are affecting educational and career pathways after high school in addition to the effects of engaging in them. Counselors and other educators may be better able to support and encourage student involvement and participation by having this knowledge.

Most individuals come to understand the value of extracurricular involvement when they begin their careers because it generates the growth of social and interpersonal skills and elevates self-esteem and confidence. Experts advise students to participate in extracurricular activities while balancing this with their academic performance.

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## **Acquiring New Abilities**

In essence, extracurricular activities offer the student the opportunity to learn a skill that might remain with them for the rest of their lives.

Directly, such talent could be the foundation for a long-lasting passion or hobby that brightens their lifestyles. Spending hours doing something they enjoy could result from anything, from participating in sports to learning an instrument.

Furthermore, extracurricular activities create important personality qualities and life skills that can be useful in other spheres of pursuit. Discussion clubs or contests are essential for fostering collaboration, leadership, and problem-solving abilities. Creative writing, drawing, and classes outside of the classroom takes concentration, coordination, and imagination above all else. These are abilities that will be useful long after their schooling is over.

A fascinating approach to express oneself and learn is through creative writing. It's not just about creating imaginative language; it's also about enhancing the brain's capacity for learning new things. The process of being creative is very similar to the process of solving problems: you start with a beginning point that presents a challenge or a question, then you must come up with a solution that resolves the issue or provides the solution. It allows kids the chance to discover new concepts and worlds without worrying about being judged, which may be challenging when it comes to the education system. Children learn how to express themselves creatively through language through the creative process. In order to express themselves creatively, it motivates them to study and learn more. writing essays not as homeworks but as free topics of expression about a certain topic that educational books may present. Teachers at the school could assign homework in the form of any art, including drawing, watching movies or documentaries related to the subject, reading selected works, analyzing the development of events

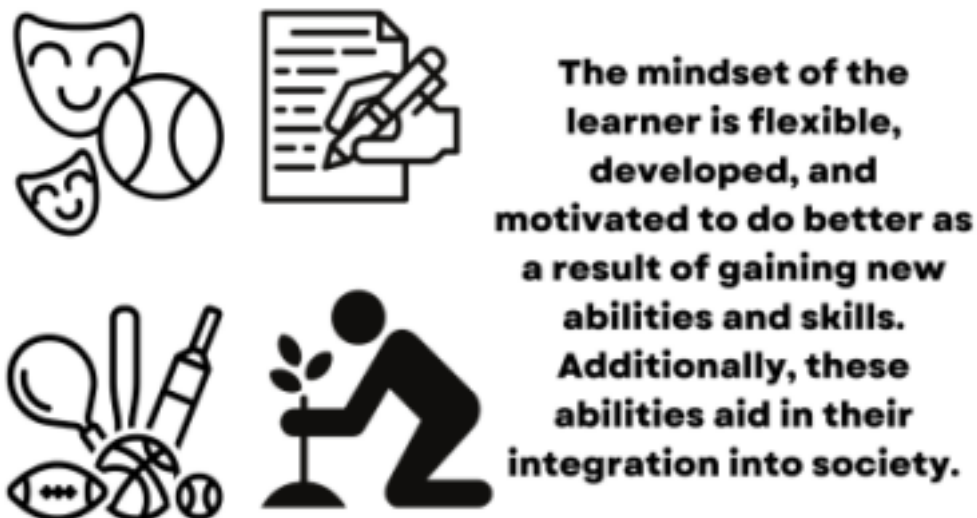
in them, discussing negative and positive heroes, Question-Answer, using oral and written essay types, or drawing their opinions, collecting historical information or poems and sharing it in the classroom. Assigning an outside research project on the subject as a type of free reading. organizing competitions or contests that provide kids the freedom to use their own creative imaginations and guidelines for how the activities should be run.

Sport and physical activity participation gives students a new opportunity to interact and engage with one another, strengthening friendships and contributing to a supportive learning environment in the classroom.

Sport and physical exercise participants have better mental health than inactive pupils, according to research.

Additionally, incorporating sports into the classroom can aid in lowering tension, anxiety, and depressive symptoms. Students that engage in physical activity frequently exhibit increased levels of confidence, self-esteem, and self-worth.

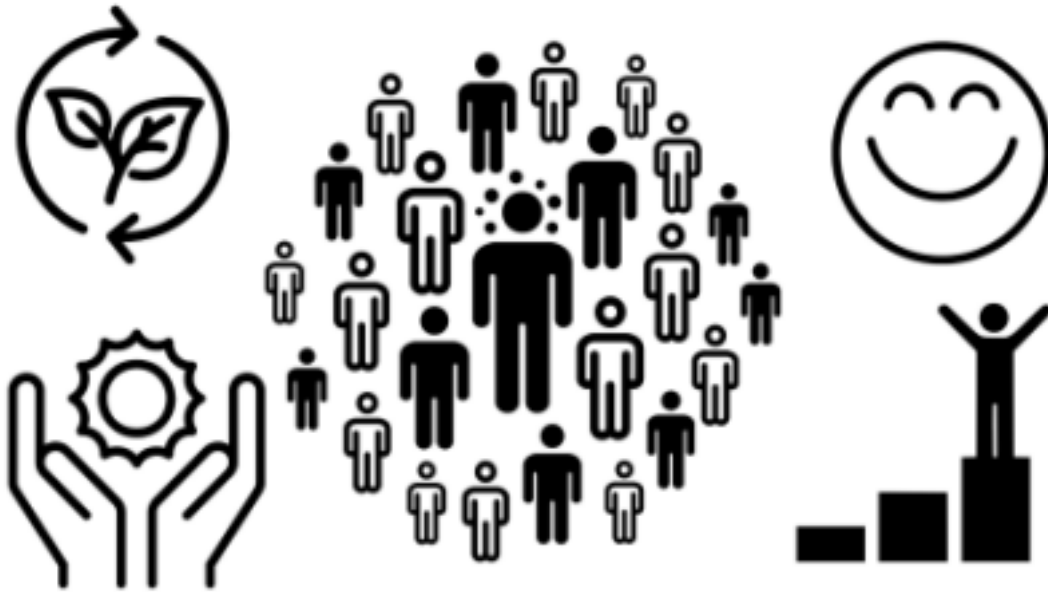
Today's school boards also offer a venue for cutting-edge technological accomplishments and research, such as robotics. Students have the opportunity to broaden their interest in artificial intelligence while also learning computer science. In addition to improving their mathematics abilities, they also study science, which is generally expensive to learn outside of school.



### **Enhancement of interaction skills and Social integration**

Due to the nature of many extracurricular activities, the student will interact socially with other kids. It's a good opportunity for them to interact with other students who share their interests outside of the classroom while doing something they all enjoy. They will have the chance to improve their social skills, make new friends, and gain more consciousness when speaking in front of a group. When we accomplish something we enjoy, especially after putting up significant effort to do so, it is rewarding. A strong sense of self-worth is a crucial component of good mental and physical health.

For illustration, our school board established Saturdays to be gardening days, during which students plant new trees or look after the ones they already have planted. Through this practice, they may feel more connected to their local neighborhood and the global community as a whole. They not only acquire the fundamental abilities people need to navigate the world, as well as how to be more compassionate and considerate of those around them.



Adolescent people typically have the opportunity to experience activities and areas through school trips that they otherwise would not have the chance to. They may find interests they didn't know they had or develop personal interests as a result of this. For instance, a school excursion could spark a lifelong interest in a certain profession.

Additionally, it can provide students with a priceless chance to put their knowledge into practice by bringing the pages into life, in a way that isn't possible in the classroom, such as by visiting Armenian historical sites and museums dedicated to influential Armenians rather than just learning about them in the classroom. It aids in the proper perception of their worldview and the realization of moral excellence. It lays the foundation for the link between theoretical knowledge and the creation of practice.

### **Indicating Higher Academic Achievement**

*“Brain power improves by brain use, just as our bodily strength grows with exercise”.*

A. N. Wilson

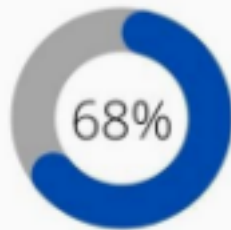
Participating in activities that a student is enthusiastic about helps improve their brain function, focus, and time management, all of which help them get higher grades. It enables the student to concentrate and develop persistence in the face of significant difficulty.

Numerous studies have shown that students who spend their free time participating in extracurricular activities significantly improve their brain function and rapid thinking compared to those who use that time to relax.

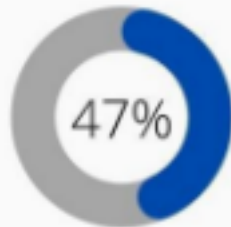
These activities broaden their perspectives and enable them to study more effectively utilizing a variety of methods, which reduces the time and difficulty of their coursework. Students may also use these resources later on when studying for entrance tests for universities or for employment.



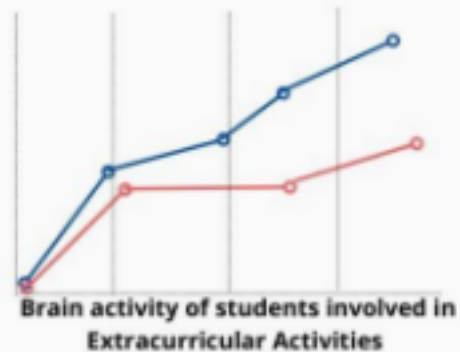
# THE IMPACT OF EXTRACURRICULAR ACTIVITIES ON STUDENTS' ACADEMIC PERFORMANCE



the academic performance of Students, who have been taking part of extracurricular activities for more than 6 months



the academic performance of Students, who spend their leisure time for relaxation outside of school hours



Study taken place In Uppsala University of Sweden in 2019

## Obstacles that teachers and students Encounter

Extracurricular activities are the best way to enhance the learning experience of school-going students.

However, extracurricular activities are crucial for developing their talents but may come with certain disadvantages. To ensure a positive educational experience, teachers and students should take these potential downsides into account.

One of the most crucial aspects that students must take into account before taking on any responsibilities is time management. Not every student has the same capacity for doing their task in the given timeframe.

As a result, the quality of education will begin to decline over time. However, the

student can deal with this issue by selecting an activity that enables them to manage their time, as well as talking with their instructor or school advisor about this.

In order to ensure that students are actually learning and enjoying the activity and are not feeling more pressured and exhausted since this is taking place outside of class hours, it is also important to take factors like the students' age, gender, and the area they are living in into consideration when organizing after-school activities. The teacher may encounter problems like students who aren't extremely motivated for a particular work or activity, which may be resolved by taking into account their opinions, having discussions, and offering rewards that will encourage them to participate.

In a world of growing technologies, it can be useful to encourage students to use their spare time to conduct additional study on particular issues, create presentations, or watch documentaries in the area of developing technologies, where the majority of students spend their leisure time on social media. The capacity of the teachers to stay current and effectively employ those abilities is also required.



**Jrashen Secondary School. English class.  
Presentation about the meaning of dreams and nature.**

**2022**



## **Jrashen Secondary School. Saturday Community work/plantation of trees. 2021**

1

1

### **Summary**

This research paper's conclusion emphasizes the significance of extracurricular activities for students' overall development and academic advancement. Extracurricular activities assist students develop their sense of self, their confidence, their capacity to think promptly and creatively, their awareness of time management, and their sense of community engagement.

According to studies, students' good mental well-being depends on 4 key variables.

1. Being inspired to learn and apply the content
2. Communication with their peers and teachers
3. Creativity and Freedom of Expression
4. Engagement in Community service

Students will be more motivated to study and retain the material if they are involved in activities like creative writing or field trips that relate to a particular school subject since they are using their knowledge and gaining practical experience.

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| TEDxBISB - TED ED**

[https://www.youtube.com/watch?v=ohbHezuf430&ab\\_channel=TEDxTalks](https://www.youtube.com/watch?v=ohbHezuf430&ab_channel=TEDxTalks)

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Վանաձորի Հ. Թումանյանի անվան պետական համալսարան

Enriching one's vocabulary  
through use of songs and poetry

Կատարող՝ Աննա Ավագյան

Ղեկավար՝ Մ.Գ.Թ. դոցենտ Աննա Առաքելյան

Վանաձոր 2022

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## Introduction

Vocabulary is considered as an inseparable part of every English lesson. Learners with a large vocabulary can easily develop their reading, writing, listening and speaking skills. And those who have limited amount of vocabulary will have difficulties in expressing their thoughts and ideas. Learning vocabulary is a challenge for learners for several reasons that include, but are not limited to, the size of the task, the variety of vocabulary types to be learned, including single words, phrases, collocations, strategic vocabulary, as well as grammatical patterning, idioms and set fixed expressions. Vocabulary teaching in second language involves teaching core vocabulary which is common to many text types and genres, as well as developing more specialized vocabulary taking into account the learner's interest and needs. We know that it is very motivating and interesting to teach vocabulary through songs and poems. We know that vocabulary is a stock of words for communication. Without a sufficient vocabulary students can not communicate effectively or express their ideas in both oral and written forms. The students who have adequate vocabulary will be able to express their opinions vocabulary will be express their opinions and ideas. In conversation students need not only speaking but also listening skills to understanding and apply the stocks of words. There are 4 steps to teach vocabulary.

1. Introduction

The teacher should mention pronunciation of new words clearly and correctly.

2. Modeling

The teacher gives an example as a model of new words. For example the teacher introduces the word "clap" and then the teacher shows the process in front of the class. So the learners can imagine the word in real activity.

3. Practicing

The student repeat and practice the words as the teacher says. The teacher should pronounce words in order to make the students repeat and remember it easily.

4. Applying

The learners are asked to apply the situation with the teacher help. The teacher should create an interesting in order to make the students apply the new word easily. Vocabulary is one of the English elements besides grammar, spelling and pronunciation, supporting English language skill such as listening, speaking, reading and writing. Vocabulary is the first element that should be master before the learners going to other element. When the learners have mastered vocabulary they'll be able to produce many sentences spoken and written form

easily . On the other hand when they lack of vocabulary, they'll find difficulty in expressing their thoughts, and their opinion to others.

Vocabulary learning is a collective process where by learners gather and store vocabularies earned in the lexical memory of the brain. There is a strong connection between vocabulary knowledge of readers and their ability to understand what they read. According to Schmitt Mccarthy (1997), good vocabulary instruction focuses on important words that help students understand the text, use words that students deal with frequently, and difficult words like idiomatic words, words with more than one meaning. Teachers , therefore, can help student by encouraging them to learn new words and enhancing their word know ledge through proper vocabulary instruction.

2. Teaching vocabulary needs appropriate techniques. One of the techniques in teaching vocabulary to students are songs. Concerning the characteresitics of students it is stated that there are nine reasons why we use songs in this age group. The reasons are as follows

1. Children like songs
2. Song can be integrated into language-learning, singing and doing activities around the songs.
3. In many cultures songs are used to introduce or practice mother tongue to young children.
4. Songs are memorable
5. Songs often include a lot repetition that helps to make language memorable.
6. Songs can be sung at reasonably fast speed, they encourage natural phonological features like linking and weak form.
7. Children have energy and want to make noise.
8. Parents will enjoy hearing their children singing in English.
9. Singing is a happy and stress-free activating that will add a positive classroom-learning environment. And in the end there are word repetitions in a song. Word repetition in a song is very helpful for learners to memorize the new vocabulary. No matter what culture learners come from, singing is a great way to introduce, improve and strengthen language skills.

Poetry is very important, because it helps to understand and appreciate the world around. Poetry teaches how to live. What is a poem?

It is a set of careful selected words put together in a musical frame to serve certain purposes such as delivering a message. It is full of images, emotions, and sensations. A poem is a piece of writing in which the words are chosen for their sound and are carefully arranged.

One purpose of poetry in the classroom is to teach vocabulary words. Vocabulary words in a poem provides students with a first- grasp of new words, their definitions, and pronunciations. Such exposure can provide learners with comprehension, which is an integral part of language learning. And one important aspect, what we meet always know, that when thinking about how to teach vocabulary , it is important to remember that learners need to have both active and passive vocabulary knowledge.

Teaching active vocabulary is important for comprehension- the issue of understanding another speaker needs the listener to have passive vocabulary, that is, enough knowledge of words used to others to comprehend their meaning. This is also called receptive knowledge of English.

Teaching active vocabulary is important for an advanced student in terms of their own creativity. This is because in order to create their own sentences, students need active vocabulary.

Active vocabulary contains the words a student can understand and manipulate in order to use for their own personal expression. This is called productive knowledge of English.

### Methods for teaching vocabulary

Word cards and word association:

Teachers can use devices for vocabulary teaching such as simple flash-cards or word – cards. The teacher writes the English language word on one side of the card and a sentence containing the word, its definition, its synonyms and pronunciation on the other. Word cards be an excellent memory aid.

### Visual techniques

Teaching vocabulary can become easier with the use of cards with pictures, diagrams and liberal color coding for grammatical clarity. In this way , words are remembered by their color or position on a page or their association with other words , pictures or phrases.

### Brainstorming

When teaching new vocabulary, the method of delivery needs to be fresh and interesting for the students or else they will not remember the words.

Ways in which to liven up the introduction of new English vocabulary could include brainstorming around an existing word in the students' vocabulary knowledge. This key word should be written up in the middle of the board and the new vocabulary relating to it can be

written around it. Use colorful pens if writing on a whiteboard to emphasise different word types.

### Matching columns

Once the new vocabulary has been taught, a useful way to test if students have understood the meanings of this new vocabulary is to ask them to match new words from one column with definitions from another column.

Testing comprehension is vital before moving onto new vocabulary. The new words are numbered in column one, and the definitions are mixed up and lettered in column two.

### Idioms

Alongside chunks of language and fixed phrases and expressions teachers should include in their vocabulary lessons these kind of idioms of the English language. Idioms are common feature of every day language. Idioms are common feature of every day language and are an important part of advanced language use and a major step towards fluency. Idioms can be introduced to the ESL classroom through authentic reading materials such as informal text from magazines, low-brow newspapers, letters, comic strips, pop songs, dialogue from radio or television, popular films and soaps.

### Collocations

Grammatical collocations are when a noun, verb or adjective occur (usually) alongside a preposition, For example: 'on purpose', 'by accident', 'in case'. Lexical collocations are made up of combinations of lexical items such as nouns, adjectives, adverbs and verbs. Examples of lexical collocations are: dripping tap, hopelessly, addicted, cook dinner, happy birthday, great expectations.

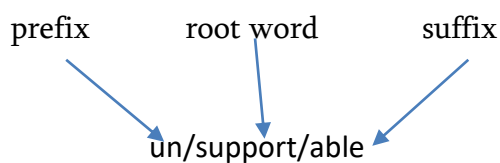
### Prefixes and suffixes

Prefixes can make a word negative, for example adding 'un, r-a or-dis. These inflections are vital for students' understanding of words and can increase their vocabulary substantially simply by inflecting words they already know.

Suffixes work in this same vocabulary enhancing way, by adding endings such as 'ing, 'less', and 'ly'. Teaching the prefixes and suffixes appropriate to new vocabulary can help students to guess what a new word might mean by reference to words they already know.

In this way, prefixes and suffixes can help to introduce new words easily.

Teaching students the common prefixes and suffixes of the English language can help students to increase their vocabulary greatly by recognizing these other derived words.



### Polysemy and homonymy

When teaching vocabulary, there are subtle differences between similar English words that needs to be communicated to the student in order to avoid causing confusion. Teaching polysemy enables the student to distinguish between the different meaning of a word with closely related meanings; teaching meanings of a word with distinct meanings. Read more about homonyms in our English phonology section. Remember also to consider rhythm and intonation in English, both of which can make a huge difference to meaning or nuance and can be difficult for students to master.

Check out the language guide, in particular the orthography, phonology and vocabulary section. for more discussion on these kinds of confusing words.

### Practice, presentation and production

The practice, presentation and production teaching method is a popular and effective way to teach, vocabulary. Browse the language, including this popular PPP technique.

There are no strict rules that the teaching should obey when selecting a song for a language work to their students, but there are several factors that the teacher should take into consideration. The teachers should take account of students' age. Young learners may not be able to understand songs that contain deep ideas like suffering or forgiveness. In addition, it is unwise to use music that the teacher and the learners do not like. It may be a good idea to let the students bring the lyrics of songs they like and then choose appropriate ones. It is worth remembering that "you can use songs and music when the curriculum has been predetermined, but there is time remembering in the class period (Griffiee 1992:7). The teachers claim that usually, they use songs for special holiday lessons like Christmas or Easter lessons. The crucial thing is also language teaching purposes. The song should have

instructional value. It should not be just for fun. The situation is satisfactory when the selected song is a direct component to the lesson, thus contains, for example, a practical grammatical structure or a discussion theme that can be used in a lesson. Finally, music can disturb other classes, so it should not be played loudly. So/we can take songs with simple words in elementary school, the others we can use in high school.

3. So in high school can take a song “Everything at once” sung by Lenka, and with the help of it we can enrich our students’ vocabulary.

2. In this song we have amount of comparisons, such as

As sly as a fox-այնքան խորամանկ, որքան աղվեսը

As strong as an ox-այնքան ուժեղ, որքան ցուլը

As fast a hare-այնքան արագավազ որքան նապաստակը

As brave as a bare-այնքան խիզախ, որքան աղբատը

As free as a bird- այքան ազատ, որքան թռչունը

As eat as a word- այնքան հստակ, որքան բառը

As quiet as a mouse-այնքան հանդարտ, որքան մուկը

As a big as a house- այնքան մեծ, որքան տունը

As sharp as a tooth- այնքան սուր, որքան ատամը

As deep as a bite- այքան խորը ,որքան խայծը

As dark as the night- այնքան մութ, որքան գիշերը

As sweet as a song- այնքան հաճելի ,որքան երգը

As long as a road- այնքան երկար, որքան ճանապարհը

As ugly as a toad-այնքան տգեղ, որքան դողոշը

As pretty as a picture- այքան ուժեղ, որքան նկարը

As strong as a family-այնքան ուժեղ, որքան ընտանիքը

As hard as nails- այնքան սուր որքան եղունգը

As warm as a sun-այնքան ջերմ , որքան արևը

As scary as the sea- այնքան սարսափելի, որքան ծովը

As hot as fire-այնքան թեժ, որքան կրակը

As cold as ice-այնքան սառը, որքան սառույցը

As sweet as a sugar- այնքան քաղցր, որքան շաքարը

As old as time- այնքան հին, որքան ժամանակը

As straight as a line- այնքան ուղիղ, որքան գիծը

As royal as a queen- այնքան արքայական, որքան թագուհին

As buzzed as a bee- այնքան բզզացող, որքան մեղուն

As stealth as a tiger-այնքան գաղտագողի, որքան վագրը

As pure as a melody-այնքան մաքուր, որքան երաժշտությունը

1.First of all we can inform that it is a song written and recorded by the Australian singer Lenka. It was released in November 2012 as the third single from her second studio album.

After writing out these expressions, first of all we can pay attention to the form “as...as”, and we can remember or explain these comparatives and revise when we use comparatives.

We can remember, that use as+ adjective + verb as to make comparisons when the things we are comparing are equal in some way. Afterwards we can translate all these expressions, because it is can translate all these expressions, because it is very important to know their meanings. And then we can do grammar review, we can find Nouns and

adjectives. First of all we can revise what noun and adjective show, and then we can make two boxes of nouns and adjectives.

## 2.Adjectives

Sly

strong

fast

brave

free

neat

quiet

big

mean

sharp

deep

dark

sweet

long

ugly

pretty

strong

## Nouns

fox

ox

hare

bare

bird

word

mouse

house

wolf

tooth

bite

night

song

road

toad

picture

family



hard	nails
warm	sun
cool	tree
scary	sea
hot	fire
cold	ice
sweet	sugar
old	time
straight	line
royal	queen
stealth	bee
pure	tiger
	melody

What concerns to adjectives we can pay attention to degree of comparison of adjectives, and irregular forms of adjectives, here we link vocabulary with grammar with this method student's study words easily, become more motivated, and remember the word for a long time.

And with nouns we can differentiate singular and plural forms of nouns, we can revise when we add-s, when we add-es, and when the root is changed it is about irregular form of nouns, whether we have/such kind of nouns in our song and so on. Here we can also speak about proper and special nouns. Here we also have a grammatical link with vocabulary words. There are a number of strategies to support students to learn effectively, such as

labeling everything in the classroom, speaking to students with rich vocabulary, pre-teaching key vocabulary, teaching prefixes and suffixes playing vocabulary games and so on.

4. Sometimes grammar and literature may seem like distinct subjects each area supports the other. Grammar, the way words are put together to express ideas, is how we create order out of chaos in language. Literature, the sharing of thoughts and stories in writing, is how we communicate with language. Without grammar, literature would make no sense, without literature, grammar would have limited use. So while teaching vocabulary we can refer to grammar also, or vice versa. If students are engaged with a text, such as a novel or a poem, they are intrinsically motivated to understand that text to the best of their abilities. One level of understanding is the mechanical nature of the text: in the other words, the technical composition of the text itself. By using a novel or other reading to provide students with direct grammar instruction, a teacher can help students see the value in grammar work. Especially when we teach vocabulary or new words in elementary school we should use effective strategies for teaching vocabulary to young learners. How to teach:

1. Introduce each new word one at a time...
2. Reflect...
3. Read the text you've chosen...
4. Ask students to repeat the word after you have read it in the text...
5. Use a quick, fun activity to reinforce each new word's meaning...
6. Play word games...
7. Challenge students to use new words

For example in elementary school we can take a poem, a very sunny poem, the picture of which is full of colors, here we have a very happy girls, who has a kite on her hand.

A Happy Child

My house is red- a little house,

A happy child am I;

I laugh and play the whole day long,

I hardly ever cry

I have a tree, a green, green tree,

To shade me from the sun;

And under it I often sit;

When all my play is done.

With the help of this poem we can discuss pronouns, colors, and articles, all these grammar items students have passed beforehand, they have understanding about pronouns colors and articles.

The first question is “find out pronouns in the text”.

Pronouns are-My, I, it

Then “find out all colors”.

red-

green-

Then “find out article”. They know even definite and indefinite articles.

Definite article Indefinite article the a

And then in the end we can ask them to make a sentence using

My, I, It, red, green, a, the.

Only giving them chance to add auxiliary verbs.

And we can also add “find nouns and adjectives “Which we have in the poem, for example.

Nouns- house, tree, shade

Adjectives-little, happy

For homework we can give, to write plural forms of nouns and degrees of comparison of adjectives.

In this way we link vocabulary words with grammar. In this way student's knowledge is deep and comprehensive, what they never forget.

We link the poem to themes they've passed, f. example.

Pronouns, articles, colors, nouns, adjectives. All these are in one poem.

We know that today it is widely agreed by second language teaching theorists and practitioners that literature is an indispensable source for language teaching as it introduces the best example of language use, provides authentic materials for all levels of learners, familiarizes learners with the culture of the language they are learning, and enhances motivation by involving them personally and appealing to their emotions. It is possible to generate activities to teach vocabulary by using poems. The benefits of using poetry in language classes are numerous, Nancy Hadaway briefly summarizes them with references to several other writers as follows (Hadaway,20016:799)

1. The reading and rereading of poetry through read-aloud and choral reading activities promotes fluency (Gasparro Falleta,1994)
2. Poetry's brevity and short lines appear manageable and therefore not so intimidating to the reluctant or struggling reader (Christison Bassano, 1995; Cullinan, Scala Schroder,1995).
3. Beginning readers more easily decipher the meaning of poetry because of the rhythm, repetition, and rhyme and the fact that the accent falls on meaningful words (Christison Bassano,1995; Richard Amato,1996)
4. Poetry serves as a brief but powerful anticipatory set for other literature as well as for the introduction of concepts and content across the curriculum (Chatton 1993; Cullinan, Scala and Schroder,1995)

5. Poetry provides a source of brief character sketches, scenes, and stories that can prompt narratives from students (Voge, Tillet, 1993). The variety of poetry formats... offers wonderful beginning writing opportunities (fagin, 1991; Tompkins, 1994)

## Conclusion

We know that, nowadays, it is very important to find a new ways to keep our classes interesting so our students can absorb and retain the information that you present. For decades, educators have been trying new teaching strategies to keep their students on their toes and get them excited about learning. Although some strategies have failed, others have been found to be quite effective. First of all we must try to incorporate a sense of surprise and mystery into our lessons. When we are about to unveil a new lesson, we can give students a new clue each day up until the last day before the start of the lesson. This is a fun way to make our lesson mysterious, and we may find that our students are actually looking forward to finding out what they'll be learning about next. One strategy that is very effective is offering our students the ability to make their own choices when it comes to learning. Choice can be a powerful motivator because it helps to foster student interest and independence. The next we can pay attention to technologies which are used during the lesson. Technology is a great way to keep our lesson. Technology is a great way to keep our lessons interesting. Children love electronics, so we can try incorporating it into our overall teaching strategy. Instead of standing in front of the room and lecturing, try using a Smartboard interactive display. We must expand our cooperative learning activity lessons by connecting to a classroom in another city or country via videoconferencing. After using technologies in a variety of ways, we'll see that the interest level in our classroom increases by leaps and bounds. We can also make learning interactive by creating hands-on lessons that involve students every step of the way. Try using the jigsaw cooperative learning activity in which each student is responsible for his or her own part of a group activity when we involve students and make our lessons interactive, our class becomes more interesting. Or try to create a real-world connection to what our students are learning.

This will give them a better understanding of why they need to learn what we are teaching. If they are constantly asking you why they need to learn something and you're always answering with "because" you will soon lose credibility. Instead, try giving them a real answer such as, 'You are learning about money because in the real world, you'll need to know how to buy food, and pay your bills'. By giving a straight forwards answer, you're

helping them make a connection between what they're learning in class how they'll use this information in the future. So we must try to think outside the box and plan a lesson that's completely out of the ordinary. We can invite a guest speaker, go on a field trip, or take learning outdoors. When you try something new and different, there is a good chance that our students will respond positively. When planning teachers, we can collaborate with another is the most effective. Our students will find it more interesting to learn when we present the material to them in a variety of creative ways.

What concerns to creating games according our theme.

Games are also a great way to keep lessons interesting. If our students need to remember their spelling words, conduct a spelling bee a contest in which participants are eliminated when they misspell a word. Games make learning fun, and games in class are a prescription for happy kids.

We can also enrich our students interest and motivate them by using songs and poems during the educational process. We know that students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. We should encourage open communication and free thinking with our students to make them feel important. We must be enthusiastic.

Finally we can say, that children speaking to ha a robust vocabulary improves all areas of communication-listening, speaking, reading and writing. Vocabulary is critical to a child's success for these reasons vocabulary growth is directly related to school achievement, answered by giving the learning task and the song or poem selection. Song can be used as a valuable teaching and learning tool.

This paper has the purpose of how the use of song and poem in teaching vocabulary can be used as a valuable teaching and learning tool. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools.

Nowadays, foreign language teachers find using songs beneficial in language learning. The benefit of teaching and learning via sings can enrich students' English vocabulary.

Teachers play a meaningful role while teaching vocabulary. They help their students expand and improve, and build new stock of words to choose from. Songs allow for interesting changes in the classroom, thus energizes learning activities. Since people find listening to songs as a good technique for learning a foreign language. And there is a worth saying that the teacher can only help students to learn but he or she cannot learn for them. So the teacher should use number of strategies to support students to learn effectively. We have come to conclusion that using poems and songs during educational process are very motivating and stimulating.

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ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի նախարարություն  
Վանաձորի Հ. Թումանյանի անվան պետական համալսարան

Հետազոտական Աշխատանք

**The Proper Selection and Use of Methods, and Teaching  
Resources for Teaching a Foreign Language to Students  
with a Low Level of Motivation**

Կատարող՝ Աննա Ոսկանյան

Ղեկավար՝ Աննա Առաքելյան մ.գ թ., դոցենտ

Վանաձոր 2022

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# Introduction

Motivation has always been an actual topic for discussion and it is one of the greatest challenges teachers encounter with. It is the driving force that makes students learn something. Motivating the learner to learn is pertinent to curriculum implementation. This is because motivation is an influential factor in the teaching-learning situations. The success of learning to a great extent depends on whether or not the learners are motivated. Motivation drives learners in reaching learning goals. It is of utmost importance to recognize the fact that motivating learning is an indispensable condition for good teaching. This implies that learners' motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Students' motivation to learn is of special importance because students' mere presence in the class is of course, not a guarantee that students want to learn. Highly motivated learners are likely to learn readily, and make any class fun to teach, while unmotivated learners may likely learn very little and generally make teaching painful and frustrating. Teachers cannot take learners' motivation for granted, and they have a responsibility to continuously ensure learners are motivated to learn. Teachers must persuade learners to want to do what they ought to do. The right choice of methods and teaching resources is the key factor to increase and retain motivation among students. Hence, the focus of this paper is to study in depth the methods and resources which effectively trigger, promote and keep students' motivation.

## Why is motivation important?

First and foremost, motivation is an orientation towards learning. Therefore, it impacts how likely a student is either to give up or push forward, and how thoughtful their reflection on their learning will be. The deeper the motivation for pursuing an activity, the more likely that the student will not accept easy answers to complex questions. In short, intrinsic motivation fosters strong and flexible critical thinking skills. On the other hand, amotivation and purely extrinsic motivation lead to low interest and academic persistence.

### **Motivation fosters creativity and critical thinking**

Students who are intrinsically motivated treat learning like play. As a result, they are more likely to flip the learning on its head to see it from a new angle. Motivated students are not more intelligent than unmotivated students, but their need to find out the answer to a question or to master a concept pushes their thinking. Intrinsically motivated students will think about questions far beyond the confines of the classroom, because the presence of the teacher or the fear of a low grade are not the underlying drivers for their thinking. Therefore, motivated students, by virtue of thinking longer and harder and enjoying the challenge of being confused, will ask deeper, more thought-provoking questions. Motivated students are more able to adapt learned content to new situations because they tend to reflect on underlying causes or frameworks.

### **Motivation cultivates resilience and self-assurance**

When a student is truly engrossed in a task, they have less cognitive and emotional energy to focus on social image. Individuals who engage in intrinsically motivating activities report

that their self-consciousness and other stressors tends to fade for the period of the activity. Motivated students are also more able to emotionally „bounce back“ from a low grade on a test or a harsh criticism from a teacher or peer. Because intrinsically motivated students are not driven by fear of failure or criticism, they are less likely to disengage in such circumstances. With that said, every student does feel the demotivating effects of negative feedback, even if driven students experience them to a lesser extent.

### **Motivation and agency**

Agency may be defined briefly as a sense of purpose and autonomy in striving after one's goals. Agency and motivation are inextricably linked concepts because, as a student becomes more driven to reach a goal, they consequently develop a stronger sense of purpose in directing their energy towards that goal. When it comes to educational attainment, highly motivated students find a way to forge their own path and tend to be skeptical of the limitations set by others. As professionals, motivated individuals also tend to be skeptical of established ideas or rules of the field, and instead constantly challenge themselves by experimenting with new ideas

# Methods to motivate students

## 1. MAKE CONTENT RELEVANT TO STUDENT VALUES AND GOALS

- a. Teach topics in a way that has potential for immediate application and possible benefit to the students, e.g., if the topic is self-control problems like overeating, go beyond discussing the problem and encourage students to test self-control strategies such as goal setting and self-monitoring to regulate their own eating.
- b. Before each class session, remind yourself why the material is meaningful and interesting.
- c. Relate subject matter to the specific interests of students.
- d. Relate subject matter to the everyday experiences of students.
- e. Ask students to give personal examples of applications of principles being studied.
- f. Give students choice about what they learn, e.g., what topics are covered in class and in assignments.

## 2. HELP STUDENTS ACHIEVE THEIR GOALS THROUGH LEARNING

- a. Ask the students about their life (or career) goals and encourage them to set subgoals relevant to the unit.
- b. Encourage students to set realistic yet challenging goals, long-term and short-term, that relate to their learning.
- c. Talk with students about the importance of connecting their behavior with their goals.
- d. Encourage students to apply concepts in their own lives in ways likely to benefit them, e.g., when teaching about the effects of reinforcement or rewards, discuss how to use the principle to improve important relationships through giving well earned praise for nice or helpful behavior that one might overlook.

### **3. PROVIDE POTENT MODELS OF LEARNING**

- a. Show up to class early and well prepared.
- b. Speak in an enthusiastic tone of voice.
- c. Talk about your efforts, recent or remote, to learn, especially the same content now being covered.
- d. Express personal interest in the topics you cover.
- e. Give an anecdote about the strong learning efforts of a prior student.
- f. Read passages of a well written student essay and praise the work.
- g. Give an anecdote about a student who started the unit with low self-confidence and still did well by working hard.
- h. Invite individuals who have studied the topic in the past and who are now applying what they learned in their careers to talk to the class about their experiences.
- i. Create extracurricular activities relating to the unit, e.g., a trip to visit a place where the principles of the unit are applied.

### **4. PROMPT AND PERSUADE STUDENTS TO LEARN**

- a. Encourage students to try hard during the unit.
- b. Give the rationale for unit requirements.
- c. Stress that knowledge of topics extends beyond the unit content.
- d. Suggest enrichment readings or activities and encourage students to explore topics for themselves, during the unit and after.
- e. Explain the value of lifelong learning.
- f. Encourage students to self-monitor their learning efforts, e.g., by keeping a record of how many study questions they answer correctly each day.

### **5. ESTABLISH A POSITIVE RELATIONSHIP WITH STUDENTS**

- a. Introduce yourself when you first meet a class and include information relevant to the unit and to you as a human; if the class is small, ask the students to introduce themselves to the class (or introduce to the class a student on one side of them).



- b. Greet the class each time you enter the classroom or you start class.
- c. Show empathy (awareness of the perspective and feelings of students), e.g., by putting into words what seems to be their point of view.
- d. Show warmth (caring, acceptance), e.g., by greeting the students with a smile
- e. Show genuineness (i.e., speak sincerely).
- f. Listen reflectively to the students (e.g., listen carefully and paraphrase what they say).
- g. Talk about your own mistakes as a learner or in applying unit content.
- h. Make a joke about something you have done or tell a joke.
- i. Laugh at yourself or with students.
- j. Smile at times when interacting with students.
- k. Show interest in students, e.g., by speaking to them individually before class and asking about their goals and extracurricular activities.
- l. Learn and use the names of the students.
- m. Self-disclose (e.g., tell personal stories related to the current topic).
- n. Move near and among the students when teaching.
- o. Give the students something, such as a class party.
- p. Encourage students to communicate with you outside class.
- q. Stay in the classroom until the students leave.
- r. Try to assist students outside of class matters, e.g., when they discuss a personal problem with you.
- s. Express interest in facilitating the learning of the students.
- t. Contact students who do not attend class and ask if you can help.

**6. REWARD STUDENT ACHIEVEMENT AND LEARNING EFFORTS**

- a. Reward learning and learning efforts (including attending and actively participating) with praise and high marks.
- b. Praise publicly (e.g., in class) good effort by students.
- c. Encourage students to take pride in their learning efforts and accomplishments.

## 7. AVOID DE-MOTIVATING TREATMENT OF STUDENTS

- a. Avoid providing harsh or insulting criticism, e.g., "This is dreadful writing."
- b. Avoid criticizing students in front of the class, e.g., "You all saw from Jenny's presentation the problem of not making eye contact."
- c. Avoid teasing students, e.g., "Your tattoo makes quite a statement."

## 8. ENHANCE STUDENT LEARNING SELF-EFFICACY

- a. Tell students that they can do well if they work hard.
- b. Suggest that students recall times in the past when they mastered new material.
- c. Refer to the students using a positive label relating to the topic, such as calling them scientists.

## 9. USE ENGAGING TEACHING METHODS

- a. Give students as much choice as possible about how you help them learn, e.g., whether you assign group or individual projects.
- b. Create novel, surprising, or emotion-arousing learning events, such as the following.
  - Use role playing, e.g., to practice interpersonal skills or to illustrate something, such as a specific psychological disorder or a point of view.
  - Provide interesting demonstrations.
  - Arrange relevant, interesting field trips.
  - Stimulate student curiosity (as a book thriller might), by posing mysteries for the students to solve, e.g. to identify something surprising in an assigned reading.
  - Stimulate students' imaginations, e.g., with computer or acted simulations.
  - Do the unexpected occasionally, such as dressing up as someone related to the unit or asking an interesting trivia question related to the unit.
- c. Use active learning methods such as the following:
  - Stimulate discussions.
  - Use Socratic teaching (ask the students questions about the topics being covered)
  - Assign hands-on or lab tasks.
  - Assign in-class writing, e.g., stating the most important thing the student

learned in class today.

- Give content quizzes, graded or not.
  - Give interesting home assignments.
  - Assign interesting projects, group or individual.
  - Ask students to teach each other in pairs.
  - Give students topic-related problems to solve or tasks to accomplish and ask them to form small groups in which to do the work.
  - Ask students to carry out a game-like activity relating to the topic, e.g., playing emotions charades in small groups to learn about nonverbal signs of emotions.
  - Ask students to apply learned principles in class and out.
  - Ask students to imagine themselves playing some part in a topic-relevant process, e.g., imagining themselves on the first day at a new school.
- d. Use anecdotes or cases to teach (humans are inclined to listen carefully to stories, especially if there is an element of suspense).
  - e. Stimulate self-exploration related to the topic, e.g., through personal attitude quizzes.
  - f. Point out news stories or current events that illustrate something being taught.
  - g. For variety, consider video, good guest speakers, and varying your teaching methods.
  - h. Make student tasks moderately challenging (as do popular video games).
  - i. Encourage students to help each other learn, e.g., by sharing notes or studying together.
  - j. Assign interesting reading materials, e.g., those with clear writing, relevant anecdotes or examples, photos, and self-quizzes.
  - k. Use or assign popular media, such as bestselling books and award-winning movies.
  - l. Set up the classroom in a manner that encourages interaction, e.g., chairs in a circle instead of in rows.
  - m. Encourage questions and comments.

**10. USE AN APPEALING TEACHING STYLE**

- a. Express enthusiasm for teaching.
- b. Make eye contact with students.
- c. Speak loud usually, but vary your volume.
- d. Vary your voice pitch and tone.
- e. Speak at least moderately fast.
- f. Speak in a dramatic or expressive way.
- g. Vary your facial expressions.
- h. Use hand and arm gestures when speaking.
- i. Stand while teaching.
- j. Move about while teaching.
- k. Avoid frowns and signs of anxiety, such as fidgeting with hands, legs, or objects.

**11. GIVE MOTIVATIONAL FEEDBACK**

- a. Give frequent feedback on performance.
- b. Give constructive feedback, i.e. feedback that contains positive elements, indicates how to improve, focuses critical and positive comments on effort rather than ability, and acknowledges improvement.
- c. Give detailed, personalized feedback.
- d. Evaluate student work as promptly as possible.
- e. Make grading as credible as possible, e.g., by using objective methods and/or grading rubrics.
- f. Provide summative (unmarked) assessment when possible.

**12. MONITOR STUDENT MOTIVATION LEVELS AND ADJUST MOTIVATION METHODS AS NEEDED**

- a. Monitor the motivation level of students, e.g., through observing their attendance, facial expressions, and participation level, or by asking the students about their interest levels.
- b. Adjust your methods as needed to maintain high motivation levels.

## Increasing motivation by using video

Teaching has become a very challenging job in the modern era. Because of rapid changes outside of the classroom teachers have to constantly implement innovative ideas to enhance the language teaching and learning processes in the classroom. To make the students get motivated to participate the task should be attractive and encouraging to engage in it. In this respect videos can be effective in language teaching. First, the students can see real language use through the video. By watching the video, the students will hear the real language and see pictures directly. Second, video allows students to look at situations far beyond their classroom. Third, video also can improve the students' creativity in language learning. Fourth, video increases level of students' interest because it gives them chance to see language in use as well as hear it.

### **How to Teach English Using Video to Increase Students' Motivation and Enthusiasm**

To increase students' motivation and enthusiasm in learning English, there are several teaching steps to achieve the goals of teaching learning process of English. They are:

#### 1. Pre-Teaching Activities

##### *a.* Making a Lesson Plan

Before teaching English to the young learners, teachers should make a lesson plan containing the students' grade or level, semester, timing, opening-activities, main-activities, closing-activities, media, sources, assessments, and etc.

##### *b.* Choosing an appropriate without-lyric video

The purpose of using no-lyric video is to increase students' ability in listening and to make them focus on the picture that is shown in the video. In this step, the teacher should make sure that video that he or she chooses relevant with the level of students in terms of the students' characteristics, such as the length and the content of the video. For instance, when teaching elementary school students of grades 3-4, the teacher

should consider whether the video is appropriate for the students' attention span, whether the pictures can be watched by the students, whether the video has clear sound, good rhyme, good visual ( for grade 3-4 is better cartoon), colorful visual, lack in misunderstanding comprehension, easier to practice (on body gesture) and the video is not using lyric. For instance, the teacher uses video song entitled "This is My House".



*c.* Playing and Acting Out the video at home

In this step, the teacher plays a video and acts out the song in the video. Its purpose is to make sure that the teacher has good preparation and she or he can accompany the students to follow the song in the video, ease the students to memorize the song, and understand the meaning of the song they are listening from the video well, in the real teaching learning process.

*d.* Pronouncing words encountered in the video with a loud voice

Before the real teaching, the teacher should also pronounce the words in the video loudly because he or she will pronounce the words again in the classroom.

*e.* Preparing tools

Before teaching, the teacher prepares tools to be used in teaching learning process, such as speakers, in-focus, and Laptop or notebook.

*f.* Doing Pre-Teaching activities

The teacher does pre-teaching activities, namely: greeting, praying, check attendance, giving motivation, reviewing last topic, mentioning the purpose of lesson of that day, and

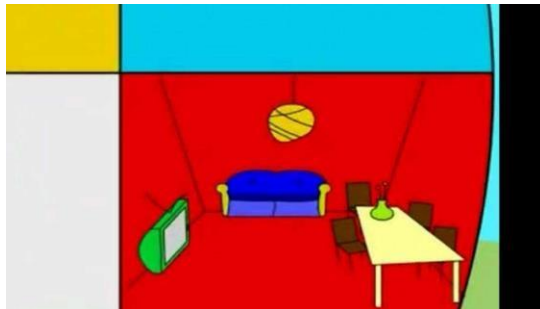
doing apperception.

*g.* Doing exploration

In this step, the teacher shows the students a picture that has correlation with what they will discuss on that day by showing just picture, for instance, a girl in front of her home and, then, the teacher asks the students to guess what will be learned based on the picture. Example of how to do it: Ok my class, I have a picture. See and guess it. Please raise your hand if you know...)

*h.* Playing the video

The teacher plays the video two times, sing the song in the video together with the students without gestures. Next, the teacher plays the video three times by using gestures of body (singing together). (For example, My class... please watch my video, and repeat it, and let's move our body...). It has a purpose to make students master the material of that day. Then, the students follow teachers' gesture without lyric in video. For example, the teacher said "this is the lamp", next the teacher creates body gesture by index finger to lamp in classroom.



*i.* Testing the students' understanding as Elaboration

In this elaboration step, the teacher conducts a game "catch the ball" for the students with the purpose to test their memory and to remind about things in video.(Please stand up my class, I have a ball and questions (still use gesture when teacher ask to students), answer it first and then you can give it back to me...).

*j.* Doing confirmation activities

In this step, the teacher divides students into a group of 3 or 4, distributes worksheets to the students, and asks the students to discuss the exercises contained in the worksheet. Then, the teacher collects the group assignment, checking the exercises by discussing video and worksheet together. After the students are finished, the teacher collects the group assignment, and then, discusses the students' answers based on the worksheet and the video together.

k. Conducting closing activities

At this stage, the lesson of the day and the topic is summarized. To conclude what the students have got, the teacher leads the students. Then, the teacher appreciates the students, assigns some homework and does leave-taking.

## Motivational games

Educators implement games into their teaching to make learning more engaging. Using games is beneficial to any language level classes though it may be directed to different goals and may be used in different ways. Many researchers and educationalists support the use of language games for numerous benefits:

1. Learners are motivated to learn when they are in a game.
  2. Students' anxiety towards language learning decreases.
  3. Games encourage learners to take active role in their learning process and direct it.
- Taking into account the points mentioned above and recognizing the effectiveness of games in the teaching-learning process I often incorporate games into the classroom. Here are some of them:

### **Puzzles**

There are many types of puzzles, i.e. crossword puzzles; word search puzzles; codeword puzzles; word fit puzzles; sequence puzzles; picture puzzles; number puzzles; Sudoku



puzzles; logic puzzles; and occasion puzzles. Of all these kinds of puzzles, crossword puzzles, word search puzzles as well as picture puzzles are favorable and popular in language teaching and learning.

### **Crossword puzzles**

A crossword puzzle, according to Wahyuningsih (2009), is a game in which words, guessed from their definitions, are fitted into a diagram of white and black squares. The crossword has words written horizontally (across clues) and words written vertically (down clues). The pattern of black squares usually serves to separate each word from adjacent words (Wahyuningsih, 2009). Correctly deciphering a crossword requires correct spelling, which for students may mean practicing dictionary skills. Making inferences, evaluating choices, and drawing conclusions are important skills required for completing crossword puzzles (Wahyuningsih, 2009).

Bressan (1970) and Wolfe (1972) have attempted to classify the kinds of crossword puzzles according to the clues used. Bressan discusses two main categories: direct-definition clues and cryptic clues. Direct definition clues include generic, synonymic, antonymic, definitory, and descriptive clues. Cryptic clues include anagrams, word inversions, double meanings and so on. Most second language puzzles use clues from the direct-definition clues, although cryptic clues in the form of anagrams occasionally appear. Bressan (1970, p. 94) argues that crossword puzzles, among other things, enhance vocabulary building, orthography and develop and test the student's knowledge of morphology.

Clues for crosswords are variable ranging from straightforward clues, cryptic clues to clues which the letters are listed in alphabetical order. Furthermore, crosswords may be in the form of skeleton puzzles, jigsaw puzzles, or spiral crosswords.

**CROSSWORDS**

May have straightforward clues:

**Across**

- 1 Students (6)
- 10 "Windy" US city (7)
- 12 Crumbly Greek cheese (4)
- 15 Submerged (6)

**Down**

- 1 One opposed to war (8)
- 2 Works of art (9)
- 3 Burden (4)
- 9 Young male horses (5)

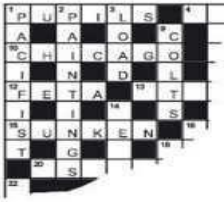
or cryptic clues:

**Across**

- 1 Mistake about eyepieces (6)
- 10 City fashionable in the past (7)
- 12 Cheese top Feds chewed over (4)
- 15 Star and little man under water (6)

**Down**

- 1 One who fights fights? (8)
- 2 Mutant sniping at artwork (9)
- 3 Youth bearing a cargo (4)
- 9 Revolvers initially located in beds (5)




May have clues which are anagrams:

**Across**

- 1 Caterer (7)
- 4 Tenured (7)
- 6 Higgins (7)
- 8 Streaks (7)

**Down**

- 1 Sited (5)
- 2 The cart (7)
- 3 Arc (3)
- 5 Sedge (5)
- 7 Kin (3)



or where the letters are listed in alphabetical order:

**Across**

- 1 ACEERRT (7)
- 4 DEENRTU (7)
- 6 GGHINS (7)
- 8 AEKRSST (7)

**Down**

- 1 DEIST (5)
- 2 ACEHRTT (7)
- 3 ACR (3)
- 5 DEEGS (5)
- 7 IKN (3)

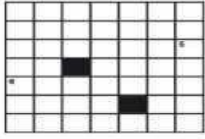
Here is a small example of a skeleton crossword, where a few numbers and black squares are given as a starting point:

**Across**

- 1 Caterer
- 4 Tenured
- 6 Higgins
- 8 Streaks

**Down**

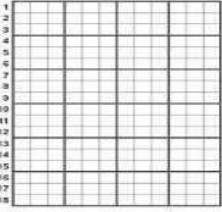
- 1 Sited
- 2 The cart
- 3 Arc
- 5 Sedge
- 7 Kin



Crosswords can be presented in the form of a jigsaw puzzle, with Across clues as an aid to completion:

**Across**

- 1 Cut into cubes; Car for hire
- 3 — Sharapova, tennis star
- 5 Printed cotton cloth
- 7 Neighbouring; Divided into territories
- 9 Tool used for cutting down trees
- 10 Adjacent (two words)
- 11 Settle in (a country)
- 12 Pristine, not marred
- 14 Insurrection
- 15 Period of existence
- 16 Duct; Sew
- 18 Sparked; Remain



Spiral crosswords are an interesting variation. Here we show two example grids and words are entered in the order of their clues, with the last letter of one solution becoming the first letter of the next:

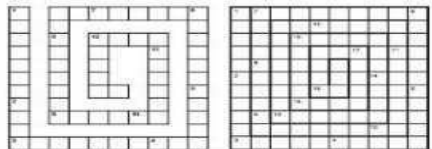




Figure 1. Crosswords with different kinds of clues

**Word search puzzles**

A word search puzzle is a word game that consists of the letters of words placed in a grid, which usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be placed horizontally, vertically, or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. There are some interesting variations for word search puzzles. It may include definitions and its relevant words which the letters are listed in the wrong order; then learners have to do the matching task first and locate the words in the word search grid.



Figure 2. Examples of word search puzzles

The interesting thing is that they will hold the grid up to a mirror to see the answer. Another option for word search puzzles is given picture clues and student will circle the word. More challenging, learners are asked to circle the words without any clues but a given theme, i.e. "jobs", "nature" and so on.

### Picture puzzles

This kind of puzzles offers picture clues for learners to recall vocabulary or look up new words. Often, it includes a specific theme and is favorable to vocabulary teaching or consolidation. To challenge students, teachers can design a new picture puzzle with a hidden word.



Figure 3. Examples of picture puzzles

## **Guessing games**

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called “games”, they provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity. Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they also practice and improve their speaking skills.

This activity is very similar to a describing game. Students can also be divided into groups or pairs. They are given three categories of words or phrases. A set of cards face down or in an envelope is given to each group. The teacher demonstrates the activity by choosing a word from one of the vocabulary sets and describing it to the class until someone guesses the word. The most important thing is that students cannot use the word on the card in their definitions. Learners play the game taking turns. The teacher tells students to do not interrupt anybody’s description

## **Word guessing games (riddles)**

Riddles show up the playful nature of language in an easily manageable form. Riddles can be difficult or simple depending on learners’ levels and interests. Teachers can first play with the whole class and then try in groups (good for mixed ability groups).

+ “Three eyes have I, all in a row;

when the red one opens, all freeze.” (The answer is traffic light)

+ “You throw away the outside and cook the inside.

Then you eat the outside and throw away the inside.

What did you eat? (An ear of corn)



Figure 4. Examples of riddles

### Guessing a person game

This is a fun activity for describing people, the teacher or the students select a person beforehand and without revealing her name, hand in the paper with the description to other students whose job is to find this mysterious person and ask him or her a couple of personal information questions. Students always rush to be the first in finding it.

Students ask yes/no questions about the people whose photos or written descriptions they have (“Is it a woman?” “Does she have long hair?” “Does she have a high pressure job?”) until they guess which person their partner was thinking of.

Students write 10 sentences about themselves and then pass the piece of paper to someone else. The person who received the paper reads the sentences out, starting with the most difficult clues to guess from, until everyone guesses who it refers to.

People describe one person or make generalizations about someone from a particular country, and the others try to guess the nationality. You can do the same thing with regions of their country. This can lead onto language of generalization such as “Most people think that...” or “People in this country tend to...”, which is good for speaking exams such as IELTS, or discussion of the truth and acceptability of stereotypes.

Give students a very short description of someone, e.g. "He has hair". They then take turns to make that sentence longer and longer, until someone makes a mistake or gives up.

### **Simon says**

Simon Says is a fun game that helps in exercising listening skills. This game is fairly easy, but it can quickly turn into a challenge, especially if playing in a large group. Although this game goes by many names worldwide, the fun, basic rules tend to remain the same.

Simon's commands can be given in two different ways: beginning a command by saying, "Simon says..." or simply stating the command. Simon's goal is to eliminate as many listeners as possible, until there is one listener remaining as the winner. Because "Simon" is trying to eliminate as many listeners as (s)he can, the teacher should try and make her/his commands tricky to follow. For example, frequently switch up when you give commands preceded with "Simon says...". Give your commands quickly so your listeners have to make quick decisions on whether to obey your command or not.

### **Word chain**

**Going to the moon.** This is a guessing/deductive game in which the first person establishes a word pattern for everyone else to figure out. He or she says, "I'm going to the moon and I'm going to take (name an object)." Everyone else follows by repeating the same phrase but naming a different object with the same pattern. Patterns could include words that start with the same letter as the speaking person's name, words with double consonants, or words that begin with the last letter of the previous word.

**Snake-word.** To check how rich students' vocabulary is, the teacher can have them play the snake-word game. Each row or team sends a representative to the blackboard. He/she chooses a colored piece of chalk and they stand in a line. The teacher writes a letter and the first student must write a word beginning with that letter; the following student writes a word

beginning with the last letter of the previous word. They should write the words so that they make a snake. Time is limited depending on the level of the class, e.g. *D Data Amount Tomato Onion Narrow Wish.....*

**City versus countryside.** For this activity, the teacher should divide the class into two main groups, i.e. one group starting with *“I went to the city and I saw...”* and one group starting with *“I went to the countryside and I saw...”*. Each member of the groups will add a word related to the city or the countryside in turn. It is worth noticing that the latter student has to remember the former student’s word and add another word until the last student of each group finishes the task, as follow:

Inga (group A) says, *“I went to the city and I saw a museum”*. Then, Mike (group B) states, *“I went to the countryside and I saw a buffalo”*. After that, Mai (group A) utters, *“I went to the city and I saw a museum and a cinema”*. Continuously, Theo (group B) says, *“I went to the countryside and I saw a buffalo and a bamboo.”*

### Drawing games

One person explains a picture of a person or objects to their partner and their partner tries to draw what they hear. This can be done with the person explaining being allowed to see it being drawn or (more difficult) not being able to see and just having to ask and answer questions to make sure they have got it right. It can also be done with the original picture being a line drawing or a photo, with the former obviously being much simpler.

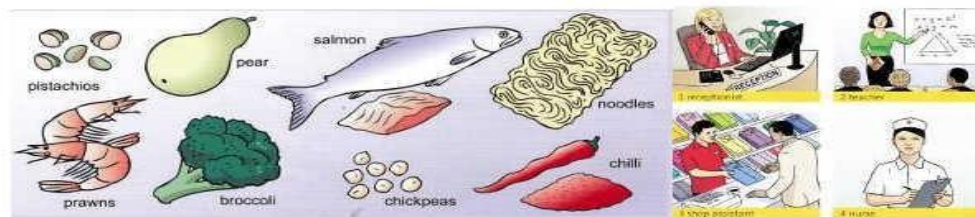


Figure 5. Pictures for drawing games

## Conclusion

In teaching and learning process motivation is the most powerful factor which determines learners' success. Motivation is aroused by internal and external stimulus and it pushes learners towards achieving their objectives and goals. However, it is not easy to arise and keep students' motivation because the nature of motivation is complex and each student's situation is unique and in order to motivate educators need to analyze students' motives for the things they do. With much patience and practice teachers will finally be able to find and apply the best methods and resources on each learner in every specific teaching-learning situation. Teachers are responsible for learner motivation and, of course, can cautiously provide interesting and engaging learning activities on condition that they are aware of research findings. Teachers cannot take learners' motivation for granted, and they have a responsibility to continuously ensure learners are motivated to learn. The major challenge for teachers is to persuade learners to want to do what they ought to do. The right choice of methods and teaching resources is the key factor to increase and retain motivation among students.



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ՀՀ Կրթության , Գիտության, Մշակույթի և Սպորտի նախարարություն  
Վանաձորի Հ. Թումանյանի անվան պետական համալսարան

Հետազոտական աշխատանք

**The formation of student's communication skills with the help of internet resources**

Կատարող՝ Հասմիկ Մովսեսյան

Ղեկավար՝ Աննա Առաքելյան մ. գ. թ. , դոցենտ

Վանաձոր 2022

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## **Introduction**

Now, Internet resources have become a companion for all of us at home, school and work. Along with this, the need to communicate through the Internet has also increased.

- *What are communication skills?*

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. Communication skills involve :

- **listening**
- **speaking**
- **observing**
- **empathizing.**

It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications, like email and social media.

### **Relevance of the topic**

Now internet resources have become relevant, taking into account the viruses and wars raging in the world, we teachers should master information technologies more than anything, that education under no circumstances won't hurt

### **The purpose and problems of the research work**

The purpose of this work is to investigate the problems, goals and problems of students' communication abilities. To what extent they are willing to adopt modern technologies and their

application in the future. and work with computer technologies, the role of the teacher is also changing, whose main task is to support and guide the development of the personality of students, their creative search. Relations with students are built on the principles of cooperation and joint creativity. Under these conditions, a revision of the organizational forms of educational work that have developed today is inevitable: an increase in the independent individual and group work of students, from the traditional lesson with a predominance of the explanatory and illustrative method of teaching, an increase in the volume of practical and creative work of a search and research nature. In this type of cooperation between the Internet and the lesson, the project form of educational activity is often used. The project involves independent research work of schoolchildren, during which the guys are looking for a way to solve some complex multi-level problem.

## **1.1 Problems of forming communication through Internet resources**

The problems of forming communication through Internet resources can be considered from several perspectives.

The primary and global problem is that there are either few or no computers.

In addition, we are faced with various problems that we have tried to uncover.

This is really problem, cause in fact, not having a computer or not knowing how to use a computer can cause problems for both teachers and students. during the corona virus, when the whole world went through the so-called online test, the experience showed that many students were left behind from online classes, and inexperienced teachers had a hard time organizing the class. Here, too, there is a problem: the right tone, the right posture, the right tools to choose thanks to which students will not get bored beyond blue screens.

The lack of internet, surprisingly the lack of computers and telephones, becomes a problem for students. As a teacher, I can say that when you have 3 students at home and you all have to do an online lesson, there is already a problem with the internet and computers. Besides that, we talk about eye care and vision preservation every day, that you have to sit in front of the computer for 20 minutes with breaks, but the classes last 5-6 hours. This in itself is already a big problem not only for the student but for everyone. We all seem to be caught in a big spider's web, from which it is difficult to get out. There is a lot of information on the Internet, what kind of information is it, whether it is useful or dangerous and how we use it is another matter. there must be control so that the inexperienced student does not suffer from this unmanageable information chaos. It is true that the Internet also contributes to the development of children's communication skills, because what they do not dare to say or do not know how to express face to face, they can very easily write through social networks.

Of course, we are not going to be left behind in the age of developing technology, but at least we need to use it smartly and really develop.

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## 1.2 Comparative analysis

### Pros.

*“I think that internet resources are useful for children's communication, but should be strictly supervised by adults”.*

(M. Asriyan) - parent

*“It opens wide opportunities for development and further contacts”*

(A. Gabrielyan) - teacher

### Cons.

*“For me it's not useful, and I think children are getting more addicted to computers”.*

( N. Antinyan) - parent

*“ It is a waste of time, especially when the school does not have the appropriate equipment for interactive lessons. I'm all for face-to-face contact and emotional connection, they are important for me”.*



(A.Gevorgyan) -teacher

*It is very important especially  
now when the world is messed up,  
when you can't travel, but you can  
communicate with your friends.*

*Children forget to read books  
and do not develop their own  
thinking.*

(M. Khachatryan)-teacher

( M. Hakobyan)-pupil

Everyone's opinions can be viewed from several angles. who are in favor, they think it is very good that a child sitting at home can open the world in front of him with one click, communicate with whoever he wants. Those who are against it, they think that the Internet damages children's thinking and causes addiction. Another problem is when schools simply don't have the proper equipment for teachers to make their lessons more interesting and timely.

-Instructional Technology, or the use of equipment to deliver instruction, has become an essential strategy in many communication programs...Purchased, pre-recorded media, for example, make accessible historical and contemporary speeches—including the context in which they were delivered—and enable students to see and hear important personalities demonstrate communication skills that can be described or stimulated for student imitation. (Wulff, Nyquist 256)

-Letter writing and e-mailing could be taught to the students through hands-on experience on the computer. Many websites even offer templates with options to choose from, which when completed results in a completed letter, email or a report. Report-writing can be learned in an interesting manner through peer teaching or collaborative activities among students. Most students who have an academic background in science, technology and computer applications pay maximum attention to their courses and ignore their development in soft skills, particularly communication skills. By integrating ICT in the learning of effective communication, teachers can offer students a practical exposure to the uses of core skills and soft skills. Moreover, presentations, group discussions and interviews can be video recorded and played to the students

in order to give them an accurate feedback about their performance. This also helps them in their self-appraisal of the same. By demonstrating through videos, pictures and other ICT based evidences —Students are encouraged to accept, and not make hasty ethnocentric value judgment about, different cultural systems (including their own). (Kim, Gudykunst 145

## **2. Internet communication skills.**

### **2.1 What is internet communication?**

How many people use the Internet for communication?

Undoubtedly, the internet has made distances shorter and thus the world a smaller place. It has opened doors to many opportunities. Besides, it has enabled businesses to stay in touch with a variety of communication tools like instant messaging, videoconferencing, live conversations, and more. Moreover, it has made things possible for people to work remotely.

According to Internet World Stats, the number of people using internet communication tools accounts for 4,536 million, i.e., 58.8% of the world's population.

With such a huge number, internet communication has become a necessity, and we cannot imagine a world without it.

Internet communication is a way of talking to people using the internet instead of telecommunications (like phone calls and text messaging). From WhatsApp and Telegram to email and virtual telephony, people can connect with each other within minutes (if not seconds), irrespective of how far they're located.( 20 Dec. 2019)

Yes, today it can be said that the Internet has become our daily companion.

Working with a computer not only contributes to an increase in interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, encouraging correct decisions. In addition, the computer allows you to completely eliminate one of the most important causes of a negative attitude towards learning - failure due to a lack of understanding of the material or a problem in knowledge. This aspect is foreseen by the authors many computer tutorials. The student is given the opportunity to use various reference manuals and dictionaries that can be called up on the screen with a single click on the mouse.

Working on a computer, the student gets the opportunity to complete the solution of the problem, relying on the necessary help.

With one click, we can send a letter( that we wrote again without a pen), we can send assignments to students while sitting at home, or use the Internet, with the flight of our thoughts. Internet resources are abundant and control becomes difficult in this open and endless network. Internet resources are abundant and control becomes difficult in this open and endless network. Today, it has become very easy for criminals to trap minors through the Internet. Answering even the most innocent greeting in this case can become fatal. Here the adult factor becomes more important. At school and at home, we should constantly have conversations about "safe Internet", about possible frauds, but here too we should take into account the age characteristics of children.

As a result of my own research conducted in our school, parents are of the opinion that the Internet is not useful in the sense that children forget to read books, isolate themselves at home with their phones and computers, live a virtual life, do not have many friends. (only on the Internet) Here you can share their opinion, but at the same time it is due to the period: pandemic war, globalization. These are the factors that changed even our understanding of the normal school process. People became isolated, classes were organized online, even work that could be done from home became remote.

## **2.2 What do communication skills involve?**

As I mentioned above communication skills involve :

- **listening**
- **speaking**
- **observing**

From here I would single out speaking and listening as the most important skills, especially for developing students' communication skills through online resources.

Listening : There we can apply several methods by which it will be easier to develop students' communication skills.

For example, take a movie that is in English and watch it. First you can split the movie into 2 parts and watch the first part. In the process, students can write the unfamiliar words. After watching the movie, you can translate unfamiliar words together, discuss the movie, talk about the movie (in English). Note that we used all 3 skills with this method.

We can do the same for listening to a song, or for example for audio books.

Listening skills are an essential part of good communication.

Speaking: Speaking allows us to communicate with others and express our thoughts and feelings.

Here we can prepare an interview, for example with a famous actor or star and make a dialogue. Or we can play the game “At the restaurant”, one will be a waiter, the other a customer (suitable for the unit “Meals”)

And generally one can choose a topic, teacher can give a new words, and using the new words, talk about that topic.

Observing: Because observation skills are key to communication, one of the best ways you can showcase them in an interview is by actively listening, asking thoughtful questions and responding to the interviewer's queues.

Yes, listening carefully is the best way to observe. In this way we can organize a presentation on the computer and then listen to the students' observations.

So we can say that these 3 skills are more than important to develop communication skills. Perhaps one of the most important aspects of effective communication is the ability to actively listen. When you possess this skill, you can dedicate your focus to the person speaking, comprehend their message and respond in an appropriate and thoughtful manner.

You do this by paying attention to the speaker's verbal and nonverbal cues, such as tone of voice and facial expressions. As a result, you can engage in the conversation and recall its details without needing to ask the speaker to repeat information.

Being able to communicate effectively is a key skill that nearly all professionals need to succeed in their roles. Despite this, many students graduate from high school and enroll in college or enter the job market without this ability. If a teacher looking to help her students establish this

foundational skill, it may be helpful for her to review various activities through which students can strengthen their abilities.

## **2.3 Games for developing communication skills**

Here are six games and activities we can do in the classroom, these games will help develop communication skills.

### **1. Guide the blindfolded**

Guide the blindfolded is a game in which one student wears a blindfold and the other students guide them on a path to perform a specific task in a designated amount of time, using only words as directives. To play this game, rearrange your classroom, divide students into pairs and assign them a task. Give each pair of students a blindfold and have them take turns wearing it. Students can conduct the activity and find creative ways to communicate so they can help their partners navigate the unfamiliar space successfully.

### **2. Back to back**

Back to back is an exercise in both instruction and listening that can help students absorb information and discern important details. To conduct this activity, divide students into pairs and have them sit back to back. The students can take turns playing the roles of describer or drawer. Once the activity begins, have the describer explain a complex drawing to their partner, who then makes their best attempt at recreating their partner's description on a sheet of paper. After their time limit is up, you can examine all students' drawings, compare them and see whose drawing matches best.

### **3. Team debate tournament**

Team debate tournaments can help students develop their ability to collaborate, analyze information and express differing perspectives. When initiating a debate tournament, assign students to teams and give them a topic they must research and compile information about. Once they perform their research, tell each team what side of the argument they must debate and give them a five-minute time limit to prepare their respective speeches. After the time limit is up, start the debate by acting as the judge, allowing the students to both explain their perspectives and challenge the arguments of the other team.

### **4. You don't say**

You don't say is an activity through which students can practice deciphering nonverbal cues that can help them empathize with others and communicate better. To initiate this activity, divide your class into groups of five to seven students and give them a list of nonverbal behaviors, including items like:

Crossing arms

Smiling

Frowning

Yawning

Nodding

Shaking your head

Looking at a watch

Rubbing your temples

Resting chin on your hands

Have the groups act out these behaviors and translate their meanings by writing what each one communicates. Then, after every group finishes the activity, ask the class to reconvene the full group and share what they learned about nonverbal cues through the exercise.

## **5. Charades**

Charades is a game through which students receive a clue and pantomime to help others guess what the clue is, which can help them practice their own nonverbal communication. To play this game, divide the class into two teams and create clues about book titles, celebrity names, movies or songs. Have students select a clue one at a time and pantomime the clue to their team, who then guesses what the clue is within a 45-second time period. If their team doesn't guess the clue correctly within the time limit, allow the other team to guess what it is.

## **6. Emoji awareness**

Emoji awareness is an exercise that can help students develop their ability to introspect and think empathetically. To initiate this exercise, give students a worksheet that displays a variety of emojis expressing different emotions. Then, divide the students into groups and assign them scenarios that may evoke certain types of emotions. Have the students identify what emotions the characters in those scenarios might experience and match them to an emoji. After they finish

their discussions, have the students share what emojis they chose in a full-group setting and explain why so they can practice describing their emotions and understanding others.

Some of these games can also be played online with friends.

**Internet allows you to effectively solve a number of didactic tasks:**

- to activate the thinking abilities of students,
  - involve passive students in the work,
  - make lessons more visual
  - provide the educational process with new, previously inaccessible materials, authentic texts,
  - teach students to work independently with materials,
  - provide instant feedback
  - increase the intensity of the educational process,
  - provide live communication with representatives of other countries and cultures,
  - to form the skills and abilities of effective reading, writing and listening, monologue and dialogic speech,
  - Expand words knowledge,
  - to cultivate tolerance, susceptibility to the spiritual and cognitive experience of other peoples,
  - implement student-centered and differentiated approaches to learning,
- 
- to form skills that provide informational competence, etc.



## Conclusion

I came to the conclusion that in the modern world it is impossible to live without Internet resources, or without the Internet in general.

The role of foreign languages in modern society is increasing. Knowing a foreign language gives young people the opportunity to join the world culture, use the potential of the vast resources of the world Internet in their activities, as well as work with information and communication technologies and multimedia learning tools. Schools today also need to be modernized sufficiently. We teachers should use new technologies and new methods as much as possible in our classrooms, but not forgetting to talk a lot with students about the safety rules of using the Internet. By integrating technology into their classrooms, teachers can create lesson plans that are of higher relevance, more up to date, and improve student learning with email, the internet, discussion boards, and online agendas.

Using the results taken from my own research, I can say that today's society has some fears related to new Internet technologies, but the younger generation welcomes the Internet and can be said to integrate with new technologies more quickly and easily.

So, although the internet has definitely made our lives better, it also has the power to cause mayhem. Its impact on a society or a company is mostly felt by the choices we make while using it. But with wise use, we can be able to reap the benefits, and avoid many of its disadvantages.

In any case, in conclusion, I would like to note that developing communication skills among students, even through Internet resources, is very easy, because today's generation uses the Internet faster and more skillfully. but with all this, we each need to speak up and guide them to a safer web.

*“We are all now connected by the internet, like neurons in a giant brain.”* – said Stephen Hawking.

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## ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ

**ԹԵՄԱ՝** ASSESSMENT FOR LEARNING (FORMATIVE ASSESSMENT) VS.  
ASSESSMENT OF LEARNING (SUMMATIVE ASSESSMENT)

**ՂԵԿԱՎԱՐ՝** Լուսինե Վարդանյան

**ԿԱՏԱՐՈՂ՝** Հասմիկ Սարգսյան

ՎԱՆԱԶՈՐ 2022

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# INTRODUCTION

Teachers make professional judgements on learners' performance in every teaching and learning session undertaken, whether consciously or subconsciously. Using these professional judgements and translating them into feedback on the quality of individuals' work is the focus of Assessment for Learning. Successful Assessment for Learning strategies result in improved learner progress on a continual basis. The principal characteristic of Assessment for Learning is effective feedback provided by teachers to learners on their progress. The value of the feedback is dependent on two factors:

1. the quality of the feedback,
2. how learners receive and ultimately use it.

Teachers, therefore, need training and support to enable them to make valuable assessment decisions, to provide quality feedback to learners, and to teach learners to receive feedback positively and use the information contained within it effectively to improve their work. Assessment for Learning and quality feedback can and do promote increased learner progress. However, assessment of learning rather than assessment for learning has preoccupied the minds of the profession for many years in an effort to meet awarding body requirements. Assessment of learning can detract from effective classroom practice and prevent feeding back assessment decisions to learners on their performance with the view to improving their work.

In his speech at the 2004 North of England Conference, David Miliband MP, former Minister of State for School Standards, highlighted the need for teachers to develop assessment for learning strategies in the quest to meet the personalised learning agenda. Without effective assessment for learning strategies, which involves high-quality feedback to learners being embedded within every teaching and learning session, the personalised learning agenda is a dream that will never be realised. Miliband described personalised learning as: High expectations of every child, given practical form by high quality teaching based on a sound knowledge and understanding of each child's needs. It is not individualised learning where pupils sit alone. Nor is it pupils left to their own devices – which too often reinforces low aspirations. It means shaping teaching around the way different youngsters learn; it means taking the care to nurture the unique talents of every pupil. A personalised offer depends on really knowing the strengths and weaknesses of individual children and young people. We believe a key means of doing so is assessment for learning and the use of evidence and dialogue to identify every pupil's learning needs ... But whatever the contextual practice, the rationale is always the same: clear evidence about how to drive up individual attainment; clear feedback for and from pupils so there is clarity on what they need to improve and how best they can do so; and a clear link between learning and lesson planning.

Personalised learning has five key components and assessment for learning is at the heart of its philosophy.

In addition, advice is provided on: promoting effective assessment; how to plan for learning; how to establish the learning goals; how to communicate the assessment criteria; how to create effective session learning plans; and how to create a learning ethos within an institution in which to introduce Assessment for Learning and Assessment of Learning.

# CHAPTER 1

## BASICS OF ASSESSMENT

### 1.1 MEANING OF RELATED TERMS

#### ASSESSMENT, MEASUREMENT, EVALUATION & EXAMINATION

**“Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development”. T. Marchese (1987)**

Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole. According to the Academic Exchange Quarterly: "Studies of a theoretical or empirical nature (including case studies, portfolio studies, exploratory, or experimental work) addressing the assessment of learner aptitude and preparation, motivation and learning styles, learning outcomes in achievement and satisfaction in different educational contexts are all welcome, as are studies addressing issues of measurable standards and benchmarks". Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments, but not all assessments are tests. We test at the end of a lesson or unit. We assess progress at the end of a school year through testing, and we assess verbal and quantitative skills through such instruments as the SAT and GRE. Whether implicit or explicit, assessment is most usefully connected to some goal or objective for which the assessment is designed. A test or assessment yields information relative to an objective or goal. In that sense, we test or assess to determine whether or not an objective or goal has been obtained. Assessment of skill attainment is rather straightforward. Either the skill exists at some acceptable level or it doesn't. Skills are readily demonstrable. Assessment of understanding is much more difficult and complex. Skills can be practiced; understandings cannot. We can assess a person's knowledge in a variety of ways, but there is always a leap, an inference that we make about what a person does in relation to what it signifies about what he knows. In the section on this site on behavioral verbs, to assess means To stipulate the conditions by which the behavior specified in an objective may be ascertained. Such stipulations are usually in the form of written descriptions. Assessment Steps:

- ❖ Develop learning objectives.
- ❖ Check for alignment between the curriculum and the objectives.
- ❖ Develop an assessment plan (must use direct measures).
- ❖ Collect assessment data.
- ❖ Use results to improve the program.

- ❖ Routinely examine the assessment process and correct, as needed.

**Evaluation** is the process by which we judge the quality of a something. It is the processes of determining the extent to which an objective is achieved or the thing evaluated possess the qualities envisaged. Evaluation is a process of assigning value to something. This is possible only on the basis of specific pre-determined goals. Therefore evaluation in education warrants the determination of specific educational goals. From the point of view of the class room teacher instructional objectives act as the basis of evaluation .This means that educational evaluation is possible only if the instructional objectives are determiner earlier . Evaluation based on pre-determined objectives is called objective based evaluation. Evaluation is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on. When we evaluate, we are saying that the process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made. Teachers, in particular, are constantly evaluating students, and such evaluations are usually done in the context of comparisons between what was intended (learning, progress, behavior) and what was obtained.

### **Functions of Evaluation**

- ❖ Evaluation enhance the quality of teaching . Through evaluation , teachers are able to find out how far they have been successful in achieving the objectives of education they had in the mind. In other word they are able to find or assess the degree to which they have succeeded in teaching . this assessment leading to value judgment enable instructional strategies.
- ❖ Evaluation makes the individual difference clear , specific difficulties also will be identified and diagnosed . on the basis of this diagnosis , the teacher can plan remedial activities within turn help the realization of the goals to the maximum possible . This will enable the teacher to provide educational and vocational guidance.
- ❖ Evaluation help in adjudging the position of students within a group. One of the important function served by evaluation is 'placement' of students . The undergoing a course have to be judged on the basis of their eligibility to proceed to higher stage of study measurement can be ascertained at any moment without reference to the past or future.

In evaluation we consider the previous results and certain goals, or objectives anticipated. While measurement aims only ascertaining quantity evaluation aims only ascertaining quantity evaluation aims at the weakness if any discovered .Here we are always concern whether we are reaching the goal . It is a continuous process while measurement is attempt only when it is needed .As evaluation involved value judgment. It

may not be peruse as measurement, but it is more valid and useful than measurement . However, proper measurement can make evaluation more objective.

An effective process of evaluation involves the following steps;

- ❖ Setting up of objectives of education according to the needs of learner.
- ❖ Writing the instructional objectives in behavior terms.
- ❖ Imparting learning experience / engaging learners with the learning environment.
- ❖ Developing tools and techniques of evaluation in accordance with the instructional objectives.
- ❖ Implementing the tools and find out the results.
- ❖ Analysis and interpretation of results.
- ❖ Modifying with remedial teaching, if there is any deviations.
- ❖ Recording for future use.

## **MEASUREMENT**

According to Stevens “ Measurement is the assignment of numerals to objects, or events, according to rules”. According to Stufflebeam “ Measurement as the assignment of numerals to entities according to rules” Measurement is the process by which we ascertain the quantity of something. It is merely the assignment of a numerical index to the thing or phenomenon we measure. Measurement refers to the process by which the attributes or dimensions of some physical object are determined. One exception seems to be in the use of the word measure in determining the IQ of a person. The phrase, "this test measures IQ" is commonly used. Measuring such things as attitudes or preferences also applies. However, when we measure, we generally use some standard instrument to determine how big, tall, heavy, voluminous, hot, cold, fast, or straight something actually is. Standard instruments refer to instruments such as rulers, scales, thermometers, pressure gauges, etc. We measure to obtain information about what is. Such information may or may not be useful, depending on the accuracy of the instruments we use, and our skill at using them.

### **A Comparison Of Measurement And Evaluation**

- ❖ Measurement is quantitative it refers to ‘How Much’ without any reference to purpose past ,or future. It is concerned only with the present.
- ❖ Measurement is objective and impersonal. It does not change with change of individuals.
- ❖ Measurement is precise and scientific.
- ❖ Measurement is not a continuous process, it is occasional. Tests are conducted only occasionally to get a measure of pupils achievement.
- ❖ Evaluation is qualitative judgment of value and purposes. It refers to ‘how good’ with reference to purposes present, past or future. Evaluation is subjective and personal to a great extent. Evaluation is interpretative and philosophical. Evaluation is a continuous process. Teachers are evaluating their pupils continuously. In addition to tests, observation, interview, sociometry etc.
- ❖ Measurement is independent of evaluation.



❖ Scope of measurement is limited the common techniques used for the purpose correct evaluation depends upon correct measurement. Correct evaluation depends up on correct measurement. Scope of evaluation is unlimited.

## **TEST / EXAMINATION**

A test or an examination (or "exam") is an assessment intended to measure a test-taker's knowledge, skill, aptitude, or classification in many other topics (e.g., beliefs). In practice, a test may be administered orally, on paper, on a computer, or in a confined area that requires a test taker to physically perform a set of skills. The basic component of a test is an item, which is sometimes colloquially referred to as a "question." Nevertheless, not every item is phrased as a question given that an item may be phrased as a true/false statement or as a task that must be performed (in a performance test). In many formal standardized tests, a test item is often retrievable from an item bank. A test may vary in rigor and requirement. For example, in a closed book test, a test taker is often required to rely upon memory to respond to specific items whereas in an open book test, a test taker may use one or more supplementary tools such as a reference book or calculator when responding to an item. A test may be administered formally or informally. An example of an informal test would be a reading test administered by a parent to a child. An example of a formal test would be a final examination administered by a teacher in a classroom or an I.Q. test administered by a psychologist in a clinic. Formal testing often results in a grade or a test score. A test score may be interpreted with regards to a norm or criterion, or occasionally both. The norm may be established independently, or by statistical analysis of a large number of participants. A formal test that is standardized one that is administered and scored in a consistent manner to ensure legal defensibility.

## **1.2 PURPOSE OF ASSESSMENT**

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment is an ongoing process that arises out of the interaction between teaching and learning.

- Assessment drives instruction A pre-test or needs assessment informs instructors what students know and do not know at the outset, setting the direction of a course. If done well, the information garnered will highlight the gap between existing knowledge and a desired outcome. Accomplished instructors find out what students already know, and use the prior knowledge as a stepping off place to develop new understanding. .
- Assessment drives learning What and how students learn depends to a major extent on how they think they will be assessed. Assessment practices must send the right signals to students about what to study, how to study, and the relative time to spend on concepts and skills in a course.
- Assessment informs students of their progress. Effective assessment provides students with a sense of what they know and don't know about a subject. If done well, the feedback provided to students will indicate to them how to improve their performance.

Assessments must clearly match the content, the nature of thinking, and the skills taught in a class. Assessment done well should not be a surprise to students.

- Assessment informs teaching practice Reflection on student accomplishments offers instructors insights on the effectiveness of their teaching strategies. By systematically gathering, analyzing, and interpreting evidence we can determine how well student learning matches our outcomes / expectations for a lesson, unit or course.
- Assessment for Grading Grades should be a reflection of what a student has learned as defined in the student learning outcomes. They should be based on direct evidence of student learning as measured on tests, papers, projects, and presentations, etc.
- Assessment motivate students Studies has shown that students will be motivated and confident learners when they experience progress and achievement, rather than the failure and defeat associated with being compared to more successful peers.

### **1.3 METHODS OF ASSESSMENT**

1. Group assessment : This develops interpersonal skills and may also develop oral skills and research skills (if combined, for example, with a project).
2. Self-assessment : Self-assessment obliges students more actively and formally to evaluate themselves and may develop self-awareness and better understanding of learning outcomes.
3. Peer assessment : By overseeing and evaluating other students' work, the process of peer assessment develops heightened awareness of what is expected of students in their learning.
4. Unseen examination : This is the 'traditional' approach. It tests the individual knowledge base but questions are often relatively predictable and, in assessment, it is difficult to distinguish between surface learning and deep learning.
5. Testing skills : It can be useful to test students on questions relating to material with instead of which they have no familiarity. This often involves creating hypothetical knowledge scenarios. It can test true student ability and avoids problems of rote- and surface-learning.
6. Coursework essays : A relatively traditional approach that allows students to explore a topic in greater depth but can be open to plagiarism. Also, it can be fairly time consuming and may detract from other areas of the module.
7. Oral examination : With an oral exam, it is possible to ascertain students' knowledge and skills. It obliges a much deeper and extensive learning experience, and develops oral and presentational skills.
8. Projects : These may develop a wide range of expertise, including research, IT and organisational skills. Marking can be difficult, so one should consider oral presentation.

9. Presentations : These test and develop important oral communication and IT skills, but can prove to be dull and unpopular with students who do not want to listen to their peers, but want instead to be taught by the tutor.

10. Multiple choice : These are useful for selfassessment and easy to mark. Difficulties lie in designing questions and testing depth of analytical understanding.

11. Portfolio: This contains great potential for developing and demonstrating transferable skills as an ongoing process throughout the degree programme.

12. Computer-aided : Computers are usually used with multiple-choice questions. Creating questions is time consuming, but marking is very fast and accurate. The challenge is to test the depth of learning.

13. Literature reviews : These are popular at later levels of degree programmes, allowing students to explore a particular topic in considerable depth. They can also develop a wide range of useful study and research skills.

#### **1.4 PRINCIPLES OF ASSESSMENT**

Good principles will help those wishing to evaluate their assessment designs or their implementations in practice. Following are the important principles that might be kept in mind while assessing performance of learners .

1. It should be clear and has direct link with outcomes : The assessment strategies employed by the teacher in the classroom need to be directly linked to and reflect the syllabus outcomes. The methods of assessment should be planned in a very clear manner.
2. It should integrate to teaching and learning : Effective assessment practices involves selecting strategies that are directly derived from well structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps to inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.
3. It should be comprehensive and balanced : Effective assessment program should give result of performance in all areas may be in scholastic as well as co-scholastic. Teacher should take care a balanced adoption of assessment strategies.
4. Strategies adopted should be valid and reliable : Valid and reliable assessment strategies are those that give results that what the teacher actually assess not only in a particular situation but also in other situations.
5. It should be fair : Effective assessment strategies are designed to ensure equal opportunity for success regardless of students' age, gender, physical or other disability, culture, background language, socio economic status, etc.

6. It should be student centered : The learning outcomes and the assessment process to be used should be made explicit to students. Students should participate in the negotiation of learning task and actively monitor and reflect up on their achievement and progress.
7. It should be time efficient and manageable : Teachers need to plan carefully the timing frequencies and nature of their assessment strategies. Good planning ensures that assessment and reporting is manageable and maximizes the usefulness of the strategies selected.
8. It should enable to recognize individual achievement and progress : All students must be given appropriate opportunities to demonstrate achievement. For giving constructive feedback to the students the assessment strategies should enable to evaluate learners individually.
9. It must ensure active involvement of Parents: School authorities should ensure full and informed participation by parents in the continuing development and review of the school policy on assessment process.

### **1.5 ELECTRONIC ASSESSMENT**

Electronic assessment, also known as e-assessment, computer assisted/mediated assessment and computer-based assessment, is the use of information technology in various forms of assessment such as educational assessment, health assessment, psychiatric assessment, and psychological assessment. This may utilize an online computer connected to a network. This definition embraces a wide range of student activity ranging from the use of a word processor to onscreen testing. Specific types of e-assessment include computerized adaptive testing and computerized classification testing. Different types of online assessments contain elements of one or more of the following components, depending on the assessment's purpose: formative, diagnostic, or summative. Instant and detailed feedback may (or may not) be enabled. E-assessment can be used not only to assess cognitive and practical abilities but anxiety disorders, such as social anxiety disorder. Cognitive abilities are assessed using e-testing software, while practical abilities are assessed using e-portfolios or simulation software. Online assessment is used primarily to measure cognitive abilities, demonstrating what has been learned after a particular educational event has occurred, such as the end of an instructional unit or chapter. When assessing practical abilities or to demonstrate learning that has occurred over a longer period of time an online portfolio (or e-Portfolio) is often used.

#### **Advantages of Online Assessment**

There are some definite advantages to online assessing:

- Although creating online tests is labor intensive, once a test is developed in Blackboard, it is relatively easy to transfer it and repeat it in other Blackboard courses.

- Blackboard allows for a high degree of customization in the feedback students get in response to each answer that they submit. As an instructor, you could leverage this tool as another way to engage with students about course content.
- Online tests are asynchronous and can be accessed on a variety of devices. If students buy the Blackboard mobile app, they can even take a test from their smartphone.
- While it is hard to prevent cheating, Blackboard tests do offer many settings for instructors to randomize questions, impose test taking time limits, and restrict attempts.
- Testing in an online environment can be a lot more interactive than traditional paper and pen tests. Instructors can embed multimedia in test questions to provide more engaging assessments.
- In all likelihood, students are already using online tools as study aids for their courses. Instructors can better serve students by providing them with custom made study aids like online practice tests, rather than entrusting students to rely on outside resources that may not be valid sources of information.
- Online tests can be more accessible to students with disabilities who have assistive technologies built into their computers than hand written tests are.

### **De-merits of Online Assessment**

- Unlike collaborative, project-based online assessments, multiple choice or essay tests online can feel even more impersonal than they do in the classroom which may contribute to an online student's sense of isolation.
- While it is tempting to use the multiple choice quizzes provided by the textbook publisher, these types of assessments lack creativity and may not be suitable to the specific needs of your learners.
- Creating online tests in Blackboard can be very tedious and time-consuming. It is not as easy as simply uploading the Microsoft Word version of your test.
- Some students will not be accustomed to taking quizzes and tests online, and they may need some hand-holding early in the semester before they feel comfortable with the technology.
- Cheating on an online test is as simple as opening up another window and searching Google or asking a classmate for the correct answers. Furthermore, cheating on online multiple choice tests is near impossible for the instructor to prevent or catch.
- Though the technology that makes online tests possible is a great thing, it can also cause problems. If you do online testing, have a back-up plan for students who have technical difficulties and be ready to field some frantic emails from students who have poor internet connections or faulty computers.

## CHAPTER 2

### **Assessment for learning (Formative Assessment) vs. Assessment of Learning (Summative Assessment)** **2.1 ROLE OF ASSESSMENT IN LEARNING- AS LEARNING, FOR LEARNING, OF LEARNING**

#### **Assessment For Learning**

It involves teachers uses information about student's knowledge, understanding and skills to inform their teaching. It occurs throughout the teaching learning process to clarify student's learning and understanding. It includes two phases—initial or diagnostic assessment and formative assessment. This type of assessment can be based on a variety of information sources (e.g., portfolios, works in progress, teacher observation, conversation) .Verbal or written feedback given to the student after this assessment is primarily descriptive and emphasizes strengths, identifies challenges, and points to next steps. Through this assessment teachers check on understanding they adjust their instruction to keep students on track. No grades or scores are given - record-keeping is primarily anecdotal and descriptive. It occurs throughout the learning process, from the outset of the course of study to the time of summative assessment.

#### **Assessment As Learning**

It occurs when students act as their own assessors. Students monitor their own learning , ask questions and use a range of strategies to decide what they know and can do for learning. It begins as students become aware of the goals of instruction and the criteria for performance. It encourages to take responsibility for their own learning. It involves goal-setting, monitoring progress, and reflecting on results It implies student ownership and responsibility for moving his or her thinking forward (metacognition). It occurs throughout the learning process.

#### **Assessment Of Learning**

It assists teachers in using evidence of students learning to assess achievements against outcomes and standards. Sometimes it is known as summative assessment. This assessment helps for assigning grades & ranks. It compares one student's achievement with standards The results can be communicated to the student and parents .It occurs at the end of the learning unit.

### **2.2 FORMATIVE & SUMMATTIVE ASSESSMENT**

## The garden analogy

If we think of our students as plants...

**Formative assessment** is the equivalent of feeding and watering the plants appropriate to their identified needs – directly affecting their growth and development.

**Summative assessment** is the equivalent of measuring the plants. It may be interesting and important to compare and analyse measurements but, in itself, this does not affect the growth of the plants.



## Formative Assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess your own progress as an instructor. A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness.

### Features of Formative Assessment

- Is diagnostic and remedial
- Makes the provision for effective feedback
- Provides the platform for the active involvement of students in their own learning.
- Enables teachers to adjust teaching to take account of the results of assessment
- Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- Recognizes the need for students to be able to assess themselves and understand how to improve
- Builds on students' prior knowledge and experience in designing what is taught.
- Incorporates varied learning styles into deciding how and what to teach.
- Encourages students to understand the criteria that will be used to judge their work
- Offers an opportunity to students to improve their work after feedback,
- Helps students to support their peers, and expect to be supported by them.

### Types of Formative Assessment

- Observations during in-class activities;
- Homework exercises as review for exams and class discussions)
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress.

### **Summative Assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments. Grades are usually an outcome of summative assessment. Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product.

#### Types of Summative Assessment

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during it's development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

- **Elaborate on how summative and formative assessment are correctly and incorrectly differentiated.**

*“When the cook tastes the soup, that’s formative assessment;  
when the customer tastes the soup, that’s summative assessment,”*  
– Robert E. Stakes

The National Council of Teachers of English says that, “with summative assessments, students are evaluated upon completion of the work and the focus is on the final product. On the other hand, with formative assessments, students are evaluated during the process



and the focus is on improving the process.” Although each assessment type distinct description there are scenario that they are correctly and incorrectly described, used, and applied.

To avoid confusion, it is time to correctly differentiate these two assessments in the following viewpoints:

### **Recognized dictionary**

Since recognized dictionary is internationally accepted, the description defined in each meaning is widely acknowledged, respected, and valued by users. The use of reference dictionaries will help us to correctly differentiate formative and summative assessment since their meanings were formulated by group of scholars and underwent thorough study prior to public use as reference. <http://www.thefreedictionary.com>

### **Educationalist**

Consulting the person who has a special knowledge and authority in the principles and methods of teaching will correctly elaborate the summative and formative assessment. Because an educationalist if credited as ‘person in authority’ means various citations, recommendations, merits and awards has given on him / her because of invaluable works and contributions in measurement and evaluation for education. With this, the person is noted as ‘expert’ in his / her field. Like studies and research, educationalist used to publish their writings in journal, article or book.

In reference to Wikipedia website, Cowie and Bell, define formative assessment as “the process used by teachers and students to recognize and respond to student learning in order to enhance that learning, during the learning”. Nicol and Macfarlane-Dick, who emphasize the role students can play in producing formative assessments state that “formative assessment aids learning by generating feedback information that is of benefit to students and to teachers. In summative assessments, students are less keen to experiment with ideas and concepts (Biggs & Tang, 2007), preferring to ‘play it safe’, giving the answers they believe are expected of them, and banking the marks provided.

### **Related Studies / Research**

The studies conducted by educational institution, ministry / department of education, private organization and entities, and academic organizations are good references to correctly differentiate summative and formative assessment. The result of studies is a valid evidence of description in defining the two types of assessment as long as it is carefully planned and properly executed. These studies are oftentimes published in books or written in articles.

“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievements of intended instructional outcomes.”

“Assessment referred to as summative is designed to provide information regarding the level of student, school, or program success at an end point in time.

### **Preposition of Assessment**

In linguistic, the use of preposition ‘of’ and ‘for’ gives distinct meaning when used in grammar. Similarly, this propositions when applied in summative and formative assessment is incorrectly used when interchanged in differentiating the two types of assessment. It is important to take note that formative assessment is also known as ‘assessment for learning’ while summative assessment is commonly referred to as ‘assessment of learning.’ In assessment for learning, the focus is on monitoring student response to and progress with instruction whereas in assessment of learning, the focus is on determining what the students’ have learnt at the end of a unit of instruction. Assessment for learning involves both teachers and students in ongoing dialogue, descriptive feedback, and reflection throughout the instruction. On the other hand,

assessment of learning involves determining the quality of the learning that has taken place at the end of a unit, term, or school year.

### **Form of Assessment**

Assessment activities and assessment method are of various types. These are integral and primarily used in summative and formative assessment. The two types of assessment will be differentiated incorrectly if the form of test is incorrectly used between summative and formative assessment.

For example, the process of arriving at a grade for a student (either for a test or assignment, or for an entire course) is known as summative assessment. Summative assessments (e.g., exams or term papers) are formal, usually graded, and focused on letting students show a range of skills and knowledge.

In contrast, formative assessment is assessment of student learning that is designed to improve (rather than to evaluate) students' skills or their understanding of specific course concepts. Formative assessments are typically done in class, can be anonymous, and are usually much more focused on particular skills or information.

### **Purpose of Assessment**

If the purpose of assessment is not clearly and specifically defined then it will yield incorrect description between summative and formative assessment. It is important to take note that the purpose of summative assessment is concern on the following strands:

- To pass or fail a student
- To grade or rank a student
- To allow progress to further study
- To assure suitability for work
- To predict success in future study and work
- To signal employability and selection for employment

Whereas the purpose of formative assessment are:

- To provide feedback to students.
- To motivate students.
- To diagnose students' strengths and weaknesses.
- To help students to develop self-awareness.

### **Function of Assessment**

Summative and formative assessment are incorrectly differentiate if the action taken in assessment process is erroneously executed. If the concern of assessment is dynamic feedback and non-graded then the function must be in line with formative assessment while if the culmination of learning is the concern of assessment then the function must be in line with summative assessment.

### **• Between formative and summative assessment, which can better be associated with assessment FOR learning and assessment OF learning?**

Activities associated with summative assessment (Assessment of Learning) result in an evaluation of student achievement – for example, allocation to a level or standard or allocation of a letter or numerical grade, which might later appear in a report. In contrast, activities associated with formative assessment (Assessment for Learning) do not result in an evaluation. Information about what a student knows, understands and is able to do is

used by both the teacher and the learner to determine where learners are in their learning and how to achieve learning goals.

**([http://www.assessmentforlearning.edu.au/professional\\_learning/intro\\_to\\_afl/introduction\\_key\\_questions.html](http://www.assessmentforlearning.edu.au/professional_learning/intro_to_afl/introduction_key_questions.html))**

### **Contrasting View between the Two Kinds of Assessment**

Formative assessment is a non-graded unlike the summative assessment where it is usually graded. The purpose of assessment is on the direction of improvement while summative is directed towards the judgment. In terms of focus, formative is concentrated on acquired skills and information by the students which is opposite in the summative because it is more concentrated on range of skills and knowledge. Formative assessment on the part of teacher and student is simple and demands less or minimal time unlike in summative which demands more time in terms of preparation and execution, hence, seen as complex in nature.

### **Teacher's Role for Summative and Formative Assessment**

. In test administration for summative assessment, the teacher has to religiously follow the procedures of assessment unlike in formative assessment the teacher has the chance to modify the instruction even the assessment is ongoing. Assessment of learning normally use the test result to support the student performance whereas assessment for learning usually inform student as support in the achievement of subject content.

### **Student's Role for Summative and Formative Assessment**

On the part of student's role for summative and formative assessment, student has to exert effort to avoid failure and obtain the highest score in the test to satisfy the standard of assessment. This student action is describes in assessment of learning. In assessment for leaning, student is enlightened in the attainment of success which is only possible if student will endeavor to comprehend each lesson content within the period of study.

### **Primary Users of Summative and Formative Assessment**

Among major users of summative assessment or assessment of learning are policy makers, program planners and supervisors. This indicates that the assessment of learning is on the higher level of hierarchy in education which main task is associated to educational programs and evaluations. In reverse, students, teachers and parents are the main users of formative assessment or assessment for learning. The progress of student within the range of learning is associated to the aforementioned users. Example, a parent can use a formative assessment in finding the gaps between what a child has learned and where the child is struggling.

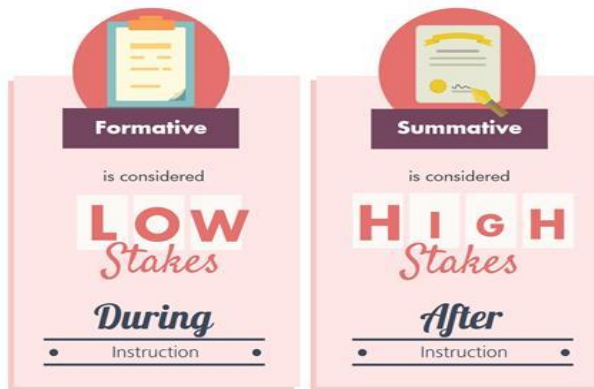
#### **• Which assessment (formative or summative) is “high-stake”?**

Summative assessments are often regarded as ‘high stakes’, meaning they have a high point value. It is considered ‘high’ stakes’ because summative assessment provokes most of the controversy about testing.

High-stakes testing has consequences attached to the results. For example, high-stakes tests can be used to determine students’ promotion from grade to grade or graduation from high school (**Resnick, 2004; Cizek, 2001**). State testing to document Adequate Yearly Progress (AYP) in accordance with NCLB is called “high-stakes” because of the consequences to schools (and of course to students) that fail to maintain a steady increase in achievement across the subpopulations of the schools (i.e., minority, poor, and special education students). (**[17](http://www.centerforpubliceducation.org/Main-</a></u></b></p></div><div data-bbox=)**

## Menu/Evaluating-performance/A-guide-to-standardized-testing-The-nature-of-assessment)

Since formative assessments are generally regarded as low stakes, meaning they have low or no point value the summative assessment is sometimes bombarded with question leading to unfavorable student learning.



### • Which type of assessment is more favorable for student learning—summative or formative?

Summative assessments are more powerful drivers of student learning but formative assessments are more favorable drivers for student learning. Because, summative assessment is not always the most accurate reflection of learning.

Since formative assessment is described as an assessment per unit within the course instead of reflection of learning in a larger scope, it is regarded as more favorable for student learning. Compared with summative assessments, formative assessments typically yield more favorable outcomes in student learning due to the engaged nature of the learning activity itself (**Craddock & Mathias, 2009**). In addition, formative assessment has been described as effective in identifying gaps in course curriculum, driving instructional change, and scaffolding student learning (**Fook & Sidhu, 2010**).

### • Compare obtrusive, unobtrusive and student-generated assessments. Are these assessments summative or formative in nature?

According to Robert J. Marzano (Classroom Strategies That Work), co-founder and CEO of Marzano Research, there are three types of assessments that can be used by teacher in the classroom. These are obtrusive assessments, unobtrusive assessments, and student-generated assessments.

#### **Obtrusive Assessment**

This assessment stops the usual flow of learning activity and instruction in the classroom, hence, no instruction observe during the implementation of obtrusive assessment. Most common examples of this type of assessment are scheduled quizzes, paper/pencil tests, short answer test, demonstrations and performances, presentations, and oral presentation and questioning. These assessment activities intend to assess students' understanding on material of the lesson.

#### **Unobtrusive Assessment**

In contrast to obtrusive assessment, this type of assessment does not interrupt the flow of learning activity and instruction in the classroom. Students on this type of assessment have no idea that they are being assessed by teachers or other recognized assessment team. Examples that fall on this type of assessment are teacher's

observations, student skills' checklist, and completion of task or assignment. It is believe that unobtrusive assessment is well suited to assessment of student's knowledge of certain skills, technique, strategy, procedure and even process.

### **Student-generated Assessment**

This type of assessment makes students think, express and decide to generate ideas to demonstrate their acquired knowledge and skills in the lesson. Typical examples of this type of assessment are self-reflections, interviews, and some obtrusive assessment samples such as demonstrations and performances, presentations, and oral presentation and questioning. In this type of assessment, the teacher is finding ways to prove by students the material that they learn and know in the lesson. This assessment would be used to assess the student's understanding of the book (*Marzano, p.26*).

#### **• In addition to the ideas let's see how else can we compare summative and formative assessments ? / Marzano (2010) and Shermis (2011)/**

Formative assessment is best to describe sounding pattern and easy-recalled like '*formative informs*'. The idea sounds like, 'The person is in *formed* about how the trainee is *performing* at various stages of training'.

So, where appropriate, formative assessments occurs throughout the training and perhaps even before the training starts (it can help identify prior knowledge). Formative assessment can be either formal or informal. There are 2 key advantages of formative assessment:

1. It provides feedback to the student on how they're performing (which will hopefully motivate them).
2. It provides feedback to the trainer on those areas where they might need to focus more attention on to reinforce particular learning points.

On the other hand, summative assessment can be describe with sounding pattern or easy-recalled as "*summative is a summary*". The idea sounds like, 'Someone *summarizes* how the trainee has performed at the end of the training'.

Summative assessment could also be formal or informal; the type of training should determine what the best of course of action is. There are 4 key advantages of summative assessment:

1. Its existence (learners will need to be aware of it from the start) provides motivation and helps create an appropriate learning environment.
2. Positive results give the trainees a boost in confidence and can act as a springboard into subsequent behavior change back in the workplace.
3. Trainers can identify those areas where results are consistently lower and can then consider alternative delivery methods – helping to develop the training for future events.
4. The results provide a measurable way of determining the success of the training program, directly comparable from one intake to the next.

## CONCLUSION

Various definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical data on student learning to refine programs and improve student learning.
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.
3. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.
4. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

Four fundamental elements of learner-centered assessment:

1. Formulating Statements of Intended Learning Outcomes - statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.
2. Developing or Selecting Assessment Measures - designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. Includes
  - Direct assessments - projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams - which ask students to demonstrate what they know or can do with their knowledge.
  - Indirect assessments - self-report measures such as surveys - in which respondents share their perceptions about what graduates know or can do with their knowledge.
3. Creating Experiences Leading to Outcomes - ensuring that students have experiences both in and outside their courses that help them achieve the intended learning outcomes.
4. Discussing and Using Assessment Results to Improve Teaching and Learning - using the results to improve individual student performance.

These fundamental components have been translated into an assessment cycle that includes four stages: Plan-Do-Check-Act.

- Plan - What do I want students to learn?

This stage includes the first fundamental component of assessment: Formulating Statements of Intended Learning Outcomes

- Do - How do I teach effectively?

This stage includes the second and third fundamental components: Developing or Selecting Assessment Measures & Creating Experiences Leading to Outcomes.

- Check - Are my outcomes being met?

This stage involves evaluation of assessment data .

- Act - How do I use what I've learned?

This stage involves reinforcing successful practices and making revisions to enhance student learning.

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ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի նախարարություն  
Վանաձորի Հ. Թումանյանի անվան պետական համալսարան

## Հետազոտական Աշխատանք

### **New and Innovative Directions in Teaching Foreign Languages**

Կատարող՝ Հասմիկ Սարոյան

Ղեկավար՝ Աննա Առաքելյան մ.գ թ., դոցենտ

Վանաձոր 2022



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## Introduction

Currently the concept of “*innovation*” is very important in almost every sphere. It suggests finding better ways of doing something and new ways to look at problems.

**The issue** of our research is related to the integration of innovative directions, approaches, methods and digital technologies in the educational process, which is becoming more and more important and widespread in many countries. Especially during the COVID pandemic, digital platforms were the only way not to stop education all over the world and implement online lessons.

**The aim** of our research is to explore the innovative directions in teaching foreign languages, and to realize what new methods and technologies can be used in teaching foreign languages concerned with the objectives and goals of the lessons as well as the interests and needs of students.

**The modernity** of our research/ Nowadays learning foreign languages has become a necessity and trend, as it provides opportunities for success in nearly every aspect of life. Related to this, innovative methods of teaching foreign languages are a goal of many teachers. They are aimed at the formation of creative and communicative abilities, cultural and professional competences of students.

Our research work consists of an introduction, three chapters, a conclusion and references. The first chapter refers to the concept of «innovation» as well as its role in the educational system. Scholars have given various definitions of innovation which are found in different scientific papers. Connected with the educational system it is necessary to make a wide range of innovative changes in order to achieve progressive development.

Some innovative methods in teaching foreign languages are described in our second chapter, the application of which helps to achieve the results of modern education. We have also reflected on some traditional methods that have undergone certain changes and innovations. The usage of these methods leads to student-centered teaching and helps educators make their lessons effective and productive.

Our third chapter deals with the new technologies and digital platforms for teaching foreign languages. The usage of technologies and digital platforms in teaching foreign languages is of great importance. They help to conduct motivating and successful lessons both online and offline.

In order to use innovative technologies, the teachers should acquire the usage of new techniques themselves. So they mustn't stop self-development.

## 1. The Concept of “Innovation” and its Role in the Educational System.

*“Creativity is thinking up new things. Innovation is doing new things.”* (Theodore Levitt).

The term “innovation” is used to describe something that is “new” or “improved”. It means “the introduction of something new,” or “a new idea, method, device or technique.” The word “innovation” is derived from the Latin verb «innovare», which means «to renew». It often takes place through development and involves creativity. Various definitions of innovation are found in different scientific papers. Scholars have developed a wide range of approaches to defining and measuring innovation.

According to Alan Altshuler and Robert D. Behn, innovation includes original invention and creative use and defines innovation as a generation, admission and realization of new ideas, products, services and processes [1].

American sociologist Everett Rogers, defined it as follows "An idea, practice, or object that is perceived as new by an individual or other unit of adoption" [2].

“Innovation resembles mutation, the biological process that keeps species evolving so they can better compete for survival” [3].

Innovative approaches are highly required in the educational system.

The definition of innovation given and proposed by G.M. Kodzhaspirova and A.Yu. Kodzhaspirov and widely used, refers to innovation multicomponent structure:

"the pedagogical innovation in education is seen as

- purposeful change, bringing in the educational environment of stable elements (innovations) that improve the characteristics of the individual parts, components and the very educational system as a whole;
- the process of development of innovations (new tools, methods, techniques, technology, software, );
- searching for perfect techniques and programs, their introduction into the educational process and their creative rethinking" [4].

Another definition of educational "innovation" is "the introduction of new objectives, content, methods and forms of training and education, organization of joint activity of the teacher and the student" [5].

Unlike traditional methodology, the modern one is much more student-centered. According to Jim Scrivener, the teacher's main role is to "help learning to happen" which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate talk, interact, do things, etc. [6].

Innovation in education has become essential. It promotes teachers and students to investigate, explore and use all the tools to reveal something new. It suggests a different way of looking at problems and solving them. It helps the students develop their creativity and provides them with opportunities for the manifestation of their creative abilities. “It is widely believed that countries’ social and economic well-being will depend to an ever greater extent on the quality of their citizens’ education: the emergence of the so-called ‘knowledge society’, the transformation of information and the media, and increasing specialization on the part of organizations all call for high skill profiles and levels of knowledge. Today’s education systems are required to be both effective and efficient, or in other words, to reach the goals set for them while making the best use of available resources” [7].

Present social changes and the development of modern information society requirements demand fast and efficient learning of a foreign language. In order they could exchange their thoughts in various situations in the process of interacting with other people, using correctly the system of language and speech norms. Thus, the main purpose of learning a foreign language is to form a communicative competence and to carry out interpersonal and intercultural communication with foreigners.

The current study of pedagogical work shows that teaching foreign languages is impossible without new approaches and innovative components. Modern technologies of teaching foreign languages gather successful information for both teachers and students and enable the teacher to adjust any technology in accordance with the structure, functions, content, goals, and objectives of training in a particular group of students. The main goal that teachers set for themselves is the formation and development of their students’ communicative culture, and their learning of the practical mastery of a foreign language. In order to succeed, the usage of innovative methods and modern technologies has become an important issue in the educational process. They are all about using new teaching strategies and aim at encouraging and motivating students. Modern teachers do not choose one specific «best method». They choose appropriate techniques from each method that they consider effective and apply them according to the learning context and objectives.

## 2. Some Innovative Methods in Teaching Foreign Languages

Currently, new methods, approaches and technologies are being developed. The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material. Both traditional and innovative methods are mainly mixed with the combination of various media types such as texts, audio and video materials, internet resources and innovative tools in the process of modern education. One of the most used and productive innovative methods is **blended learning**. 'All learning is blended learning'. (Bonk and Graham, 2006; 22)

At present, **interactive learning tasks** and exercises are widely used. They are practical methods of teaching and learning where students take an active role in their education.

Through interactive methods, students master the following knowledge, qualifications, skills and abilities:

- development of critical thinking and reflective reasoning abilities;
- analysis and evaluation of own ideas and actions;
- independent understanding, comprehensive analysis and ability to select/filter information;
- participation in discussions, defending own opinion;
- making decisions and solving complex issues [8].

Group work which is a common element of interactive learning demonstrates high efficiency, depending on the age group. The following widely spread and popular interactive approaches are the most effective ways to engage the students through interactive teaching methods and interactive teaching styles:

- Creative tasks
- Speech warm-up
- Group work in teams (round tables, discussions, mini-conferences).
- Various games (role-plays, imitations, business and development games)
- Use of human resources (excursions, inviting experts)
- Social Projects
- Use of new material (interactive lectures, video-audio materials, student in the role of a "teacher", Socratic dialogue, asking questions)
- Solving tasks (associative maps, brainstorming, case analysis) [9], [10].

**Brainstorming/** Brainstorming is one of the interactive teaching methods. This method demands performance in group sessions and is useful for developing creative thoughts and ideas. It also generates structural thinking. Students give various variants of solving a problem.

It is a flow of questions and answers, or suggestions and ideas on a given topic. The teacher listens to all responses and does not criticize them. The learners must be encouraged to give as many variants of solving the problem as they can. The analysis of the correctness is made after the activity. Brainstorming helps students learn to work together.

**Round table (discussion, debate)/** These interactive methods include a collective discussion of problems, suggestions, ideas and opinions by students, and a joint search for solutions. They can be conducted in many ways in an interactive classroom—students discuss in pairs or small groups, or in a single conversation including the entire class. The students must be given the lexico-grammatical material on the theme beforehand. After learning it, they can start a discussion or debate. These methods aim at encouraging students to express their ideas to each other and critique each other's ideas, as well as logically express their opinions by presenting grounds for their utterances. Unlike the discussion, which often leads to consensus, the debate is competitive and tends to hide the similarities of opposing viewpoints.

**“Think-Pair-Share”/** Another interactive method is “Think-Pair-Share”. The instructor sets up a question or a problem first asking the students to think individually. The students are given certain think-time when they form ideas of their own. Then the students are grouped in pairs. They are given pair time to discuss their thoughts with a neighbor. Finally, they share their ideas with the class. The students are more comfortable and confident presenting their ideas with the support of a partner.

Think-pair-share is designed to help the student to understand the concept of the given topic, formulate an idea or thought, and draw conclusions. The most important aspect of think-pair-share is that students will develop the ability to consider and appreciate the different viewpoints of their peers [11].

**Cluster/** One of the widely used innovative methods is Cluster in teaching foreign languages. This method is used when presenting new words. The teacher writes a new word on the blackboard and asks the students to tell the words that can be used with the given word. In this way the students make up word combinations, afterwards they are used in sentences. This method improves speaking skills and habits.

**Role-playing/** Role-playing is considered an effective activity in teaching innovative methods. It is used to motivate the students, enlarge their possibilities for language production and also have a lot of fun. Role-playing is any speaking activity when the students act from other people's perspectives. It stimulates thinking and creativity, helps students develop and practice new language and behavioral skills, and arouses students' interest to the subject. Besides, quieter students get the opportunity to express themselves.

**Project Method/** Nowadays education should not give only theoretical knowledge, but also the ability to perceive and reproduce information, and to work independently. Project-based learning (PBL) is a model that organizes learning around projects [12]. It is one of the technologies that provide personality-oriented education and training, since it practically incorporates other modern technologies, such as training in teams. According to Rober Schuetz: “Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world” [13]. The projects may be suggested by the teacher, but they are planned and accomplished as far as possible by the students themselves, individually or in groups.

Projects may be of various types: the number of participants- individual or group, the content and reference to the academic discipline- inter-subject or mono-subject, duration- short-term (mini-project) or middle-term, long-term, dominant type of project activity- investigative, informational, creative or practice-oriented (applied) [14].

Skillful and creative teachers use various innovative tools when implementing traditional methods. Thus some traditional methods and approaches have undergone certain changes and innovations.

Currently, more and more teachers are turning to the **communicative method** of learning English. It assumes a great activity for students and plays a very important role in the formation of communication among students. The participation of all students in the conversation is required. The teacher's task is to create real communication situations and involve all students of the class in conversation. The aim of Communicative Language Teaching is communicative competence. When talking to one another, the students have the opportunity to apply all the knowledge in practice that was gained before. An important advantage of the communicative method is that it has a lot of activities that provide speaking, listening, writing and reading practice: games, role-plays, information gaps, dialogues, simulations of real communication, etc. Some of the objectives of communicative language teaching are given below:

- CLT improves communicative proficiency of all the skills including reading, writing listening and speaking.
- Gradually it focuses on the grammatical, discourse, functional, sociolinguistic of communicative competence.
- It used to engage the learners in the pragmatic and functional use of language.
- It enhances the productivity of the language in scientific ways.

- CLT usually appreciates the learners to engage in linguistic interaction with real-life objectives.
- Fluency is the first priority rather than accuracy [15].

A subcategory of communicative language teaching is **Task-based language teaching (TBLT)**, also known as task-based instruction (TBI). It focuses on the use of authentic language to complete meaningful tasks in the target language as an effective way to improve language proficiency in natural, practical, and functional use. Willis (1996) has defined a task as “a goal-based activity involving the use of the learners' existing language resources that leads to the outcome. Examples include playing games and solving problems and puzzles, etc.” [16]. Ellis (2003 ) defines a task as “a work plan that involves a pragmatic processing of language, using the learners' existing language resources and attention to meaning, and resulting in the completion of an outcome which can be assessed for its communicative function” [17]. Task-based learning is accomplished in pairs or small groups through meaningful communication. It is more student-centered. The role of the teacher is to present the topic, give instructions on the task, offer some guidance, help where needed and feedback.

There are a few discrete steps in this kind of lesson.

- Pre-Task/** The teacher introduces the task to the students thoroughly. This can be done by using pictures, posters and demonstrations or by giving the students written instructions.
- Task/** Students complete the task with a partner or small group. They prepare a short presentation for the class, talking about their completed task. The subject of this stage is fluency and communication. The teacher guides and offers assistance as necessary.
- Review/Feedback/** This is where students present their tasks. At this stage the teacher should take notes about incorrect use of language, promote some things that students can improve on or highlight relevant language that the students used well.

The **direct method** of teaching, which is sometimes called the natural method, is often used in teaching foreign languages. Though it was developed in the late 19th century, this method is widely used in modern times and is useful in teaching to communicate in English. In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue, the native language is strictly forbidden. Grammar rules are avoided and there is an emphasis on good pronunciation.



All these methods lead to student-centered teaching as they are focused on the student's needs, abilities, interests, and learning styles. The teacher is a facilitator of learning. We can define the main principles of student-centered learning as:

1. the learner has full responsibility for her/his learning;
2. involvement and participation are necessary for learning;
3. the relationship between learners is more equal, promoting growth and development;
4. the teacher becomes a facilitator and resource person;
5. the learner sees himself differently as a result of the learning experience.

There are advantages and disadvantages of student-centered learning.

As for the advantages we can name the following:

- students learn important communicative and collaborative skills through group work;
- students learn to direct their own learning, ask questions and complete tasks independently;
- students are more interested in learning activities when they can interact with one another and participate actively.

Now let's point out some disadvantages:

- ✓ because students are talking, classrooms are often busy, noisy and chaotic;
- ✓ teachers must attempt to manage all students' activities at once, which can be difficult when students are working on different stages of the same project;
- ✓ because the teacher doesn't deliver instruction to all students at once, some students may miss important facts;
- ✓ some students prefer to work alone, so group work can become a bit difficult for them [18].

### **3.The New Technologies and Digital Platforms in Teaching Foreign Languages**

“A new age demands a new paradigm” -Walter McKenzie

“With the help of technology, teachers will be leaders in the transformation of education around the world”- Craig R .Barrett

Times are changing rapidly, and the use of modern technologies in teaching foreign languages is broadly understood as an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to foreign language teaching and lead to the achievement of the desired goals. The effective use of Innovative technologies such as overhead projectors, interactive whiteboards, laptop computers, wireless internet, and multimedia resources brings the world into the classroom. They are used to increase motivation and form communicative competence of the learners, to raise students’ interest in the study, and to create an educational environment that provides interaction of all participants in the educational process.

In order to use innovative technologies, the teachers should acquire the usage of new techniques themselves. So they mustn’t stop self-development. They must get acquainted with arising innovations continuously and try to use them most efficiently.

Teachers who spent their lives managing with a textbook, a tape recorder and a blackboard are now adept at using PowerPoint to present grammar, playing podcasts to practice listening skills, pulling texts off the world wide web to introduce reading skills and perhaps most ground-breaking of all – empowering students by giving them access to a wide range of web-based tools that allow them to publish work and engage with live audiences in real contexts [19].

The term *New Technology* includes communication techniques for language teaching in which the personal computer plays a central role (Davies & Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the ELL student should be familiar with using computers and the internet, and capable of interacting with these techniques [20].

Here are some innovative technologies that are widely used in teaching foreign languages.

#### **Multimedia**

One of the modern technologies of improving the students’ communicative abilities is using multimedia in the process of teaching and learning in the classroom. With the rapid

development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of students and teaching effect in English class [21]. Proper use of multimedia in the classroom will provide the opportunity for interacting with manifold texts that give students a strong background in the tasks and content of basic courses. Furthermore, because educational technology is expected to become an integral part of the curriculum, students must become proficient in obtaining and using electronic resources.

### **Cooperative Language Learning (CLL)**

Another modern technology enjoying vast popularity in teaching foreign languages is Cooperative Language Learning (CLL) or Collaborative Learning (CL). It's worth mentioning that in the local educational setting CLL is viewed as a technology. Meanwhile, foreign authors call it an approach to teaching that has got a variety of practical applications through using various practical techniques. No matter what term is used (approach or technology), its researchers agree that CLL techniques may be successfully implemented in teaching foreign languages [22].

The idea Vygotsky claimed in his Sociocultural (S-C) Theory states that “Interaction not only facilitates language learning but is a causative force in acquisition.” As to this idea where language learning is done with social interaction, cooperative language learning focuses on language learning in natural settings through the use of interaction in pairs or/and group work.

In the cooperative learning classroom, students are assigned to small groups and instructed to learn assigned material and to make sure that the other members of the group also master the assignment. An individual can reach his learning goal if and only if the other participants in the learning group also attain their goals. Students help each other and benefit both of them in the cooperating student-student and teacher-student relationship [23].

Five essential elements are identified for the successful incorporation of cooperative learning in the classroom:

- ✓ positive interdependence
- ✓ individual and group accountability
- ✓ promotive interaction (face to face)
- ✓ teaching the students the required interpersonal and small group skills
- ✓ group processing [24].

According to Johnson and Johnson's meta-analysis, students in cooperative learning settings compared to those in individualistic or competitive learning settings, achieve more, reason better, gain higher self-esteem, like classmates and the learning tasks more and have more perceived social support [25].

### **Information and Communication Technology.**

ICT means Information and Communication Technology. According to Kent, "ICT in education point of view refers to Information and Communication Technology such as computers, communications facilities and features that variously support teaching learning and a range of activities in education [26]. ICT includes technologies such as television, video, radio, DVD, telephone (be it fixed-line and mobile), satellite systems, computer and network hardware and software, and all equipment and services associated with these technologies, such as e-mail and blogs and videoconferencing (UNESCO, 2007).

The use of ICT has become urgent in classroom teaching and learning. Its use gives a chance to both teachers and students to increase the quality of education and meet the requirements set by the contemporary knowledge society. ICT has become an essential tool for educational change and improvement.

Some common educational applications of ICT include:

*Computer Assisted Language Learning:* CALL is a broad and an ever changing discipline. Beatty defines, CALL as "Any process in which a learner uses a computer and as a result improves his or her language and it covers the wide range of current practice in the field." The internet and different computer applications. Computer Assisted language learning (CALL) software, CD-ROMS, and Office software applications have become common place in many teaching and learning environments.

*Mobile Apps:* Mobile digital devices like laptops, iPods, tablets, smart phones have made English language learning easier. At present there are so many apps available in the App store and Play store (Android) markets. These apps furnish students with quizzes, games, dictionaries, Podcasts and tests [27].

*One laptop per child:* Less expensive laptops have been designed for use in school. However, providing one laptop per child may be too costly for some developing countries.

*Tablets:* Tablets are small personal computers with a touch screen, allowing input without a keyboard or mouse. Inexpensive learning software ("apps") can be downloaded onto tablets, making them a versatile tool for learning. The most effective apps develop higher order thinking skills and provide creative and individualized options for students to express their understandings.

*Interactive White Boards or Smart Boards:* Interactive white boards allow projected computer images to be displayed, manipulated, dragged, clicked, or copied. Simultaneously, handwritten notes can be taken on the board and saved for later use.

*E-readers:* E-readers are electronic devices that can hold hundreds of books in digital form, and they are increasingly utilized in the delivery of reading material. Features of e-readers that can contribute to positive use include their portability and long battery life, response to text, and the ability to define unknown words. Additionally, many classic book titles are available for free in e-book form.

*Flipped Classrooms:* The flipped classroom model, involving lecture and practice at home via computer-guided instruction and interactive learning activities in class, can allow for an expanded curriculum [28].

*Audio Books:* Baskin and Harris (1995:372) explain, “The first literature heard, not read.”

*Webinar:* Webinar is the best example for online learning. Webinar is an interactive seminar conducted via the World Wide Web.

*Audio-visual aids:* In the 21st century the use of AVA has become inevitable. It has started a new genre in the field of teaching and learning language.

*Language laboratory:* This is the latest innovation in the language teaching. In this we have sound equipments and projectors, computers etc. which can give the students the practice of listening and speaking [29].

### **Digital media and digital platforms**

Digital media in education points out the use of interactive multimedia in the classroom. It involves numerous digital software, devices, and platforms as a tool for learning. The use of digital media in education is growing rapidly now. People live in such variations all over the world that sometimes it is vital to apply to digital media. Especially during the COVID pandemic schools in all countries closed down and there was a need for a virtual education system. That was the only way to continue the education. All over the world online learning was implemented with the help of digital transformation in education. There was difficult for most teachers and students to acquire and use digital competences simultaneously. Another trouble was for teachers to find solutions to keep their learners concentrated and motivated. Lots of innovations in different digital teaching tools, platforms and games solved this problem. Cleverly designed digital resources could encourage participation. With the introduction of virtual education, there has been a need for more involvement of various digital platforms in online classrooms. A digital teaching toolkit typically includes schedulers, programs for

creating and presenting content, software for editing images and videos, quiz makers, online game platforms, cloud storage and file-sharing providers [30].

Thus digital platform or educational platform is a virtual program. Its function is to create virtual spaces to share information.

The introduction of digital platforms leads to a wider application of Internet technologies and is determined by the “integration of social networks, electronic portfolios, massive online courses, interactive tasks, digital means of storing and selling material” in the educational environment, including the system of foreign language training [31]. Digital media makes teaching much more didactic and entertaining, it increases children's involvement in the learning process and allows multiplatform solutions: web, iOS, Android, etc. You have the choice to make video calls or upload recorded videos, share links, upload the PowerPoint of the subject, include forums, use wikis, receive student work, develop online exams, answer chats, take evaluations or report important dates without borders of time and space.

Virtual educational platforms are of two types.

a/ **Commercial/** Created for profit. They can be created either by companies or by educational institutions. They are usually very effective. It is required to pay a monthly or one-time fee to access your updated content [32]. There are already a plenty of educational platforms of this kind, such as Preply, English First, Gogokid, 31abc, Whales English, VIPKID, SayABC, Palfish, K12, Landi, WizIQ, LearnCube, Vedamo, Adobe Connect.

b/ **Educational platforms for free software.** They are created without profit. Their best advantage is that they can be used from anywhere in the world without a time limit and for free. It adapts to the times and needs of the student.

We can mention such digital platforms as Moodle (<https://moodle.com>), Claroline (<https://www.claroline.com>), Zoom (<https://zoom.us>), Microsoft teams ([teams.microsoft.com](https://teams.microsoft.com)) Skype ([www.skype.com](https://www.skype.com)), Webinar (<https://webinar.ru>), Discord (<https://discord.com>)<sup>6</sup> etc. They are free software. They have become very popular in connection with the digitalization of the educational environment as well as the pandemic of coronavirus. For instance, in Armenia many educational institutions started to use Zoom, afterwards, Microsoft Teams was used at our schools, Moodle was chosen as a basic educational platform at Vanadzor State University.

On the one hand, these platforms have a number of similar features, including the possibility of audio and video communication, chatting, screen sharing and the use of interactive gestures. On the other hand, they differ in a number of positions, namely, the need to install the program / application on the user's device, the restriction of free access, the

possibility of video recording, the presence of a waiting room, the ability to work in separate session rooms and integration with the calendar [33].

**Moodle/** Moodle is free software, a learning management system providing a platform for e-learning and it helps the various educators considerably in conceptualizing the various courses, course structures, and curriculum thus facilitating interaction with online students.

While Moodle presents certain common features in almost all similar e-learning tools, it also provides certain plug-in options. As an e-learning platform, Moodle features:

- blogs
- chats
- database activities
- glossaries
- support systems enabling the functioning in multiple languages
- content management
- regular examination and assessment [34]

**Zoom/** Zoom is the most popular and the most convenient video calling software for the interaction of all participants in the educational process within the framework of the foreign language training system. It is a great fit for teaching English online because it is easy to use and provides the following features:

- A built-in virtual whiteboard
- Breakout rooms to split students up for group activities
- A chat box that allows you to send messages to the entire class or individual learners
- Screen share function that allows you and your students to share not only your materials or documents but also audio from your computer
- Cute emoji buttons that let participants raise their hands, send virtual applause, and react to others

Zoom comes in a free version, which you can use for one-on-one lessons without a time limit or for group classes for a maximum of 40 minutes.

**Microsoft Teams/** Another communication platform is Microsoft Teams, which is commonly used by professionals. Online teachers can benefit from using Microsoft Teams through the following features:

- Screen and audio sharing
- Chat function that lets you communicate and share documents with everyone in the virtual room
- A variety of fun and professional-looking backgrounds

- Easy-to-use scheduler

You can make use of all of Microsoft Teams' features and have online meetings with an unlimited number of participants using its free version. Meanwhile, you can also upgrade to the premium version to get cloud storage and Microsoft Office apps [35].

All of these platforms provide audio and video contact, which, in relation to teaching English, contributes to two-way communication, as well as being participants in dialogues, asking questions, conducting disputes, organizing discussions, that is, conducting motivated and productive lessons.



## **Conclusion**

Significant changes occur in society at present. Not only the development of modern information society requirements but also unexpected restrictions connected with for example various pandemics demand to find innovative ways in the educational system.

By exploring new and better ways to educate students we have come to the conclusion that innovative directions, methods, technologies and digital tools can be of great help in teaching and learning foreign languages. For example, during the COVID pandemic the educational process was accomplished only due to online lessons. Digital platforms, Internet recourses and informational technologies are of great value in this process. They also fulfill off-line lessons making them more interesting and motivating. The examples presented in our research are only a little part of numerous innovations in the current educational system.

They contribute learning process to be conducted in such a way that all students are equally involved in the cognitive process, they exchange information and ideas, express different points of view, participate in discussions, etc. This relationship allows students not only to acquire knowledge but also to develop creative and communicative skills and critical thinking.

Here are some suggestions based on our research:

1. As we can observe productive education requires technology-based classrooms and student-centered lessons with the usage of innovative methods. Even if the teachers do their best to make their lessons stimulating and constructive, they will have difficulties without smart classrooms. Our schools need reconstruction with more modern digital classrooms with Hardware types of equipment like desktops, laptops, tablets, iPods, interactive whiteboards, LCD projectors and so on.

2. Innovations demand continuous self-development for both teachers and students. In order to use modern devices and tools, digital literacy is required. It is essential to organize training courses where educators and learners can thoroughly study about innovative information technologies, modern digital platforms and tools, and their applications.

Students must be taught to respect the device as a learning tool and not a toy.

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ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի նախարարություն  
Վանաձորի Հ. Թումանյանի անվան պետական համալսարան

“ The influence of the learning environment on  
the teacher \_student relationship and motivation.

Կատարող՝ Հեղինե Փիրուզյան

Ղեկավար՝ Մ.Գ.Թ. դոցենտ Աննա Առաքելյան

Հետազոտական աշխատանք

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Vanadzor

GRADUATION RESEARCH PAPER

Key words-learning environment, effective learning, assessment strategies, relationship, observable characteristics, perceived learning.

INTRODUCTION

The bright future of every country depends upon the educational system that builds morality and behaviours of its citizens. This future requires attractive investment in education at global scale (Schommer-Aikens, Duell & Hunter, 2005). Education is considered as the optimal instrument that is used for the integration of the individuals with the society for the sake of developing national goals and achieving high levels of progress, promotion of unity, self-actualization and strive for political constancy, social evolution, economic welfare, scientific standards, cultural consciousness and technological progress

What is motivation?

Motivation should be seen as a very important factor in the learning process. The motivated student has the inner strength to learn, to discover and capitalize on capabilities, to improve academic performance and to adapt to the demands of the school context. Contextual factors like the psychological sense of school membership may be also especially important to students' classroom engagement, their motivation and learning success. So with this study we intend to examine how the sense of school belonging and intrinsic motivation influences perceived learning.

The role of the teacher

Teachers hold the highest regard for students after their parents. All cultures and religions preach that students are supposed to respect their teachers and should try to learn from them not only what's there in the academic curriculum but also the values of life. Teachers have an important role in building the personality of students and the relationship they develop with them determines the student's academic and personal growth.

A positive teacher student relationship could be developed by encouraging a learning environment where the student feels free to ask whatever he wants to and the teacher responds in a manner which is understandable by the student. Therefore it would not be wrong to say that the building block of a strong teacher student relationship is effective communication. The level of respect that exists between the two also has a vital role to play in developing a positive teacher student relationship. A major hindrance to the strengthening of their relationship is the different categories of students in a class. Some of the students are hard working and come to the class to learn but there are others who are aggressive in nature and find it difficult to concentrate on what is going on in the class.

## **What Makes a Good Learning Environment**

Today's learners seek a learning environment that is not as obsolete as traditional classrooms but that is specifically engineered to support thinking. They prefer the learning environment that pushes their learning capacity with altering strategies and teaching practices. They want to be a part of an impactful learning setting that provides a sense of achievement while they can be adaptive and interactive with fellow learners as well as instructors. In brief, they want to be active and engaged players throughout the learning course. How to cover those needs?

A learning environment is a diverse platform where users engage and interact to learn new skills. While learners can learn in an array of settings, the term refers to the more preferred and accurate alternative to the [traditional classroom](#). The term does not pass on a traditional or limited connotation such as a room full of desks and a chalkboard.

## **Components and Importance of an Effective Learning**

### **Environment**

Developing an [engaging and positive learning environment](#) for learners, especially in a particular course, is one of the most creative aspects of teaching. Typically, the focus is either on the physical learning environments (institutional) like lecture theaters,

classrooms, or labs; or on different technologies that are used to develop online learning environments.

However, the learning environment is an expression that is a lot broader than these components. The term comprises of:

- Learners' characteristics;
- Learning and teaching goals;
- Activities that support learning;
- Assessment strategies that drive and measure learning;
- A culture that directly infuses a learning environment.

Typically, social, physical, psychological or cultural factors involved in a learning environment deeply affect the learners' learning capabilities. If the learning atmosphere is not conducive to gaining new knowledge or skills, it will be hard for learners to remain engrossed or interested.

For example, stress significantly affect the cognitive functioning. When you combine stress with learning processes, the negative thoughts outweighs the positive ones. Such learners find the learning environment more like a threat to their self-esteem than a platform to improve or learn new skills. To overcome this, the instructors hold the responsibility to incorporate an arsenal of strategies that would inoculate learners against the negative attitude by providing enough positive experiences.

This integration of strategies in the learning/teaching approach will counteract the negative and help students in getting out of the negative spiral. When a learner feels appreciated, accepted and see him/her as an important and contributing part of a learning environment only then he/she can improve, learn with an open mind, accept and appreciate viewpoints and solve problems earnestly.

Nevertheless, a learning environment is a great attribute to the success of the learner. It offers a positive ambiance to feel motivated and engaged. An ideal learning setting encourages the interaction with learners/instructors and eventually establishes a sense of support.

## **What Are The Factors That Make A Positive Learning Environment?**

Following are the prime factors that contribute to establishing an effective and positive learning environment. Let's discuss some of the most important factors.

### **Establish a supportive learning culture**

Each member of the learning community should have the feeling of connectedness. They must feel that they are contributing to the overall environment while being a bigger and important part of a supportive learning culture.

For this, a proper support system or mentorship program should be developed that would provide them the required assistance whenever needed. The idea can also be supported by creating online discussion forums or other forms of [online education business](#) where learners can gather and discuss various topics.

Learners can use these platforms to provide support to fellow members, to address concerns, and to express their ideas and opinions about some topic. Nevertheless, the modern learning platforms offer [online training course](#) and ongoing education through resources that can be accessed and used by the learners on their own time.

### **Address Learners' Needs**

Just like adults, learners also have some psychological needs for order and security, love and belonging, competence and personal power, novelty and freedom and even fun. It is important to meet these needs at all times and to help learners progress and be taught with a positive attitude.

Any learning environment, where instructors accommodate these intrinsic needs, [learners tend to be happier and more engaging](#). There are less behavioral incidences than otherwise and this fulfilling learning atmosphere help learners in developing the right learning attitude while establishing positive relationships with peers.

### **Keep it Positive**



Learners respond far better to praise than punitive measures. Appreciation is the key to motivation, unlike humiliation, which is highly discouraging. Learners appreciate the freedom to express their opinions; similarly, the opinions of their peers also play a crucial role in defining their learning attitude.

That is exactly why actions like harassment or teasing are the number one cause for learners to drop out from the course rather than labeled as 'dull' or 'stupid' in front of others. While it is important to express opinions, it is also vital to remain positive rather than assault.

However, the best way to cut down this negative behavior, in a professional learning environment, is to start correcting the behavior without highlighting the names of the ones making mistakes.

### **Provide Feedback**

Feedback is the great way to connect with learners, [facilitate online training](#) and to set learning efforts in the right direction. Feedback is vital for learners as it helps them in tracking their progress and in changing their learning strategy accordingly. It helps them recognize their weak areas while improving the developed skills.

A feedback informs the learners where they are missing the mark and what is needed to be done. A feedback is not only a key to motivate the learner but this timely and consistent feedback ensures an interactive learning environment. It keeps learners involved and allows them to keep going while mounting a feeling of purpose and belonging.

### **Celebrate Success**

In addition to feedback and appreciation, another way to establish a positive and effective learning environment is to celebrate the learners' success. This could be anything from a shout out to a big reward. When learners' achievements are recognized and shared by the instructors with other learners, it creates a sense of achievement and fosters healthy learning behavior.

Instructors can easily take out some time on a weekly basis to recognize each student for any of the specific accomplishment. This could also be done in the form of group activities or collective assignments or projects. In addition to the celebration, it is also important to discuss the processes or strategies used by the learner to achieve the objective. This will also act as a guide for others to use the same learning strategy and to improve their performance in the same manner.

## **Safety**

A good learning environment offers a safe platform for learners. Before you can expect learners to succeed academically, they should also feel safe both mentally and physically. While most of the schools take physical safety measures, not many learning platforms consider the mental safety of the learners.

Safety in a learning environment goes beyond physical well-being. In order to maintain a safe learning environment, learners must feel supported, welcomed, and respected

The proposed SDT motivational pathways model for informing teachers' understanding of students' engagement with learning activities (Figure 5.1) evolved from the three posits that emerged from the findings of the MER and the main study. This has enabled a level of conceptual clarification with regards to the potential pathways between the different types of motivation that influence students' engagement with learning. In addition, this, in turn, has led to the modification of the initial conceptual framework for the MER (Figure 3.2) to evolve the final conceptual framework (Figure 7.3). As a means of further exploring the findings common to the main study and MER, and as the basis of a more informed overall discussion of such findings, an online survey was conducted. This survey explored the extent to which the three tentative claims were supported or refuted by the responses of the teacher- researcher's former students. The survey was used to collect and analyse the perceptions of a much larger sample group than had been accessible during the main study

The students regarded teachers' relational behaviours, affective reactions and the feedback they provide during and following learning activities as central to their motivated and sustained engagement with science. These motivational perceptions, in turn, informed students' engagement with science through, for example, intrinsic interest, enjoyment, and, where the teacher made it possible, the exploration of students' ideas and understanding through inquiry-based learning. The quality of the teacher-student relationship was confirmed, by students across

all seven FGIs, as outcomes of repeated, confirmatory interactions. It was clear that the relationship quality was informed by the consistency of teachers' interactions with the students. For example, one student (aged 11-12) stated that "...he's sometimes really nice to me, but then he sometimes gets really angry at me, for not much at all, so ... I'm a bit confused really, and so I .pleasure from the outcome of the activity, such as receiving satisfactory ., .

proval, or peer acceptance (Harter, 1981; Lepper, Corpus, & Iyengar, 2005). They performed worse both on standardized tests and in regular classroom assessments compared with students with intrinsic motivation (Ginsburg & Bronstein, 1993; Lepper, Corpus, & Iyengar, 2005). The researchers found a positive correlation among intrinsic motivation and competence beliefs within domains (Harter, 1981; Gottfried, 1990). Moreover, intrinsic motivation predicts an increase in perceived academic competence (Boggiano, 1998).

Recent studies found that the relationship between intrinsic motivation and students' achievement and perceived competence changed throughout the investigated time period (Spinath & Spinath, 2005; Harter, 1981). There are some possible explanations for these results. The first explanation could be the fact that certain experiences, like receiving unfavorable feedback, impacts both on competence beliefs and on intrinsic motivation at the same time but in different ways. Competence beliefs could decrease after negative feedback, but intrinsic motivation can stay at the same level when students are convinced that their effort will help to overcome the difficulties (Spinath & Spinath, 2005; Harter, 1981). The second explanation might be the students' age. Motivation researchers found that children in their early primary years display intrinsic motivation but by middle to late childhood (from 5th to 7th grades), they developed predominantly extrinsic motivation (Gottfried, 1990; Harter, 1981). The learning environment represents the third possible explanation. Studies have shown that intrinsic motivation and academic achievement levels decline dramatically during early adolescence (Eccles, Lord & Midgley, 1991; Schneider, Tomada, Normand, Tonci & de Domini, 2008). Researchers suggested that the decline could be explained by a mismatch between students' developmental stage needs and the opportunities offered to them in school (Eccles, Lord & Midgley, 1991; Barber & Olsen, 1997; Anderman & Maehr, 1994). In this study we analyzed how the relationship between motivational beliefs and achievement is mediated by the learning environment in a school transition period.

### The Learning Environment

The learning environment refers to the social, psychological, and pedagogical context in which learning occurs and which affects students' cognitive, motivational, emotional, and

behavioral outcomes (Fraser & Fisher, 1982; Ludtke, Robitzsch, Trautwein & Kunter, 2009). The learning environment can be conceptualized in terms of observable characteristics (school buildings, materials used for instruction, and externally observed interactions between and among learners and instructors) and in terms of the teachers' or students' subjective perceptions of their learning setting (Fraser & Fisher, 1982; Frenzel, Pekrun & Goetz, 2007). Researchers found considerable variability in students' perceptions of the learning environment, and consequently, they argued that the students' interpretation of the classroom environment is predictive of students' motivation, cognition and behavior (Ames & Archer, 1988; Wentzel, 1998).

Teacher support is important for students, because teachers could facilitate students' learning and achievement, engaging them in different behaviors to facilitate and regulate students' behaviors while completing their learning activities (Vermunt & Verloop, 1999; Shuell, 1996). Empirical studies showed that perceptions of positive teacher-student relationships and feelings of school belonging both relate to academic motivation, achievement and the pursuit of social responsibility goals (Wentzel, 1998; Wentzel & Battle, 2001). In pleasure from the outcome of the activity, such as receiving satisfactory grades, teacher approval, or peer acceptance (Harter, 1981; Lepper, Corpus, & Iyengar, 2005). They performed worse both on standardized tests and in regular classroom assessments compared with students with intrinsic motivation (Ginsburg & Bronstein, 1993; Lepper, Corpus, & Iyengar, 2005). The researchers found a positive correlation among intrinsic motivation and competence beliefs within domains (Harter, 1981; Gottfried, 1990). Moreover, intrinsic motivation predicts an increase in perceived academic competence (Boggiano, 1998).

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.. don't really know"

Some 11 to 12 year-old students reported an ambiguity regarding the extent to whether their engagement within science lessons was based upon whether their perceptions of the teacher-student relationship were positive Stage Two of the School-Based Study: Focus Group Interviews 151 or negative. However, other 11 to 12 year-olds reported that the teacher was central to their enjoyment of and engagement with science. For example, one student reported feeling that, "If you don't like the teacher, you don't like the subject" (Group 4: Relatedness). He explained that "... if your teacher is always on your back, you know, ... then you're just going to think, "What's the point of going to Science? I'm just going to get shouted at" (Group 4: Relatedness). Similar viewpoints were expressed by a number of groups: that is, that where there was a perceived positive quality to the teacher-student relationship, this was associated with positive perceptions of competence and autonomy within investigations (for example, Groups 2 and 4). Stronger perceptions of positive relationships were sustained where the teacher was receptive to students' confidence levels and obvious competence, thereby enabling students' to perceive themselves as more competent during learning activities. Group 1 stated that the ideal lesson involved a mixture of inquiry-based activity and the opportunity to fully participate in learning activities without unnecessary delays, such as having to wait until equipment was available for use. The students enjoyed and appreciated lessons where they had opportunities to demonstrate their competence through, for example, the discussion of their ideas, exploring their understanding of scientific concepts, and demonstrating their learning within practical activities. From the students' perspectives, teacher-student relationships were improved through science teachers' feedback that was regarded as positive. Such feedback should include encouragement regarding the quality of work and the extent to which understanding of concepts has been gained. Feedback should also enable the correcting of misunderstandings and reinforcing the mastery of knowledge. Specific factors that influenced the students' perceptions that the teacher-student relationship is a positive one included the teachers' ability to help students feel competent during science lessons (Group 7: Relatedness). A similar factor informing the extent to

which the teacher-student relationship is regarded as positive or negative was the quality of the teacher's explanations of scientific concepts and theory. This included perceptions that teachers work hard to help students develop their understanding and, in consequence, their perceived competence within the subject (expressed within all FGIs). Group 2 felt, for example, that teachers should be receptive to students' competence and confidence levels, and should act upon them to enhance these accordingly during science lessons

. Students' feelings of perceived competence were enhanced when they are afforded opportunities to work together and help each other during learning activities (Group 4: Engagement). In addition, students expressed a universal desire to move on to new scientific concepts as and when they felt that they understood them, rather than always having to wait upon teachers' decisions to do so (for example, Group 4: Engagement). Students felt that their perceived competence could be further enhanced by teachers who have a positive questioning style and that gave feedback which promoted further understanding of and confidence with concepts (Group 3: Competence). Other means of enhancing students' perceived competence included students being given more time to investigate concepts, to develop their understanding and to complete work proficiently. The students preferred more direct input, explanations and the repetition of concepts by their science teacher (for example, Group 7: Competence). Therefore, careful explanations and feedback were welcomed by students as the basis for improving upon their current competencies, as long as such feedback was accompanied by guidance upon how to improve (Group 3: Relatedness). One student, for example, suggested that there was the need for more focused feedback upon the content of the work rather the presentation of the work (Group 3: Relatedness). It is possible that as students mature and develop, they base the quality of the teacher-student relationship upon their perceptions of a teacher's ability and efforts to help students develop their abilities, competence and their self-efficacious desire to be agentic and autonomous within learning activities (Ryan and Deci, 2009). In situations where students have regular opportunities to exercise their own autonomy, informed by their positive perceived competence (including self-efficacy), they self-reported being more proficient at recognising their own progress and capabilities during science learning activities. This is particularly so when the motivation to be autonomous originates with the students' affect-driven feelings of perceived competence, self-agency and self-determination. The key point, therefore, is that students who have self-perceived control over opportunities to demonstrate their competence through the autonomy supportive learning activities, supported by performance feedback from the science teacher,



are more likely to self-report as engaged. This, in turn, appears to inform students' view of their relationship with their teacher, the extent of which is dependent upon the age and maturity of the student.

Environment refers to the social, psychological, and pedagogical context in which learning occurs and which affects students' cognitive, motivational, emotional, and behavioral outcomes (Fraser & Fisher, 1982; Ludtke, Robitzsch, Trautwein & Kunter, 2009). The learning environment can be conceptualized in terms of observable characteristics (school buildings, materials used for instruction, and externally observed interactions between and among learners and instructors) and in terms of the teachers' or students' subjective perceptions of their learning setting (Fraser & Fisher, 1982; Frenzel, Pekrun & Goetz, 2007). Researchers found considerable variability in student

Further to the findings of such prior research and the current research, it is posited that in learning environments where the teacher affords learning activities that enable students to make positive progress on a regular basis, there should be a positive reciprocal impact upon perceived competence and self-efficacy (Marsh and Martin, 2011; Valentine et al., 2004). However, whilst a number of researchers have mooted that the associations between SDT-informed motivational variables are reciprocal in influence, they do not state which, if any, of the constituent variables has a greater influence upon the others. Therefore, further research will be needed in order to inform teachers' understanding of the key behaviours and strategies that may be used to promote and enhance students' motivation (Zhang et al., 2012). A puzzle that was partially answered by the reviewed MER studies revolved around the hierarchical sequence of the SDT basic psychological needs within a potential motivational pathway that may enhance teachers' understanding of students' motivation to engage with learning activities. Similar findings across the main study and MER revealed that factors that were predictive of and are predicted by a positive teacher-student relationship include a teacher who is; 1. receptive to students' perceived competence and self-confidence; 2. mindful of students' competence levels, allowing learning to progress at an appropriate pace; 3. adept at explaining scientific concepts and theories in such a way that all students may understand them; 4. providing opportunities for the students to discuss their ideas and explore their understanding of scientific concepts; 5. providing opportunities for the students

to demonstrate their mastery, understanding and application of scientific concepts; General Discussion 189 6. listening to students, acknowledging their ideas and questions; positive and encouraging in his feedback about a student's progress and competence, including the correction of misunderstandings; 7. perceived to be working hard to help students develop their competence and understanding of scientific concepts and processes; 8. treating all students fairly and equally, avoiding nepotism, and; 9. is adept at maintaining good relationships with students outside of science lesson

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### **Learning Environment**

I believe the most important aspect in a safe and positive learning environment is the rapport between a teacher and his or her students. When the students understand that their teacher cares about them and wants them to do well, students feel comfortable asking questions, making mistakes and taking risks in order to learn something new. To build these kinds of relationships, the teacher should take interest in each student's strengths and interests, as well as their struggles and frustrations. He or she needs to act as a positive model for learning and celebrating

achievements. When the students see that their teacher can learn from his or her mistakes, and laugh even in times when he or she feels frustrated, the students will feel much more comfortable to do the same.

Creating a classroom community and culture remain another necessary aspect when fostering a safe learning environment. Students need to understand what they have in common with their fellow learners in the classroom. It is the teacher's job to create this community so all students will get along and celebrate one another's differences. Strong classroom communities can form in a variety of ways. Throughout daily activities the students should be part of a collaborative learning effort, sharing their strengths and encouraging each other. The teacher also may introduce a number of jobs or responsibilities students need to complete in order to maintain the physical classroom. This shows students that they need to count on one another, and it keeps students accountable for their own learning environment as well. Classroom jokes, traditions and pets are other ways to build a strong community. When students enjoy each other's company, they are more likely to be accepting and feel safe in the environment.

Another important responsibility of the teacher is to develop a learning environment where students feel motivated to learn within the boundaries and expectations of a safe classroom. By modeling and encouraging a safe environment and purposeful rules, students feel motivated to do the right thing and help one another. It is important for teachers to put an emphasis on intrinsic motivation in the classroom to keep students interested and invested in their own learning goals. In addition, extrinsic motivators help students understand the expectations of the classroom and aid in their intrinsic motivation. These kinds of motivators include praise, positive reinforcement and rewards for exceptional behavior.

This being said, the teacher's management plan and expectations play a large role in the classroom community. Students cannot learn effectively in an environment where the facilitator has lost control. The teacher should make his or her expectations and consequences for classroom behavior very clear so students understand rules, boundaries and how to learn in a safe manner. When the teacher's management plan is fair, consistent and organized, the students understand what to expect and can make wise choices and take responsibility for their actions.

Each aspect of community and management play a central role in creating a positive and safe learning space. While it is the teacher's job to facilitate and model proactive and positive expectations, it remains the responsibility of every learner in the classroom to care for and

encourage one another. Only with everyone's cooperation and collaboration can the learning environment flourish the way it should.

**Working in groups chart:** This chart shows an example of how students can take responsibility for their actions and expectations of one another in collaborative learning activities. I facilitated the discussion; however, students came up with all of the ideas for how to maintain what excellent groups should "look like" and "sound like". I used this chart later to intrinsically motivate students to work well together and feel comfortable sharing in their groups.

**Photos of community comments:** As the culminating activity for my original unit I decided to conduct a community building activity. The students set up their creative book reports and walked around to admire the other projects. Every student wrote on every other student's yellow piece of paper to give them specific feedback about what they did well on their project. Before we started this activity I lead them in a discussion about what would be kind and specific feedback. The students did an excellent job during this activity, and felt good after reading the kind words from their classmates.

**Journal about mystery person:** In order to motivate students intrinsically and extrinsically, I implemented a "mystery person" incentive. Every morning I picked a new person to be our "mystery person". At the end of the day if the student was behaving well and stayed focused throughout the day, I would announce the name of the "mystery person" and the whole class would earn 5 marbles in their marble incentive jar. If the "mystery person" did not do well, they would remain a mystery. This was a great incentive for my students. I really noticed a change in individual and community behavior. At the end of the semester one student even wrote me a note about how much she liked the "mystery person" idea.

**Journal about Mr. Hopperson:** Another extrinsic motivator, a stuffed animal frog, Mr. Hopperson, was a game I invented to keep the students quiet and respectful in the hallway. When I first started walking the students to their specials I had trouble motivating them with their marble jar incentive. I decided to create a game where students would set a goal (how many times Mr. Hopperson would go around the line and how they would pass him through the line). The students took to the game right away and were encouraged to stay quiet in the hallway. Eventually, I started to phase-out Mr. Hopperson because the students felt intrinsically to walk through the halls respectfully on their own. I still brought him out occasionally for fun though!

**Cooperative learning lesson plan:** This is an example of a lesson I used to encourage cooperative learning. The groups of students were responsible for creating a group farm and dividing the jobs between them. I always incorporate some kind of group or partner activity into my lesson plans to promote this kind of community and social learning.

**Letter home:** This is a letter I sent home to two sets of parents informing them of a consequence their students had to face due to a lost book. The books were a part of my original unit and came from the public library. While these notes were unfortunate, they display how I am consistent and fair in regards to consequences in my classroom

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By [Sergiy Movchan](#)

[Member of the Board, Raccoon Gang](#)

### **Essay on Teacher and student relationship**

#### **Conclusion**

**In conclusion, young children learn from everything they do. They are naturally curious; they want to explore and discover. During these early years, children develop attitudes about learning that will influence their school life. When we provide the right sort of support and encouragement during these years, students will be more creative, adventurous learners throughout their lives than children who do not receive this support. Therefore, it is essential that Republic of Armenia changes its approach to education, especially among younger children whose feelings and beliefs about school are still malleable. Educators should emphasize the importance of motivation to learn in the early school years.**

ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի նախարարություն  
Վանաձորի Հ. Թումանյանի անվան պետական համալսարան

The concept of blended learning

Կատարող՝ Բրիտինե Չարյան

Ղեկավար՝ Մ.Գ.Թ. դոցենտ Աննա Առաքելյան

Հետազոտական աշխատանք

Վանաձոր 2022

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# INTRODUCTION

How we learn today is very different from just a few years ago. Modern technology influences the sphere of education.

For many years Traditional teaching has been the main model of education. Traditional teaching may be defined as the traditional approach of employing chalk and a chalkboard in classrooms when contemporary facilities such as the internet are not accessible. Despite a few minor disadvantages, the traditional method of teaching adds a much-needed personal touch to the teaching and learning process. Characteristics and actions of the instructors have a direct impact on students' developing personalities. A strong value system may be developed through a face-to-face, traditional approach. In addition to learning from books and teachers in the classroom, children may also learn from their classmates by interactions with other students in their peer groups.

ICT-supported teaching and learning processes are good options to expand students' exposure, reduce teaching mistakes, improve quality, and match their knowledge with current technology advancements and globalization. Blended learning is an educational approach that blends online educational resources and chances for online engagement with traditional place-based classroom methods. Students may take flexible online classes whenever and wherever they choose with blended learning.

There are different models of Blended Learning and one of the earliest ones given by Valiathan consisted of three types. Each of the models has its peculiarities. Originally there are six models.

The teacher is a vital part of blended learning. Teachers must be highly qualified and experienced in order to mix conventional and technological methodologies. Instructors with a broader viewpoint should be adaptive, open to new ideas, and incredibly creative and active.

It is not sufficient to simply relocate classroom learning online. Understanding how students learn best and how technology may help is essential for effective blended learning. Changing the traditional form of education necessitates educators rethinking their teaching approaches and course design, as well as their own professional growth.



# CHAPTER ONE

## BLENDING LEARNING AND ITS EFFECTS

The education system at present is in a transition stage. One of the factors that constantly influences it, is the development of modern technologies. To face the difficulties of expansion and to satisfy the needs of individuals, it is attempting to embrace new technologies and find new ways in order to achieve the aim of quality educational opportunities for all.

Now we live in gadget filled offices and houses, so technology should be used positively. Blended learning is the result of developing world. The blending of traditional face-to-face schooling with technology, the web, and distant learning is known as blended learning. There are given many definitions of blended learning in different sources. Blended learning is an innovative idea that incorporates the benefits of both traditional teaching and Information and communication technology learning, encompassing both offline and online learning. According to Graham “Blended learning is strategic combination of online and in-person instruction.” [3, p.56] “Blended learning is the thoughtful integration of classroom face-to face learning experiences with online learning experiences” claimed Garrison [2, p.125]. Friesen found that in the early days of blended learning, the term could mean “almost any combination of technologies, pedagogies and even job tasks.” [1, p.74]

Questions arise about its quality when compared to face-to-face classes: the possibility of fostering academic dishonesty and student disengagement, instructors’ difficulty adjusting to their changed roles as facilitators rather than transmitters of information; faculty difficulty developing authentic student assessment protocols; technology logistical problems and the non-responsiveness of learning management systems to the innovative aspirations of instructors. [5, p.29]

Why blended learning should be used in education system?

According to Graham, three main reasons why the blended learning is recommended: [3, p.59]

- a) Boosting up the effectiveness of education.
- b) Increased access and convenience.
- c) Greater cost-effectiveness.

With blended learning, students may take flexible online lessons whenever and wherever they choose while also having the opportunity to ask questions about anything they are unclear about in the classroom. Additionally, students may readily access course materials and read upcoming lesson materials such as articles beforehand and prepare to discuss it in the face-to-face lesson after that they can do online tasks based on the topic in order to reach a deeper understanding.

Every learning type should be taken into account when creating a blended course. For instance, presentation slides with text, images, and diagrams should be used for visual learners. Podcasts, audio files, and lectures are the learning materials of choice for auditory learners. While designing a blended course, more than just texts, presentation slides, and videos should be included. In order to prevent students from becoming bored and to ensure that all types of learners benefit from the knowledge provided, various types of materials should be presented in a variety of ways. Some other factors should also be taken into account.

- Enrollment

Before beginning the course, the teacher should know about student enrollment. In order to attract more students.

- Score

How many scores the students should take, to complete the course.

- Completion

The teacher should inspire students throughout the course in order for them to finish, and urge them to take part in all of the classes and submit the homework on time.

## **1.1 Models of blended learning**

There are different models of blended learning. One of the earliest models was given by Valiathan. In her works, she divided blended learning models into three types: [6, p.60]

1. Skill-driven
2. Attitude-driven
3. Competency-driven

Skill-driven model aimed at the acquisition of particular information and abilities, with feedback and help from the teacher. Attitude-driven aimed at the formation of new attitudes and behaviors, with a focus on peer contact and group work. And the third model geared at acquiring tacit knowledge and requiring learners to observe experts at work. However, this terminology was criticized because of its mixed nature.

Originally, there are six models:

1. Face-to-Face Driver Model
2. Rotation Model
3. Flex Model
4. Online Lab Model
5. Self-Blend Model
6. Online Driver Model

**Face-to-Face Driver Model**, also known as mastery-based blended learning, is the closest to a typical school structure because it is predominantly based in the physical classroom. This method enables each student to study at their own speed, drawing on components of online learning if they are taking longer to understand a subject than the rest of the class. Some students may never connect with online learning, but with the face-to-face driving model, they may move at their own pace without being slowed down by other students.

Nearly all of the education that is offered will be offline in the face-to-face model. This indicates that information will be delivered to pupils face-to-face, just as it has in the past with traditional education. The online components are there to attempt to address certain concerns that could come up for some pupils.

When used with high achievers who may feel they are being held back by the class's average speed and learning ability, the face-to-face technique is very helpful. Students that require additional assistance and are learning more slowly than typical will find it equally helpful. The sole distinction from the face-to-face model is that this extra help is provided digitally rather than directly by the teacher or teaching assistant.

### **Rotation Model**

Students rotate between multiple stations on a set basis, either working online or in person with the teacher. In elementary schools, the rotating model is more commonly utilized.

Horn has categorized four particular types of rotation-based blended learning programs: [4, p.129] *station rotation*- As they learn a subject, students go from station to station inside a classroom or set of classes. Stations include a variety of activities, including small group activities and at least one online learning station.

*lab rotation*- A student may have a similar experience to station rotation, except that they will more likely move across campus to different environments rather than remaining in one location while they cycle. Computers and online learning will be used in at least one of the laboratories.

*flipped classroom*- this type used to define the interchange of homework and classroom activities. The term “Flipped Classroom” was first emerged at an international conference on learning. The flipped classroom model is part of a larger academic trend that includes blended learning, inquiry-based learning, and other educational techniques and tools that combine adaptable, productive students. Instead of receiving knowledge from the teacher during class time, the learner realizes learning through viewing course videos, listening to podcasts, accessing e-books, and meeting with peers online. The flipped classroom is popular because it allows teachers to spend more time on classroom activities and solve problems connected with those. The flipped classroom concept does not immediately eliminate instruction in the classroom. On the contrary, this technique increases the amount of time spent on each student rather than all students at once.

The use of “flipped classroom” model has advantages such as:

- Students develop independent learning skills
- Students who are absent do not fall behind
- Teachers spend less time introducing new topics
- Students learn at their own pace
- Parents have more access to the learning material
- Saves time for teachers

This model may dissatisfy some students as many of them prefer the traditional model and they may face some problems in getting used to this model and adapting themselves. And sometimes it’s even harder for the teachers, as following whether the students watch the full videos or not is not easy.

*Independent rotation*- Allows students to rotate among several types of classrooms known as stations. For each student a tutor utilizes a particular algorithm called as Individual Learning Plan or ILP. Each station involves a different type of learning. This could be classes with a tutor, collaborative activities or online learning. Stations can be remote or classroom based. The learning plan shows which content and tasks will be undertaken. It chooses the platform that best suits the needs of each learner.

A physical station may be a classroom or learning resources library. A remote station could be a suitable home learning space, where writing homework, reading or making video calls are possible to be done.

The benefits of Independent Rotation are:

- Flexibility for the students. They can choose learning stations, depending on their preferences and circumstances
- Develops independent working skills
- Allows tutors to work flexibly by inviting remote students into classroom-based activities

### **Flex Model**

With the flex model of blended learning, all teaching is offered to pupils through computer. Students will normally enter a classroom where computers are available for each participant. Students are free to come and leave as they wish to do their work because there are no defined periods when a class or lecture will begin. In other words, the computer equipment and any instructional software given enable pupils to guide their own learning. Importantly, this means that teaching will take place at the speed of each student as an individual, despite the fact that they will frequently be in the same physical environment as their peers.

The professors in this blended learning approach do not appear in front of the class to provide a presentation, nor do they assign work that must be finished within a specified amount of time for attendance.

The flex model is an educational approach from which all pupils may gain something. It may be used at any age, from early childhood schooling all the way up to college. Students do not need to be very proficient with IT skills to profit from it because the teacher is accessible to function as a resource.

Computer labs are necessary for educational institutions to set up a flexible model of blended learning. Most frequently, this entails changing classroom arrangements such that each student has access to a computer terminal. Although this necessitates a hefty initial installation cost, the usage of such equipment, which belongs to the institution of higher learning, not the student can last for many years, limiting ongoing expenditures to maintenance and upkeep.

### **Online Lab Model**

This approach is more frequently used when pupils are in secondary school and are still learning a variety of courses, rather than simply one specialty, as could be the case with the online driver model. It's important to point out this distinction since initially, the two may look comparable. The online lab school approach involves students participating in a teacher-led class on a single subject at their school or institution. They could head to their school's computer lab for an hour or two of instruction in the online lab school model when they are ready to move on to another topic for which there is no specialist instructor available.

The ability to share digital resources across the whole student body is one of the main advantages that institutions of higher learning will gain from implementing the online lab school model. The computer lab itself will be able to serve as a resource for all kids since students will get instruction from teachers in person for a portion of the day and only use it during an online lab school model session. In other words, this resource may be shared by all of the different classes in a school because just one or two courses out of the whole education that students receive will be offered online.

### **Self-Blend Model**

The self-blend model makes use of digital delivery methods for a variety of online instructional materials. By working remotely with their tutor or by planning their own education from pertinent materials they locate online, the students themselves advance in their courses. Online learning is heavily emphasized in the self-blend model of blended learning. While students may utilize computer labs at their school or institution and get guidance from professors on how to access internet resources, what they access and when they do so are often totally up to the student in question.

The self-blend model doesn't rely on activities that take place in a classroom. Students can easily finish a course that uses the self-blend delivery method at home or in a cybercafé as they can in a classroom. The self-blend model of blended learning was developed with the notion that it would enable students to select subjects that would not otherwise be available to them. The self-blend model's flexibility is one of its primary advantages. It is useful for students pursuing a deeper specialty, even though it may be used to

assist so-called core education and help students who have fallen behind in the fundamentals to catch up. It is a somewhat cheap technique to assist learning in fields where it could otherwise be expensive to recruit the required specialists.

### **Online Driver Model**

When classroom instruction is either unwanted or impractical, the online driver model of blended learning is frequently utilized in adult education or distance learning. As a mixed learning paradigm, it is therefore at one extreme, maybe at the opposite end of the spectrum from traditional teaching techniques. Nevertheless, with a little planning, a lot of the pedagogical strategies that lecturers and teachers use in traditional classroom settings may be used to the online driving model. Even better, many of the tools necessary for this to function have already been created to facilitate such learning, both in terms of hardware and instructional software.

Within the online driver model, the majority of the learning is done online. The majority of the time when an educational institution adopts this delivery strategy, all of its teaching is done online. Nevertheless, certain course material could be given digitally and without an internet connection. Sending DVDs or CD-ROMs to students or even giving coursework that requires them to view pertinent documentaries, current events programs, or, in the case of media and journalism students, TV series and films, are examples of offline digital resources.

Early years and primary school are unlikely to be a good fit for this type of blended learning since there are no human contacts between students and instructors in it, other from virtual learning. It is only likely to be used in educational environments if children are seen to be at an age where they can manage on their own, unless there is a special requirement for a group of students to work remotely, such as a public health emergency.

Later, Horn suggested a new approach, where he worked with four types of models.[4, p.32] The types he noted were:

1. Rotation
2. Flex
3. Self-blend
4. Enriched virtual

There are also some other types of Blended Learning:

- **Project-Based Blended Learning**

Project-Based Learning is a method where students build, develop, and release project-based learning assignments, products, and associated artifacts using both face-to-face teaching and collaboration and online learning.

- **Self-Directed Blended Learning**

Self-Directed blended learning allows students to direct their own individualized research, meet formal learning objectives, interact with mentors physically and virtually, and more. There are no required official online courses because the learning is self-directed, changing the relationship between "online learning" and actual teachers.

The challenge for students is to look for examples of goods, procedures, and possibilities that might offer the type of spark necessary to continue learning while also being self-aware enough to understand what is working and why, and to make necessary modifications.

- **Inside-Out Blended Learning**

The model's objective is straightforward: authentic self-knowledge, diversified local and global interconnectedness, adaptive critical thinking, and adaptive media literacy—not only academic proficiency.

This approach intentionally highlights the importance of play, a variety of digital and physical media, and a planned connection between communities and schools.

- **Outside-In Blended Learning**

In outside-in blended learning, activities are designed to "start" in the everyday physical and digital spaces that students utilize but end in a classroom.

- **Supplemental Blended Learning**

In this approach, students either perform totally online assignments to augment their daily in-person learning or entirely in-person learning experiences to complement the knowledge they get from entirely online courses and activities.

The key concept is supplementing: although important learning objectives are fully accomplished in one place, the student receives specialized supplementing experiences in the "opposite" environment that the other did not or was unable to offer.

- **Mastery-Based Blended Learning**

Based on the accomplishment of mastery-based learning objectives, students alternate between online and in-person learning (activities, evaluations, projects, etc.).

Any mastery-based learning experience must include an effective assessment design; depending on the learning designer's viewpoint, using both face-to-face and digital assessment tools can be powerful or "complex."

## CHAPTER TWO

### BLENDED LEARNING IMPLEMENTATION

The idea of blended learning entails structuring the learning process to integrate both in-person instruction and instruction facilitated by ICT. Direct instruction, indirect instruction, collaborative teaching, and customized computer-assisted learning are all included in blended learning. It includes:

- **Face to face teaching** - Parallel communication is aided by face-to-face interaction. Instant feedback is available to both teachers and students, which benefits the teaching and learning process. Face-to-face connection adds a personal touch to the process and is immensely motivating for both teachers and pupils.
- **Peer group interaction** - On the school grounds, children learn officially as well as informally via interactions with their peer groups.
- **Webinars** - students participate in seminars in different topics relevant to them via internet connection.
- **Online learning through videos and audios** - There are several audio and animated films that clearly and engagingly teach a variety of issues.
- **Virtual laboratories** - It can be utilized in professional courses where laboratory work is essential but occasionally the expense of setting up well-equipped labs is prohibitive.
- **Online assessment** - Instant feedback is vital in learning because it inspires the student and is built on readiness principles. Online evaluation aids in improving the formative, transparency, and speed of the evaluation process. It gets more trustworthy and unbiased.
- **Student interaction with course content** - ICT-mediated learning gives students indirect connection with their course content in a flexible and varied fascinating way, while conventional modes of instruction and the school campus give students opportunity to interact directly with their course subject through printed materials. Videos provide the topic the necessary level of realism, while posting on blogs and reading e-books give it fresh, modern viewpoints.

Blended learning implementation is a difficult task. It necessitates essential preparations for all components of the teaching and learning process, including the instructor, student, and material.

An essential component of blended learning is the instructor. Teachers should be thoroughly qualified and skilled to combine both traditional and technology techniques, as well as well-versed in the notion of blended learning. It is crucial that teachers have a scientific mindset. They ought to be capable of making accurate observations, upbeat, and capable of fixing issues. When working on this novel idea, instructors who have a scientific mindset will be better able to deal with failures and objectively analyze the situation. Teachers with a broader perspective should be adaptable, prepared to embrace changes, and extremely imaginative and active.



Infrastructure is crucial for blended learning; therefore, in addition to having excellent classrooms, schools should also have well-equipped computer labs with enough computers to accommodate every student in a single session, as well as internet access and, if feasible, a Wi-Fi campus. Students should have basic hardware support to learn online and offline at their residence also. Flexible systems, flexible timetables, and flexible testing procedures are all essential for adopting blended learning.

The parents should be made fully aware of this cutting-edge method of instruction so that they are prepared for it, encourage their children to participate in blended learning, and can accept that this departure from the norm is good for their kids. And the ability to fully execute continuous internal evaluation should be demonstrated by the school administration and higher education institutions.

For the academic year 2018–2019, this research was created to look at the benefits of employing blended learning when teaching English as a Foreign Language to female students at the English Language Center at the University of Tabuk in Saudi Arabia. Female EFL students at the English Language Center (ELC) were given a series of questionnaires, and 84 percent of them responded. [7, p.98]

Female EFL students at the University of Tabuk who have taken a blended learning course were asked if they think it is helpful and beneficial to use blended learning to teach EFL to university level students. When compared to utilizing the traditional techniques in the first semester, 58 participants, or roughly 71.4 percent (neutral), said they found using blended learning to study EFL at the PYP - University level to be extremely helpful and beneficial. 1 respondent (14.3%) indicated agreement, and 1 respondent (14.3%) indicated disagreement.

In accordance with the findings and discussions, the study's findings demonstrated that employing blended learning is highly useful for first-year PYP female students studying English language skills at the University of Tabuk for the academic year 2018–2018. Additionally, the survey showed that 84% of respondents said their language abilities had significantly improved after using the traditional ways of instruction. In other words, participants demonstrated that studying EFL skills through blended learning gave female PYP students more confidence to apply their English language abilities in class.

Based on the outcomes of this study, it can be said that using blended learning for 1st PYP kids to acquire English language skills is extremely beneficial and successful. [7, p.100]

## **2.1 Advantages and disadvantages of blended learning**

To ensure high-quality skilling with broad application and scalability, blended learning as a methodology offers a number of benefits that must be taken advantage of. Several of these major benefits include:

- ICT is used to facilitate learning in both online and offline modes, giving instructors and students more time in the classroom for collaborative and creative activities.

- Without sacrificing the human element and social contact component of traditional education, students benefit from online learning and CAI.
- More freedom is given for communication. In mixed learning, the communication cycle is finished, which is not feasible if we solely use a traditional technique.
- Students get more technological literacy and improved digital fluency.
- Students' professionalism has been reinforced as they acquire traits like self-motivation, self-responsibility, and discipline.
- Students may work independently with new ideas by using a combination of digital training and one-on-one face time, freeing up teachers' time to move around and help certain students who may require specialized attention.
- BL also has the potential to reduce educational expenses, and lower costs by putting classrooms in the online space and it essentially replaces pricey textbooks with electronic devices.
- Data gathering and Assessment are two major advantages of this strategy. It consists of software gathers student data automatically and evaluates academic providing instructors, students, and parents with accurate information about data from pupils. Frequently, tests are automated scoring, giving immediate response. Additionally, student sign-ins and work hours are tracked to make sure accountability.
- A teacher stands in front of the class, and everyone is supposed to move along at the same pace. With BL, teaching may be tailored. Students are able to work at their own speed and take their time to comprehend new ideas before moving on.

Blended learning presents excellent chances for learning in terms of scope, speed, and reach. Despite this, there are a few difficulties with blended learning that should be emphasized:

- Group work is one of the elements of BL that might be tough due to issues with administration in an online setting.
- The use of lecture recording technologies can result in students falling behind on the materials.
- Compared to conventional ways, using e-learning platforms might take more time and result in more expenses.
- Even in their classrooms, many students lack access to the Internet, despite the fact that the digital gap is reducing as the Internet spreads. This needs to be taken into consideration in any attempt to integrate BL techniques into an organization's educational plan. In order to overcome this issue, learning centers are constructed with strong Wi-Fi connections.

Blended learning has the advantage of reaching out to millions of students at a time compared to the traditional brick-and-mortar system, the course materials are accessible to the students, but Connectivity problems might make the course less cohesive.

# CONCLUSION

From all the research done within the framework of the present work, we may draw the following judgements:

- Blended learning is an innovative idea that incorporates the benefits of both traditional teaching and Information and communication technology learning, encompassing both offline and online learning.
- In order to prevent students from becoming bored and to ensure that all types of learners benefit from the knowledge provided, various types of materials should be presented in a variety of ways.
- . One of the earliest models of Blended Learning was given by Valiathan.
- Because it is primarily based in the physical classroom, the Face-to-Face Driver Model, also known as mastery-based blended learning, is the most similar to a traditional school framework.
- The phrase "Flipped Classroom" initially appeared at an international learning conference. Instead of obtaining knowledge from the teacher during class, the student gains knowledge via watching course videos, listening to podcasts, downloading e-books, and interacting with peers online.
- The self-blend model does not require on classroom-based activities. Students may complete a course using the self-blend delivery method just as effortlessly from home or in a cybercafé as they do in a classroom.
- While using the Independent Rotation model students can cycle between several types of classes known as stations. A tutor uses an algorithm called Individual Learning Plan or ILP for each learner. Each station entails a distinct style of learning.
- The majority of the learning in the Online Driver model is done online. When an educational institution uses this delivery model, the majority of its instruction is done online.
- The teacher is an important factor of blended learning. Teachers must be fully certified and knowledgeable. It is critical for instructors to be scientifically minded. They should be able to make correct observations.
- Blended Learning has the potential to cut educational expenses and prices by bringing courses online and effectively replacing expensive textbooks with electronic gadgets.
- Skill-driven model focuses at acquiring specific information and abilities with feedback and assistance from the teacher.

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**ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի  
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Վանաձորի Հ. Թումանյանի անվան պետական համալսարան**

**Հետազոտական աշխատանք**

**The integrated approach to teaching vocabulary**

**Կատարող՝ Լորենտա Ղազումյան**

**Ղեկավար՝ Աննա Առաքելյան մ.գ.թ. դոցենտ**

**Վանաձոր 2022**

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## INTRODUCTION

“Vocabulary acquisition is the largest and most important task facing the language learner.”

**The aim of this work is to present the integrated approach to teaching vocabulary.**

Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.

Students can also learn vocabulary through indirect and direct exposure to words in a variety of language contexts. For example, students can learn vocabulary indirectly when they engage in conversations with others, through read alouds, and through independent reading (Armbruster, Lehr, & Osborn, 2001). Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies.

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. John Drink Water rightly says that words are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools. Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language.

Vocabulary has a direct impact on written and spoken language comprehension. All students come to school with differences in their vocabulary knowledge, and part of teaching them how to be successful in English is to teach them vocabulary. Vocabulary development plays a critical role in helping English language learners increase their ability to communicate in the receptive and expressive domains in English. This is why vocabulary must be explicitly and systematically taught.

**There are two main ways that students learn vocabulary.** The first is through incidental learning, which happens through immersion into the language. When English language learners are surrounded by peers who speak English, they learn new words quickly. This is a crucial part of a student's vocabulary growth and happens every day as students talk, listen, read and write. To encourage this type of learning, teachers can ask students to share words that they've heard

but don't know the meaning of and record them on a large sheet of chart paper that will be kept in the classroom. This can be a part of each class and be an excellent point of discussion and vocabulary review.

The second main way that students learn vocabulary is through direct vocabulary instruction. One way of doing this is by using vocabulary squares that include the following:

- a sentence with the word in context,
- variations of the word, along with a synonym and/or antonym,
- a picture to represent the word, and
- a student friendly definition of the word.

Dictionary definitions can be confusing because sometimes there are words that students may not know within the definitions themselves, it leaves too much room for incorrect interpretations of the word, and sometimes the definitions themselves can be so short that they don't include any nuances. For example, the definition of garrulous does not specifically say that it only refers to talking as opposed to text being garrulous.

Although using context clues isn't always a reliable strategy for learning vocabulary, teaching English language learners to use context to derive word meaning can be helpful. Teachers can help students with a skill by modeling through "think-alouds". This can be done by choosing a text and two or three vocabulary words that students probably will not know from the text. Nonfiction text tends to be better than fiction for this activity. Then read the book allowed to the students, and when you come to a vocabulary word that you think they will not know, sound it out. Then share aloud the process you used to do figure out the meaning.



## THE INTEGRATED APPROACH TO TEACHING VOCABULARY

However many theories about vocabulary learning process were written , it still remains the matter of memory<sup>1</sup>.

Thus, there are several general principles for successful teaching , which are valid for any method. According to Wallace, 1988 the principles are:

- aim – what is to be taught, which words, how many
- need – target vocabulary should respond students’ real needs and interests
- frequent exposure and repetition
- meaningful presentation – clear and unambiguous denotation or reference should be assured

Learning vocabulary is a complex process. The students’ aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form.

Generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its (Harmer 1993):

- 1) Meaning, i.e. relate the word to an appropriate object or context
- 2) Usage, i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have
- 3) Word formation, i.e. ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes),
- 4) Grammar, i.e. to use it in the appropriate grammatical form

How words are remembered

Unlike the learning of grammar, which is essentially a rule based system, vocabulary knowledge is largely a question of accumulating individual items. The general rule seems to be a question of memory. And during the process of teaching and learning vocabulary an important problem occurs: How does memory work? Researchers into the workings of memory distinguish between the following systems (Thornbury, 2002)

- short– term store
- working memory
- long– term memory

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<sup>1</sup> Elgort, I., & Warren, P. (2014). L2 Vocabulary Learning From Reading: Explicit and Tacit Lexical Knowledge and the Role of Learner and Item Variables. *Language Learning*, p. 365.

### Short - term store

Short-term store is the brain capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in repeating a word that you have just heard the teacher modelling. But successful vocabulary learning involves more than holding words for a few seconds. To integrate words into long - term memory they need to be subjected to different kinds of operations.

### Working memory

Working memory means focussing on word long enough to perform operations on them. It means the information is manipulated via the senses from external sources and/or can be downloaded from the long- term memory. Material remains in working memory for about twenty seconds. The existence of articulator loop enables this new material processing. It works a bit like audiotape going round a round again. It assures the short- term store to be kept refreshed. The ability to hold a word in working memory is a good predictor of language learning aptitude. The better ability to hold words in working memory the smoother the process of learning foreign languages is.

### Long –term memory

Long-term memory can be seen as kind of filling system. Unlike working memory, which has a limited capacity and no permanent content, this kind of memory has an enormous capacity and its contents are durable over time. However, to ensure moving new materials into permanent long-term memory, requires number of principles to be followed, described by Thornbury, 2002:

- Repetition – repetition of encounters with a word is very important, useful and effective. If the word is met several times over space interval during reading activities, students have a very good chance to remember it for a long time.
- Retrieval - another kind of repetition. Activities, which require retrieval, such as using the new items in written tasks, help students to be able to recall it again in the future.
- Spacing - it is useful to split memory work over a period of time rather than to mass it together in a single block.
- Pacing – to respect different learning styles and pace, students should be ideally given the opportunity to do memory work individually.
- Use - putting words to use, preferably in an interesting way, is the best way of ensuring they are added to long – term memory. This is so called “Use it or lose it” principle.
- Cognitive depth - the more decisions students make about the word and the more cognitively demanding these decisions are, the better the word is remembered.
- Personal organising - personalisation significantly increased the probability that students will remember new items. It is achieved mainly through conversation and role-playing activities.

- Imaging – easily visualised words are better memorable than those that do not evoke with any pictures. Even abstract words can be associated with some mental image.
- Mnemonics – tricks to help retrieve items or rules that are stored in memory. The best kinds of mnemonics are visuals and keyword techniques.
- Motivation - strong motivation itself does not ensure that words will be remembered. Even unmotivated students remember words if they have to face appropriate tasks.
- Attention - it is not possible to improve vocabulary without a certain degree of conscious attention.

The vocabulary programme is designed to include both explicit and implicit instruction. And varying levels of autonomy on a given task will help learners gain vocabulary in terms of depth and breadth. Additionally, most frequently ignored, there is an ongoing need to perform a formative assessment of learners. This enables the teachers to plan and re-plan lessons to meet the needs of their learners.

Since learners vary and the needs of learners vary, there is certainly no “best” or ‘right’ way to introduce vocabulary in any classroom. This is dependent on the words that are of focus, and the schools’ direction and ultimately the governing bodies who hold authority.

Listed below are some guiding principles in vocabulary instruction that would enable teachers to make informed choices in their classroom to best meet the vocabulary learning needs of their students<sup>2</sup>.

#### Principle 1 – Identify vocabulary that learners need

This is to begin with the end in mind. Before you even begin teaching, what would your learners eventually need? Young children learning to speak would not have the same language needs as adult learners preparing to enter the workforce. By setting clear objectives for explicit vocabulary instruction, the curriculum would be able to effectively equip students with the necessary vocabulary repertoire they need.

#### Principle 2: Words are not created equal. Focus on high-frequency words first.

Some words are more useful than others for language learners. Focus on high-frequency words at the initial phase of learning, i.e., words that have high utility and appear frequently in daily usage. K1, K2, K3 vocabulary lists can empower learners to understand and use the new language. The word *walk*, for example, is a high-frequency word that can be used in combination with other high-frequency words to express a variety of meanings. So, ‘*walk*’ should be taught first before other words such as ‘*stroll*’ (walk slowly and nicely) and ‘*plod*’ (*walk slowly and with difficulty*) are introduced.

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<sup>2</sup> Beauer, L. (1998). Vocabulary. Florence, KY, USA: Routledge, p. 87.

Once students have acquired high frequency words, they can gradually learn mid and low frequency words as these words appear more often in authentic texts such as unabridged novels, newspapers, news broadcasts, magazines and academic texts.

Principle 3: Words are not used alone. Teach words with collocations and build connections.

Often, words travel with others to convey complete meaning. One important aspect of teaching vocabulary is to teach the collocations of words. This can help learners not only learn individual words but also enable them to communicate more complete and complex ideas effectively. It also extends from a single word to more related words or phrases and increases the vocabulary size more efficiently. For example, when teaching the word *target*, also include its collocation '*hit/miss the target*'. On the other hand, vocabulary can be easily expanded by building connections of the word with related words. For instance, for the same word above, teachers can also relate '*target*' to its synonyms '*goal*' and '*objective*'. When teaching these words, it is recommended for teachers to guide students to study the words in their collocation and connection with other words.

Principle 4: Multiple meaningful encounters with target words

Vocabulary learning can be challenging for most second language learners. Firstly, learning a new word would mean learning its form, function, and its communicative purpose. Hence, learning it only once may not be effective in retaining the word knowledge. Providing students with extensive examples and readings that include the target word together with multiple opportunities to explore the use of the word independently will enable a more fruitful vocabulary learning outcome. For example, apart from selected readings that contain the word that is used multiple times, the teacher can also use the word deliberately in the classroom through many forms, e.g., teacher talk and visual input to enhance the learning.

Principle 5: Use a variety of text types to explore vocabulary in different genres.

Through a variety of text types, students will be able to identify vocabulary that is commonly used with different text types such as procedures, information texts or persuasive texts. Through this approach, vocabulary can be taught with different contexts of use and with different types of texts, ensuring that students not only build up their vocabulary but are exposed to authentic text types (recipes, advertisements, newspapers, etc.) which hold their own unique vocabulary. Additionally, this equips students with the ability to engage with new vocabulary when exploring language in the real-world.

Principle 6: Move your vocabulary laterally with Word Families.

Love them or hate them, you, and your family share something in common. Vocabulary is no different. Word families are groups of words that share some sort of pattern that makes them

instantly identifiable (*can + identify*). Prefixes and suffixes are the usual ones you should know about. This might sound unbelievable (*can + not + believe*), but the importance of word families is *not surprising* (unsurprising). So, the next time you learn a new word or just want to know how adaptable a word you already know is, look up its word family.

Principle 7: Multitudinous engagement in a multimodal and multi-sensorial way

Multiple intelligence theories are tapped in this principle. The Internet offers a myriad of resources that can engage people in viewing, listening, touching with textual, visual, audio materials. Extensive, interesting, and authentic input can be provided through the Internet. In today's world, numerous technologies can provide lots of games for students to learn vocabulary. Some software can help students understand vocabulary through sensory input, such as from video, sound, and pictures. The Internet can provide them with extensive and authentic material for learning vocabulary such as news and comments shared on social media. Students can also learn through interaction with others on the Internet. Beyond the internet, traditionally played games such as word puzzles and charades that are popular during "family time" are exciting and interesting ways to engage learners beyond the classroom. These resources and tools are effective for enhancing students' vocabulary development.

Principle 8: Explicit teaching accompanies implicit teaching.

Explicit teaching involves having the teacher deconstruct the target words for the students independent of context. This allows students to gain in-depth knowledge about the definition and accurate use of the target word. Focusing on a target word is usually taught via vocabulary-focused lessons. Many strategies can be used, such as mnemonic practice.

Guided noticing is a teaching approach which can be effective for explicit vocabulary instruction. Noticing is also based on strong theoretical foundations (e.g., the noticing hypothesis). Instead of teachers simply listing words and meanings for students to memorise, the guided noticing approach allows students to learn by noticing how the new vocabulary is used and then making meaning using contextual clues. The highlighting, retaining and practising of vocabulary will help learners develop their vocabulary size.

Conversely, implicit vocabulary teaching focuses on words in a natural setting and teaching can occur when assisting students in text comprehension. As explicit and implicit teaching come together, students' vocabulary growth is seen in terms of breadth and depth.

Principle 9: Vocabulary teaching needs to be integrated with the four language skills.

Vocabulary instruction needs to be integrated with the teaching of the four language skills so that a word can be not only understood in reading, but also easily recognized in listening, written correctly in writing, and articulated clearly and properly in speaking. Each language skill provides a different input and output response, giving vocabulary a variety of different means by

which to be utilised. Pronunciation, contextual use, spelling and social meanings all need to be taken into consideration when teaching vocabulary.

This means that students will gain a holistic appreciation of what a word means and how it is used in rich and authentic contexts. By embedding vocabulary in this way, we can expect students to be able to use newly acquired words for meaningful and purposeful communication using the target language.

Principle 10: Provide opportunities for incidental learning of vocabulary.

Vocabulary acquisition can go beyond the classroom. Teachers can encourage and support students to read extensively after class. Extensive reading not only motivates students' self-learning but also creates chances for incidental vocabulary acquisition while reading in a familiar context and a relaxing environment.

By repeatedly meeting the same words in the multiple meaningful contexts, students understand the meanings of new words unintentionally and easily. For instance, teachers can recommend graded reading series suitable to students' different levels and suggest tips to keep a record of words learnt incidentally during the reading process. The more advanced students can read popular unabridged novels such as Percy Jackson series or Harry Potter series.

While general learning strategies describe the conscious measures learners take in order to learn a language, vocabulary learning strategies (VLSs) focus on the measures learners take in order to learn words. Strategies can be defined as conscious or unconscious mental actions a learner takes during a task and can be divided to learning, communication and production strategies<sup>3</sup>.

It is important to note the difference between these types especially in language acquisition: production strategies are concerned with efficient use of the language system and communicative strategies are mainly concerned with failure in production while learning strategies deal with acquiring knowledge about the target language.

Learning strategies, according to Weinstein and Mayer, aim at changing the learner's motivation and "affective state" for the better and furthermore, adjust "the way in which the learner selects, acquires, organises, or integrates new knowledge." More specifically, language learning strategies (LLS) are used to expand one's linguistic and sociolinguistic knowledge about the target language.

The degree or type of mental processing provides a basis for dividing LLS into three categories: metacognitive, cognitive and social/affective strategies. When a learner is planning for or monitoring or evaluating one's success in a task, he makes use of metacognitive strategies.

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<sup>3</sup> Carter, R. (1998). Vocabulary: Applied linguistic perspectives. London: Routledge, p. 14.

Cognitive strategies involve working with the input directly in order to enhance one's learning.

Finally, social/affective strategies make use of interaction and "ideational control over affect."

There is some dispute over the definition of learning strategies and LLS and where the line between them goes but as the focus of the present study lies elsewhere, the above definitions are sufficient. In regards of the presents study's focus being on vocabulary, vocabulary learning strategies (VLSs) will be discussed in greater detail.

As stated in the beginning of this chapter, the goal of using VLSs is to learn new words and the use of strategies is particularly common for vocabulary learning. Many of the more general learning strategies are applicable in tasks focusing on vocabulary learning.

Vocabulary in itself is a multidimensional concept that requires multiple different types of learning strategies and choosing the right strategy for a specific task depends on learner characteristics, task demands, the learning environment and context.

From the teacher's perspective, it is necessary to recognise that one has to be trained to use VLSs in order to profit from their usage.

If one's students are to be 'good language learners', one quality they more often than not possess is their use of a wide variety of learning strategies.

This is not, however, a definitive mark of 'a good language learner', but that one knows few essential VLSs, like for example, guessing from context, using word cards and parts, and uses few different mnemonic devices, such as the keyword method, and using dictionaries successfully.

Indeed, choosing the right VLSs for a task is not as easy as it might seem. For example, one has to take into account is the stage in which one is with particular vocabulary. To illustrate this, Brown and Payne, presented list of stages in vocabulary learning: (1) encountering new word, (2) getting the word form, (3) getting the word meaning, (4) consolidating word form and meaning in memory, and (5) using the word. Schmitt divides the strategies according to the principles presented in O'Malley and Chamot: metacognitive, cognitive and social/affective, and furthermore, according to which are used to initial discovery of the word and those that are used to remember those words. Nation and Gu agree with him that there are different strategies for initial stage of vocabulary learning and consolidation. For further discussion, see e.g. Schmitt.

Another example of things one has to consider when choosing a VLSs is, whether or not one aims to expanding one's vocabulary in regards of the number of words in it, namely developing the breadth of vocabulary, or increasing and strengthening the connections between words in one's mental lexicon, namely developing the depth of one's vocabulary. In addition, one has to

take into account the nature of the words in question and choose the right VLSs for high frequency, low frequency, technical and academic words.

Of course, one can sometimes choose a strategy for cultural reasons or according to their proficiency level or target language. In the context of the present study, it is not necessary to provide a comprehensive list on the reasons based on which one can choose a VLS and therefore, the discussion continues with presentation of Oxford's taxonomy of VLSs. There have been several attempts to creating a taxonomy for VLS.

Nation presents them in three phases: planning, picking the source for word and establishing word knowledge.

These three phases include various strategies from picking the focus of vocabulary learning to picking the reference source and actively strengthening the connections between words in one's mental lexicon.

Schmitt suggests another taxonomy which is based on Oxford's taxonomy of general language learning strategies but includes the distinction between discovery and consolidation strategies.

Oxford's taxonomy acknowledges four types: social (SOC), memory (MEM), cognitive (COG) and metacognitive (MET).

Social strategies are used in interaction with other people while memory strategies "relate new material to existing knowledge".

Cognitive strategies are used when a learner makes conscious changes to one's L2 mental lexicon whereas metacognitive strategies are consciously "planning, monitoring, or evaluating" the learning process itself. Schmitt added determination (DEM) strategies, which are used when meeting a new word and using one's existing knowledge of the target language, other additional cues and reference materials to determine the meaning of a new word.

The most used VLSs are quite mechanical in nature, e.g. rote memorisation and copying, while VLSs requiring more conscious effort are not that popular. Yet, those are not necessarily strategies that produce the most efficient and successful learning outcomes. The most successful strategies are those requiring conscious effort (e.g. the Keyword method and making associations).

Nevertheless, this does not mean more shallow strategies would not work at all but rather that the strategies demanding deeper processing are simply more likely to produce successful learning results in the long run.

As one of the aims of the present study is to investigate the teaching of vocabulary and more specifically, what vocabulary teaching strategies English teachers use, it is essential to be familiar with vocabulary learning strategies too.



On a global scale VLSs and their use has been of major interest lately. For example, as a part of her Master's thesis, Fomicheva investigated what kind of VLSs are present in vocabulary textbooks in Austria and how well these VLSs are tied up with background research on the subject.

Her findings show that the vocabulary textbooks clearly focus on MEM strategies with few additions from other VLSs categories and neglected SOC strategies altogether. Zhi-liang explored the patterns in which Chinese university students (N=390) with non-English majors use VLSs.

He used a survey to ask students which VLSs they use and which are the most helpful and the most unhelpful ones.

Bilingual dictionaries, written and oral repetition were the most used VLSs and also perceived the most helpful ones. However, there were some VLSs that were perceived as helpful but were not used that much and Zhi-liang speculates it as a sign that these strategies should be taught more often.

Schmitt published a book on researching vocabulary.

In Finland, studies have been made on how upper secondary school learners use VLSs. Upper secondary school learners in Marttinen's study used a small group of VLSs if they used any.

The results from Kovanen's study suggested that this small group of VLSs used by upper secondary school learners tends to consist of VLSs not requiring very deep processing<sup>4</sup>.

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<sup>4</sup> Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge University Press, p. 25.

## CONCLUSION

- Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.
- Effective reading requires two types of vocabulary, word recognition vocabulary and word meaning. Word recognition is the readers' ability to pronounce or figure out the word by using word attack strategies. Word meaning refers to words students know or can define.
- In reading, vocabulary knowledge is essential to comprehending text. When students do not understand at least 90% of the words in a text, they do not adequately understand what they read. Research suggests that students acquire 2,000 to 3,500 new words a year and know the meaning of approximately 50,000 words by the time they graduate from high school.
- Students can also learn vocabulary through indirect and direct exposure to words in a variety of language contexts.
- For example, students can learn vocabulary indirectly when they engage in conversations with others, through read alouds, and through independent reading (Armbruster, Lehr, & Osborn, 2001). Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies.
- Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. John Drink Water rightly says that words are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words.

It shows words are powerful tools. Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language.

- Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication.

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ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի նախարարություն

Վանաձորի Հ Թումանյանի անվան պետական համալսարան

The Importance of Constant Reflection and Feedback in Teaching English

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Հետազոտական աշխատանք

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## Introduction

**Keywords:** Reflection, the role of reflection, types of reflection, Reflective teaching, feedback, feedback methods

As it has been mentioned in our research paper, reflection is a process where students describe their learning, how it changed and how it might relate to future learning experiences. It is a skill that often goes undervalued in classrooms that are packed with content. However, reflection is an important practice for students to make sense of and grow from a learning experience, and it is a practice backed scholarship. Reflection is an important practice across academic disciplines including nursing, business, the sciences, and more. As a result, reflective writing is one great method for students to reflect on their learning experiences in the classrooms. Students, therefore, should be exposed to continuous reflective writing practices so that they become “producers” and not “consumers” of knowledge. Reflection helps students to develop a deeper understanding of what they are learning through making new connections and relating different ideas. The purposes of our research paper are:

1. To study the role of reflection
2. Types of reflection
3. The role of feedback in teaching and learning
4. Types of feedback

Reflection and feedback play an important role in teaching and learning. Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals. Feedback can be very powerful if done well. The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need, so they can understand where they are in their learning and what to do next. Good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot occur without practice.

The structure and the amount of the Research Paper:

Introduction: Here are mentioned the purposes of the paper, the role of feedback and reflection in teaching.

In the first chapter: The importance of constant reflection and feedback in teaching English in which are examined the following issues

1. The role of reflection in teaching
2. Types of reflection in teaching

In the second chapter: Feedback in the field of teaching in which are examined the following issues

1. The role of the feedback in the process of teaching and learning English
2. Types of feedback in teaching and learning language

Conclusion: Here are presented the main conclusions of our Research Paper.

## **Chapter 1**

### **The Importance of Constant Reflection and Feedback in Teaching English**

Reflection is a process which helps you gain insight into your professional practice by thinking analytically about any element of it. The insights developed, and lessons learned, can be applied to maintain good practice and can also lead to developments and improvements for both the professional and their service users. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging. It is important that reflection is done in the way that suits you best to provide the greatest benefit. Reflection is an integral part of the learning process. It allows us to learn more about ourselves and how we learn, but it also aids us in improving academic skills. They are able to identify mistakes and correct them at practice. Teaching students to reflect on their work by noticing and correcting their own mistakes as well as which activities and behaviors allowed them to be successful is a vital part of the learning experience that far too many classrooms leave out of the equation. As teachers, we should model this expectation by reflecting ourselves and involving students in our own reflections. Only then we can help students understand not to touch a hot stove, as opposed to simply making them afraid of all stoves forever. While reflection takes many different forms, it is important to understand that several activities closely linked to reflection are not themselves reflective. Reflective is not merely the act of talking, meeting with your team, meeting with a supervisor or writing about your day, but these activities can become reflective if you use them to analytically assess your practice and to develop insights.

#### **1.1 The Role of Reflection in Teaching**

Recently, the concept of reflection has been widely used in a variety of different teacher education programs in order to help pre- and in-service teachers in the process of clarifying their ideas about their own teaching practices, and in considering and evaluating those ideas in the hope that they will develop the capacity to evaluate and improve their teaching practices (Schon, 1983, 1987, Clarke, 1994). Therefore reflection has become the part of teacher education programs, and such



terms as 'reflective teaching', 'reflective practice', 'reflective thinking', 'the teacher as researcher' and 'the teacher as reflective practitioner' are now widely used in a variety of educational contexts and are informed by diverse theoretical frameworks (Calderhead and Gates, 1993, Bengtsson, 1995). Day (2001) usefully indicates that 'reflection involves the participant in a critique for practice, the values which are implicit in that practice, the personal, social, institutional and broad policy contexts in which practice take place, and the implications of these for improvement of that practice' (p.2). He emphasizes that reflection is necessary for all teachers to maintain their effectiveness by writing: 'Without routinely reflection, teachers can deal with the uncertainties and unexpected situations in the classroom and school because reflection encourages them to critically appraise themselves, current beliefs and attitudes and their relationships with the students and others in the school ( Boud, Keogh and Walker, 1985). Teachers can develop new perspectives, new ways of looking at their own actions, and a new awareness or understanding of their own behaviors (Osterman, 1990). Farrell (1998) believes that by allowing teachers to act in a deliberate, intentional manner, reflection helps free them from routine behavior. In short, by gaining a better understanding of their own individual teaching and practice through reflective practice, teachers can improve their effectiveness (Ferraro, 2000). Merrifield, M. (1993).Therefore, reflection has always been seen as an important part of effective teaching (Korthagen and Wubbels, 1995, Day, 1990), and considered to be a valuable tool for the development of effective of effective teachers (Van Manen, 1991). For this reason, many teacher education programs worldwide try to improve their students' abilities to reflect as this is one of the hallmarks of an effective educator (Bean and Stevens, 2002). Obviously, the question of whether or not reflection is useful is related to the question of what effective teaching is. It has been defined in various ways over the years (Good, 1996, Muijs, and Reynolds, 2001). It is defined through describing its benefits for teachers and students. For example, many researchers believe that effective teaching stimulates students' curiosity and active learning, encourages their analytical, logical, and creative thinking and increases both their desire and capacity for future learning (Quicke, 1992, Hopkins, 1999). There is a considerable amount of literature on the characteristics of effective teaching and teachers (Perrott, 1982, Brophy and Good, 1986). They all agree that effective teaching requires teachers to possess good knowledge of subject matter, high realistic goals, clear standards for classroom behavior, positive interactions with their students, the capacity to select and use suitable material for the course, a variety of teaching strategies and approaches, and appropriate pedagogical

methods, the skills to present skillfully the material in ways to meet students' needs, to monitor students' progress and to provide feedback and opportunities for students to apply what they have learned, to use effective questioning techniques and a variety of assessment strategies, to have personal and interpersonal qualities including sensitivity [*Reflective practice in global education: Strategies for teacher educators* ]. Dewey (1933) originally defined reflection as the 'active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends' (p. 9). He referred to reflection as a form of thought growing from puzzlement felt in directly experienced situation, and an important aspect of learning from experience. He maintained that reflective thinking leads practitioner to act in a deliberative and intentional fashion rather than in a blind and impulsive manner. Similarly, William (1998) sees reflection as 'a theory of meta-cognition which directs skilled behavior during professional activity or assists in the deliberative processes which occur during problem solving' (p. 31). Indeed, how people think and reflect upon prior experiences can influence their following professional activities. Seeing reflection as an activity for exploring experience and learning from it, Bound Et Al (1985) define reflection as ' a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation' (p. 19). In short, in reflection, people recall, consider and evaluate their experience usually in relation to improve their practice and to deepen their understanding of that experience (Richards, 1990).

## **1.2 Types of Reflection in Teaching**

Reflection is a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices. The roots of reflective teaching are historically evident in the works of John Dewey (1933, 1938), who maintained that reflection is an important aspect of learning from experience. Reflective thinking leads educators to act deliberately and intentionally rather than randomly and reactively. Not all teachers engage in reflective activities. For example, a teacher might refuse to recognize the benefits of reflection or a teacher's reflection might be informal – a combination of emoting about what happened, without learning or progressing from that retrospective point. When a teacher is involved in active and deliberate reflection and analysis regarding those events that may lead to formulating new

strategies for changing behavior in the classroom (Reagan Et Al, 2000), he or she is using reflection for professional growth. Without reflection, teachers unquestioningly believe that students can accurately interpret their actions as intended, furthermore, teachers may continue to plan and teach on the basis of unexamined assumptions. They then fall into the habit of justifying what they do as “common sense.” Yet unexamined common sense is a notoriously unreliable guide to action” (p.4). Reflection is an active, disciplined and deliberate strategy. It is incorporated into the processes and activities of teaching and learning to help improve understanding. It is, therefore, much more than a review and justification of what has happened at the end of a period or activity. Here are represented two closely related types of reflection:

1. Reflecting on what is being learned to support deeper understanding of the material.
2. Making learning itself an object of reflection to support student self-regulation and learning how to learn [ Moon, J. (1999). *Reflection in learning & professional development*. London and New York: *RoutledgeFalmer*].

Reflection is necessary for learners to be able to effectively manage complex thinking processes and outcomes. For Dewey (quoted in Moon 1999, p. 12), reflection is an essential part of the process of making meaning that pushes learners from one experience to the next: ‘The kind of thinking that consists in turning a subject over in the mind and giving it serious thought.’ Reflection helps students to develop a deeper understanding of what they are learning through making new connections and relating different ideas. To Perkins (1992 pp. 77-9), demonstrating understanding involves being able to carry out a number of performances that both show understanding of a topic and help advance it. Perkins illustrates this in the context of Newton’s First Law of Motion. If students are given the opportunity to reflect upon this concept, with appropriate teacher guidance, exploring key ideas and considering their implications, they are then able to:

- Explain this law in their own words
- Provide further examples of the law at work
- Apply the law to new situations and phenomena not yet studied
- Offer up evidence in defense of the law
- Note the form of the law and draw from it any further general principles about the physical world.

## Chapter 2

### Feedback in the Field of the Teaching

Feedback is an important element of student-teacher interaction in the classroom. Even experienced teachers admit that it is beneficial to put one self in the students' position in order to understand their individual needs, assessment and feedback moves to aid language acquisition. We can all agree that feedback is important for all aspects of life and growth. When you are learning a new language, for example, feedback is essential to know how you are doing and how you can improve. English language feedback can help the students in many ways, including:

1. Boosting self confidence
2. Helping students make necessary corrections
3. Keeping students focused on results
4. Makes students feel great about taking risks
5. Encourages self reflection

When delivered appropriately, with the goal of individual improvements, ESL feedback can have incredible results.

Education without a teacher is like a body without soul, a skeleton without flesh and blood, a shadow without substance. Similarly, teaching without feedback is unimaginable. Feedback in the context of teacher education has been defined as information that is presented to an individual following a performance that reflects upon the adequacy, quantity of the teaching performance (Tower, 1999). Feedback provides information about the truth or falsehood of human behavior, as well as providing student teachers with a means to improve their own teaching performance and to correct their errors (Paccapaniccia, 2002, Peker, 1992). Taking these interpretations into account, it can be said that feedback serves as a door for student teachers to open in order to obtain a variety of data about themselves through their own eyes and through the eyes of others. In essence, feedback involves making the experiences and actions of student teachers visible and comprehensible. In a very widely-cited educational article, feedback was described as 'one of the most powerful influences on learning' (Hattie , Timperley, 200, p. 81). Feedback is information that a learner receives about their language learning and most commonly refers to information about their language production (speaking and writing), although it can also concern reading and

listening, study skills, attitudes, effort and so on. Feedback can be both summative and formative (Lee, 2017, p. 11). In practice, feedback is almost always to some extent judgmental and it is often intended to serve both purposes, but how feedback is given will depend on the relative importance that is given to these broad purposes. The most common form of feedback in language classes is probably error correction, where the objective is usually to facilitate improvements in a learner's accuracy [Biber, D., Nekrasova, T., and Horn, B. (2011). *The Effectiveness of Feedback for L1-English and L2-Writing Development: A Meta-Analysis, TOEFL iBT RR-11-05*].

Its three fundamental and interrelated purposes are:

- Improving the fluency, accuracy or complexity of learner's speaking and writing
- Motivating learners
- Developing learner autonomy

In the light of these objectives, summative feedback in the form of scores is often problematic. It is known that comments and prompts lead to more learning gains than providing scores (Hattie, Timperley, 2007, p.92) , and that comments and prompts are more likely to contribute to learning when they are not accompanied by scores (Lee, 2017, p. 20).

## **2.1 The Role of the Feedback in the Process of Learning and Teaching English**

Every once in a while a teacher comes to the realization that despite all the efforts and countless correction, students still make the same errors. Sometimes it is because the expectations towards the learners are too high, on other occasions it is because students lack interest to advance in their language development and sporadically there is a mismatch between what teachers communicate and what students receive and process. Seeing that errors are an unavoidable part of the learning process and teachers feel compelled to address students' spoken errors, it seems significant to consider how the learners perceive the feedback they receive. All responsible EFL practitioners try their best to meet his students' language needs and thus enhance their performance. In so doing, they employ different techniques and strategies to reach this goal. All this can be effectively done provided that he receives some responses, feedback from his learners. As Wang(2006:42) states 'feedback is the information about current performance that can be used to improve future performance.' Feedback plays a crucial role in any educational process since it can significantly

improve both learner's and teacher's performance and indicate some key aspects of their performance, which can be improved. Dignen (2014) argued that feedback is the most important communication skill, both outside and inside the classroom. In order to understand the importance of students' attitude towards the correction in the English classroom, it is essential to explain why corrective feedback plays an important role in the process of second language acquisition and why giving feedback in general is regarded as one of the key elements in the process of learning. This chapter aims to clarify the term 'corrective feedback' and review different theoretical approaches to the giving of feedback. Feedback is a notion frequently used in the field of language teaching. As a form of shared or exchanged information, it might occur between teachers, students, or it might even be provided by third parties, such as parents or higher authorities, for the purpose of school or class self-evaluation. Most often, however, it is associated with teachers providing assessment to their students. Ur (1996:242) defines feedback as "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance". Corrective feedback is the most commonly understood as responding to learners' utterances containing an error during practice. The term corrective feedback can be defined "as any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (Chaudron 1977:31). According to Ellis (2009:3), corrective feedback is an example of negative feedback because, as apposed to positive feedback, it is a reaction to a linguistic error and not an appraisal of a correct utterance. Ellis also states that it is important to recognize that the teacher's responses can take different forms. Providing feedback to learners in the classroom has long been considered by teachers as an essential element in the process of acquiring various skills and such conviction definitely applies to both first and second language acquisition. There are, however, disagreements among theorists regarding the most desirable form of the feedback given and the efficacy of corrective feedback, when discussing second language acquisition. The theoretical debate over the value of corrective feedback has spawned a great deal of empirical research. Early studies were not favorable to the idea. For example, in his article, Kim (2004:5) cites the results of studies conducted by Chun (1982), in his review of various studies, discovered that "feedback was provided erratically and often went unnoticed by students" (2004:5). Recently, however, attitudes towards error correction have changed considerably. A vast amount of research conducted has proved that corrective feedback used in the classroom can be beneficial. It should be noted, however, that although the results

advocate the usage of feedback, it remains unclear which type of feedback produces the best results. A study conducted by Lightbown and Spada (1990) was designed to measure the ability to form English noun phrases correctly by young native speakers of French. The researchers concluded that in communicative language teaching, an instruction focused on form led to increased linguistic accuracy (1990:43). Likewise, Carrol and Swain (1992) investigated how English native speakers benefit from feedback when learning French. They discovered that feedback helped to learn and memorize new items, although learners were not always able to induce morphological generalizations (1992:86). Lyster and Ranta used the three-phase model of skill learning to interpret the results of their study from 1997 in which they investigated different feedback techniques used with primary French-Canadian learners of English. They noticed that in the declarative knowledge phase, which they called the awareness phase, feedback helps to “draw learners’ attention to the target feature” (Lyster and Ranta, 2007:150). In the second and third phase, learners already equipped with the knowledge, are exposed to various practice opportunities. It should be mentioned that Norris and Ortega (2000) conducted a meta-analysis of research on the effectiveness of instruction and provided more encouraging evidence regarding feedback. They believe classroom instruction serves as the main source of input for learners and it is effective regardless of it being explicit or a mixture of both. The findings of the study revealed that the groups receiving instruction outperformed the control groups (2000:500). Teachers definitely need further guidance on how best to provide feedback but they should not hesitate to use it in the classroom. A considerable amount of research suggests that learners ought to be exposed to correction as it is beneficial and, if done properly, can aid acquisition. With the growing popularity of communicative approaches and a considerable body of research on the efficacy of corrective feedback, a number of different feedback types have been identified [Chepni, S. B. (2016) *A replication Study: Oral corrective feedback on L12 writing; two approaches compared. Procedia Social and Behavioral Sciences, 232, 520-528*]. The most widely used and cited is the taxonomy based on the data analysis of classroom interaction in French immersion programs conducted by Lyster and Ranta (1997:40). They identified six different feedback moves: explicit correction, recast, elicitation, clarification request, meta-linguistic clues and repetition. In their view, translation technique initially was treated as a form of recast, it does, however, differ significantly because of the use of non-target language, and therefore, it is discussed

independently here. Moreover, Ellis (2009:8) also recognizes paralinguistic signals as a separate feedback move.

1. Explicit correction – I didn't go to school tomorrow. I was sick

No, not tomorrow. You should say: Yesterday

2. Recast-When did you buy the books?

I buy the books yesterday

I bought the books yesterday

3. Elicitation- Can I have the toilet, please?

I'm sorry? Or I don't understand?

Can I go to the toilet, please?

4. Meta-linguistic- After work he went to home

Do we say "to go home"?

After work he went home

5. Repetition-How old are you?

I have 12 years old

Have? - I am 12 years old

6. Translation- I am interesting in sports.

I am interested in sports.

It is a common belief among teachers that not every mistake needs correction or at last not an immediate one. Depending on the type of communicative task, the teacher might decide to ignore the error in order not to interrupt the flow of conversation. Ellis (2009:4) uses the term corrective feedback episodes and suggests that each episode is comprised "a trigger, a feedback move, and uptake". He further emphasizes that those episodes can be either simple-involving one strategy or more complex-involving a whole series of moves. Similarly, Lyster and Ranta (1997) point to error treatment sequence model which comprises teacher and student turns in the order of learner error, teacher feedback, learner uptake with or without repair (Panova, Lyster, 2002:581). Chandler (2003) conducted two studies on corrective feedback. The first study tried to investigate if error correction improves correctness in ESL student writing. The students, who came from East Asia, were all music majors, first-or-second-year students at an American conservatory, and they



were divided into two groups: One control group and one experimental group. The control group consisted of 16 undergraduates and the experimental group contained 15 similar students. There was no indication of differences between the students and both classes had the same teacher (Chandler, 2003:271). The students were asked to write five assignments of five pages about their own life. The students in the experimental group received error feedback and were to correct all the errors before submitting the next assignment. The second study looked at the effects of various kinds of error correction, should teachers simply correct errors or should they mark errors for student self-correction? (Chandler, 2003:272, 280). Both studies show that when students self-corrected all the grammatical and the lexical errors in their autobiographical writing, this improved their accuracy and fluency in later writing of the same type over the semester. It was not of importance whether the teacher corrected or underlined the errors (Chandler, 2003: 279, 291). Students who received no feedback made little or no improvement in their accuracy. Both the experimental and control group showed a significant increase in fluency over the semester (Chandler 2003:291). Chandler's study shows that feedback on errors is necessary and that students need to make corrections for their proficiency to increase [*Hattie, John & Helen Timperley. 2007. The power of feedback. Review of Educational Research*].

Also, a large decrease in the number of errors was noticed when direct corrections were included in the margin of the text, but the method underline and describe was the best method for the students to learn how not to make the errors in the future (Chandler, 2003:291). There are many different ways in which corrective feedback can be given. The following descriptions of written corrective feedback methods are based on a study conducted by Chandler (2003). Chandler's different kinds of corrective feedback are:

- Direct correction
- Underline and describe
- Describe and underline

Direct correction is used when the teacher gives the right answer directly, while underline and describe is the term used for when the error is underlined and an explanation given. Describe

means that the error type is written in the margin of the text, without pointing out the location of the error and underline means that the teacher underlines the error without an explanation in the margin of the text (Chandler, 2003:281). In this paper's questionnaires, Chandler's corrective feedback methods are used to describe different corrective feedback methods.

## **2.2 Types of Feedback in Teaching and learning Language**

In order to see what words the students have learned, texts and essays can be used to measure their ability, knowledge or performance (Brown, Abeywickrama, 2010:5). One important part of assessment is giving feedback, and according to both Ur (2012) and Chandler (2003), getting feedback is integral to the learning process (Ur, 2012:50, Chandler, 2003:290). Making students aware of a mismatch between their inter language and the target language might well assist their second language acquisition (Chandler, 2003:293). The purpose of teacher feedback, as described by Hattie and Timperly (2007:81), is to give the learner information regarding aspects of his or her performance. One important aspect of being a teacher is to give students feedback on the strength and weaknesses of their work, combined with suggestions for improvement. According to Hyland (2001:185), this kind of individualized attention, which is rarely possible under normal classroom conditions, is one of the ESL teacher's most important tasks. The purpose of the feedback is to fill the gap between what the students understand, the level where the student is at the moment and what is aimed to be understood the level which the student is aiming to reach (Sadler, 1989:1). Feedback often serves the role of additional information, allowing the source to adapt, adjust, modify, delete, omit, or introduce new messages across diverse channels to facilitate communication. One point of reference within the information or response we define as feedback may, in itself, be almost meaningless, but taken together with related information can indicate a highly complex response, and even be used to predict future responses. Carl Rogers, the famous humanistic psychologist, divides feedback into five categories:

1. Evaluative
2. Interpretive
3. Supportive
4. Probing
5. Understanding

These five types of feedback vary in their frequency and effectiveness (Rogers, 1961; Rogers, 1970). This framework highlights aspects of feedback that serves as opportunities for the business writer, as he or she recognizes feedback as an essential part of writing and the communication process. Let's examine the five types of feedback, as presented by Rogers, in their order of frequency.

**Evaluative Feedback:** This type of feedback is the most common. Evaluative feedback often involves judgment of the writer and his or her ethos. We look for incredibility clues when we examine the letterhead, feel the stationery, or read the message and note the professional language, correct grammar, and lack of spelling errors. Conversely, if the writer's credibility is undermined by errors, is perceived to be inappropriately informal, or presents questionable claims, the reader's view of the writer will be negative. The reader is less likely to read or respond to the message communicated by a source judged to lack credibility. In an interpersonal context, evaluative feedback may be communicated as a lack of eye contact, a frequent glance at a cell phone, or an overt act to avoid communication, such as walking away from the speaker. In written communication, we don't have the opportunity to watch the reader "walk away." As a business writer, your ethos is an important part of the message. In Aspects of interpersonal interaction, behavioral evaluations are one type of evaluative feedback. A behavioral evaluation assesses the action and not the actor, but the business writer lacks this context. You don't always know when or where your context will be read and evaluated, so it is in your best interest to be consistently professional. Fact checking, elimination of errors, and a professional image should be habits, not efforts of will. They should be an automatic part of the writing process for any business writer.

**Interpretive Feedback:** In the course of a conversation, you may not be completely sure you heard correctly, so it is often a good idea to paraphrase or restate what you heard as a way of requesting confirmation or clarification. You may also understand what was said, but restate the main point as a way of communicative attention. Listening is hard to assess in any conversation, and interpretive feedback allows the speaker to hear a clear demonstration of feedback that confirms that the message was understood or needs correction. Interpretive feedback requests confirmation or clarification of a message, and is often expressed in the

form of a question [*Rogers, C. R. (1970). On encounter groups. New York, NY: Harper & Row.*]. In hard copy documents, we normally lack this feedback loop, but online documents increasingly allow for this form of exchange. You may find a “Comments” button at the end of an online article. When you click on the button, a text box will appear, providing a space and a medium for feedback from readers to the author, allowing an opportunity to respond with opinions, interpretations, and questions sparked by the article. Blogs incorporated this feature early in the development of Web content, but you can see variations of this feedback style all over the Web.

**Supportive Feedback:** You come in second in a marathon to which you have dedicated the better part of a year in training. It was a challenging race and you are full of mixed emotions. The hug from your partner communicates support and meets your need in ways that transcend language and the exchange of symbolic meaning. In an interpersonal context it is easy to identify, describe, and even predict many representations of supportive feedback, but in other communication context it can prove a significant challenge. You may give yourself encouragement as you mentally prepare for the race, and may receive backslaps and hugs after the race, but when you write about your experience, how do you experience supportive feedback? In the same way you receive evaluative or interpretive feedback via comments or to your Facebook wall, you may receive supportive feedback. Supportive feedback communicates encouragement in response to a message.

**Probing Feedback:** As you’ve read an article, have you ever wanted to learn more? Increasingly, embedded links allow a reader to explore related themes and content which give depth and breadth to content, but require the reader to be self-directed. Probing feedback communicates targeted requests for specific information. Keeping a positive attitude is an important part of writing in general and feedback in particular. Not everyone is as skilled with words as you are, so their probing feedback may appear on the surface to be less than diplomatic, it may even come across as rude, ignorant, or unprofessional. But it will be to your advantage to see through the poor packaging of their feedback for the essential request, and respond in a positive, professional fashion.

**Understanding Feedback:** Rogers discussed the innate tendency for humans to desire to be understood (Rogers, 1961, Rogers, 1970). We, at times, may express frustration associated with a project at work. As we express ourselves to those we choose to share with, we seek not only information or solutions, but also acceptance and respect. We may not even want a solution, or need any information, but may simply want to be heard. Understanding feedback communicates sympathy and empathy for the source of the message. As a business writer, you want your writing to be understood. When you receive feedback, it may not always be supportive or encouraging. Feedback is not always constructive, but it is always productive. Even if the feedback fails to demonstrate understanding or support for your cause or point, it demonstrates interest in the topic. As a skilled communicator, you can recognize the types of feedback you are likely to receive from readers and can recognize that your readers may also desire feedback. Sometimes an author may communicate respect and understanding in a follow-up message. By providing a clarification, the writer can develop the relationship with the reader. Being professional involves keeping your goals in mind, and in order for your writing to be successful, you will need a positive relationship with your readers.

## Conclusion

According to the fact that reflection and feedback plays an important role in teaching and learning language we can conclude that there are represented different types of methods in the process of teaching and learning language. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging. While reflection takes many different forms, it is important to understand that several activities closely linked to reflection are not themselves reflective. Reflective is not merely the act of talking, meeting with your team, meeting with a supervisor or writing about your day, but these activities can become reflective if you use them to analytically assess your practice and to develop insights. Reflection is a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices. Feedback is an important element of student-teacher interaction in the classroom. Even experienced teachers admit that it is beneficial to put one self in the students' position in order to understand their individual needs, assessment and feedback moves to aid language acquisition. We can all agree that feedback is important for all aspects of life and growth. When you are learning a new language, for example, feedback is essential to know how you are doing and how you can improve. English language feedback can help the students in many ways, including different methods in language learning. Feedback plays a crucial role in any educational process since it can significantly improve both learner's and teacher's performance and indicate some key aspects of their performance, which can be improved. The purpose of the feedback is to fill the gap between what the students understand, the level where the student is at the moment and what is aimed to be understood the level which the student is aiming to reach.

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ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի նախարարություն

Վանաձորի Հ Թումանյանի անվան պետական համալսարան

## The Use of Lexical Games in English Classes in Order to Expand the Vocabulary

Կատարող՝ Մարինե Ղազարյան

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Հետազոտական աշխատանք

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## Introduction

**Keywords:** Vocabulary, vocabulary training, games, games methods, educational game, game-based-learning, motivation, young learners,

It can be concluded based on the findings that in learning a foreign language, vocabulary plays an important role. Vocabulary is essential to everyone who wants to learn a language in their life. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Without developing it, no one can achieve success in language learning. It is an important aspect of any language development, therefore teachers should understand its importance if they want that their students will achieve success in the language learning. Vocabulary acquisition is something that we cannot imagine the language speaker without knowing it. Word is such a thing which gives us an opportunity to express our ideas, emotions and something we want to show. Learning, understanding, realizing one word in the learning process is a real success that gives us an enormous help to learn the language well. The more words we learn, the more we can express our ideas. Most students and teachers claim that knowing or learning grammar rules is more important than vocabulary knowledge. There are some searches which prove that the students cannot use the grammar rules in practice if they do not have enough vocabulary. The importance of the vocabulary learning is more effective with some lexical games. The purposes of our research paper are:

1. To study the importance and the effectiveness of language games
2. The importance of games in teaching vocabulary to young learners
3. Types of games
4. Lexical games expanding vocabulary in English classes

Games are important and effective methods for language learners. One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, completion and an element of fun. Teachers should also consider the advantages of games: The ability to capture students' attention, lower students' stress, and give students the chance for real communication.

The structure and the amount of the Research Paper:

Introduction: Here are mentioned the role of games to expand the vocabulary in English classes.

In the first chapter: The use of lexical games in English classes in order to expand the vocabulary in which are examined the following issues

1. Significance and effectiveness of language games in improving English vocabulary.
2. Practical implications and importance of games in teaching vocabulary to young learners

In the second chapter: Different kinds of games used in language teaching and learning in which are examined the following issues

1. Types of games for language learners
2. Types of lexical games to expand the vocabulary in English classes

In the conclusion are presented the main conclusions of the Research Paper.

## Chapter 1

### **The use of lexical games in English classes in order to expand the vocabulary**

In learning a foreign language, vocabulary plays an important role. It is the element which links the four skills of language learning, for example speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Many teachers believe that learning a language should take place in a formal environment and if one is having fun and there is hilarity and laughter, then it is not really teaching (Le, 1995). Contrary to that belief, we can apply some teaching strategies like games to reduce the stress level among the students. Learning vocabulary through games had attained a lot of attention. Donmus 2010 believed that "The value of educational games has been increasing in language education since they help to make language education entertaining" [p. 1495]. Games are advantageous and effective in learning vocabulary [Donmus, V, 2010, *The use of social networks in educational computer-game based on foreign language learning*]. Games create an active atmosphere. This can sometimes be noisy and apparently disorganized learning setting. Such scene can be threatening to most teachers. There is always the urge to control all the students' activity. To increase the amount of vocabulary, media is to be used. One of these media is game. According to a game is an activity that you do (Horby, 1995). This project was set to unveil the effects of games on language learning on the aspect of vocabulary. Games can provide the students more concentration in learning vocabulary because these students will never feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input likely. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be the media that will give many advantages for both teachers and students. The usefulness of games is to attract the students to learn English because it is fun and it can make them want to have experiment discover and interact with their environment (Lewis and Bedson, 1999.) Some experts have also figured out characteristics of games that make vocabulary learning more effectively. Teachers can use games to help their students practice more their skills of communication. To be short, games can be considered useful and effective tools that may be applied in vocabulary classes. The use of games in learning vocabulary is a way to make the lessons more interesting, enjoyable and effective.

#### **1.1 Significance and Effectiveness of Language Games in Improving English Vocabulary.**

Vocabulary learning has always been a major concern for those who want to learn a second language, but most of the students usually feel bored in vocabulary lessons because they have not changed their learning habits: such as writing words on their notebooks, trying to learn by heart or learning passively through the teacher's explanations to help students find language classes, especially vocabulary lessons more interesting and to achieve more from games we conducted

practical research to find the answer to the question, "Do games help students learn vocabulary effectively, and if so, how?". However, we singled out the component of games to study that in isolation. The game, along with work and teaching, is one of the main types of human activity, an amazing phenomenon of our existence. By definition, a game is a type of activity in the conditions of situations aimed at the reconstruction and assimilation of social experience in which self-management by behavior develops and improves. Vocabulary can be defined as the words of a language, and these words include a single element and phrase or chunks of several words which convey a particular meaning. In general terms, vocabulary can be perceived from various perspectives since, as Finch (2000:102) notes that it can be seen as an all words of a given language or an internal knowledge possessed by speakers of that language. It is also possible to state that vocabulary is the glue that holds stories, ideas and content together [Rupley, 1998:99]. Learning vocabulary is not just to know the meaning of the words but to be aware of many things about that word.

1. The learners need to be acquainted with the exact meaning of a word.
2. The learners need to identify the number of situations in which a word can be used.
3. The learners need to discern the other meanings of the word.
4. The learners need to distinguish the semantic gradients of that word.
5. The learners need to know the spelling of the word, its pronunciation and stress.
6. The learners need to recognize the grammar that the word uses.
7. The learners need to be on familiar terms with its collocations.

The game does not occur spontaneously, but develops in the process of education. The game as a method of training and education, the transfer of experience of older generations to younger people used from ancient times. The first attempt at a systematic study of the game was made by the German scientist K. Gross at the end of the 19th century, who believed that instincts to the future conditions of the struggle for existence were warned in the game. For him, no matter what external or internal factors the games are motivated, their meaning is precisely to become a school of life for children. Polish teacher, therapist and writer Januz Korczak, believed that the game is an opportunity to find oneself in society and in humanity. The games contain the genetics of the past, as well as in the people's leisure-songs, dances, folklore [3, p. 25]. The game in any historical era attracted the attention of teachers. L.S. Vygotsky, considering the role of the game in the mental development of the child, noted that in connection with the transition to school, the game does not only disappear, but, on the contrary, it impregnates the entire activity of the student. "At school age," he noted, "the game does not die, but penetrates with respect to reality. It has its internal continuation at school education and work..." [1, p. 45]. Psychologists have proven that the game "justifies" the transition to a new language. It is both an interesting type of work for the

student and an analogue of language exercises for the teacher, thanks to which the skills of all types of speech activity are developed [2, p. 111]. Experience has shown that without playful actions, fastening foreign vocabulary in a child's memory is less effective and requires excessive mental stress, which is undesirable. The game, introduced into the educational process at the classes in a foreign language, as one of the teaching methods, should be interesting, uncomplicated and lively, contribute to the accumulation of new language material and the consolidation of previously acquired knowledge. The use of the game to develop the skills of oral foreign language speech is still an insufficiently studied area of pedagogy. Not every game is suitable for this purpose. Therefore, choosing the right game is one of the primary tasks of a teacher of a foreign language. This choice should be made taking into account the purposefulness of the game, the possibility of its gradual complication and lexical content. The games selected for classes differ from ordinary children's games in that the imagination factor, the child's imagination, fictional situations fade into the background, and observation and attention become the dominant factor. Given the specifics of the game in the process of teaching children a foreign language, the teacher directs the game and controls it. At the same time, teachers consider it necessary to teach children to distinguish between the game and the lesson. I would like to highlight the goals of using games in foreign language lessons. There are six main goals:

1. The formation of certain skills
2. The development of certain speech skills
3. Learning how to communicate
4. Development of necessary abilities and mental functions
5. Knowledge
6. Memorization of speech material

Leading game theorist D.B. Elkonin gives four important functional games for the child:

1. A tool for the development of motivation-need sphere
2. Means of cognition
2. Means of developing mental actions
3. Means of developing voluntary behavior [*Elkonin D.B. The psychology of the game. M., 1978. P. 68.*]

The structure of the game as an activity originally includes the definition of a goal, planning, goal realization, as well as analysis of the results in which a person realizes himself as a subject. The motivation of gaming activity is provided by its voluntariness, choice possibilities and elements of competitiveness, meeting the need of self-affirmation and self-realization.

The structure of the game as a process includes:

- a) The roles taken by the participants in the game
- b) Game actions as a means of realizing these roles.
- c) Game use of objects, substitution of real things by “game”, conditional
- d) Real relations between the participants in the game
- E) The plot – the area of reality, conditionally reproduced in the game

The importance of the game cannot be exhausted and appreciated by recreational opportunities. The game should stimulate learning motivation, arouse interest and desire among schoolchildren to complete the task, it should be carried out on the basis of a situation adequate to the real situation of communication. According to the type of activity games should be divided into five groups:

1. Physical (motor)
2. Intellectual (mental)
3. Labor
4. Social
5. Psychological

By the nature of the pedagogical process, the following groups of games are distinguished:

- a) Educational, training, controlling and generalizing
- b) Cognitive, educational, developing, socializing
- c) Reproductive, productive, creative
- d) Communicative, diagnostic, vocational guidance, psycho-technical

The typology of pedagogical games is extensive by the nature of the gaming methodology. The main element of the game is the playing role, which is not so important, it is important that it helps reproduce the diverse human relationships that exist in life. Only if you isolate and put the basis of the game relations between people, it will become meaningful and useful. As for the developing significance of the game, it is inherent in its very nature, for the game there are emotions, there is activity, and there is attention and imagination.

## **1.2 Practical Implications and Importance of Games in Teaching Vocabulary to Young Learners**

Lewis (1999) argued that games are popular among children because they like to play. Through games, young learners could interact, discover and experiment with their surroundings. Using games not only enhances students' motivation, but also provide an incentive and stimulus to use the language. Harmer stated that in order to have the ability to speak English fluently, young learners need to have the ability to know the language features and to process information immediately. Therefore, young learners must practice through variety and appropriate techniques that aid their information process and simultaneous operations of the language. According to Allen (1983), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. Vernon (2009) argued that games are an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves and the classroom and feel and do better during and after the game. Furthermore, by involving physical-movements in games, young learners will be alert and stimulated. Vernon stated that games involve learners to take part in a healthy competition could help them in learning more without forcing their participation. Thus, choosing the right game can support healthy competition in the classroom. There are two steps that must be kept in mind when implementing games to teach vocabulary to young learners by their teacher, grouping the students and giving explanation and instruction about the game [Lee, W. R. (1979). *Language Teaching Games and Contests*. Oxford University Press: Oxford].

1. Grouping the students: Scott and Ytreberg (2004) stressed the importance of making young learners sit together in a group because they like to have other peers around them. Sitting the students together encourage cooperation, but this does not mean that they have to be in groups all the time while they are working. Phillips (1993) noted that having a group of more than five students will result in counter-productivity where chaos might emerge. Teachers could ask their students to count one until two in a sequence manner and students with the same number will gather in the in the same group on the floor. Next, young learners could be asked to choose a name for their group to be written on the white board to record their scores. If there is an uneven number of students, five students, one group could have three students and the other two. Grouping techniques of this kind will help to create a cooperative and competitive atmosphere among the members of the groups.

2. Giving explanation and instruction about the game: It is important to explain the game to young learners in order to achieve the desired outcome and fulfill the goal behind its implementation. Teachers have an integral part in the classroom when implementing games because they have to give clear explanations and instructions about them so that students understand how to play and practice the list of vocabularies intended to be learned. If the teacher did not explain the rules and instructions of the game, choosing games as a method to explain vocabulary to young learners will be a waste of class time. There will be no outcomes if the students did not know what to do and



they will get bored very fast [Cameron, L. (2001), *Teaching languages to young learners*. Cambridge: Cambridge University Press

## Chapter 2

### Different Kinds of Games Used in Language Teaching and Learning

Games are interesting methods to teach young learners vocabulary. They help students learning their vocabulary effectively without boredom and they will acquire the lessons easily. A game is an organized activity that usually has the following properties:

- A particular task or objective
- A set of rules
- Competition between players
- Communication between players by spoken or written language

Games play a very important role in learning vocabulary. Some teachers think that language games are a waste of time and prefer not to use them in classrooms since games sometimes have been considered for its one element that is fun. Different scholars have many classifications of game. Lee classifies games into ten kinds:

1. Structure games
2. Vocabulary games
3. Spelling games
4. Pronunciation games
5. Number games
6. Listen-and-do games
7. Read and do games
8. Games and writing
8. Miming
9. Role-play
10. Discussion game

For language learning MCCALLUM categorizes games into seven kinds:

1. Vocabulary games
2. Number games
3. Structure games
4. Spelling games
5. Conversation games
6. Writing games
7. Role-play and dramatics

Only five of them can better suit the vocabulary classes. Each kind of a game focuses on language component or a skill, so when choosing games, one of the factors the teachers have to consider is the aim of the lesson. Hadfield said that games can take one of the following forms:

A) Information gap: Students ask their partners to get missing information to complete the task or card they have or together solve a problem.

B) Guessing games: The player with the information deliberately withholds it, while others guess what it may be.

C) Searching games: Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.

D) Matching games: These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.

E) Matching-up games: Each player in a group has a list of opinions or possibilities. Through discussion preferences compromise, the group must reach an agreement.

F) Exchanging games: Players have certain articles or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

G) Collecting games: Players need to collect cards in order to complete a set. [*Huyen, N., & Nga, K. (2003). Learning Vocabulary Through Games. Asian EFL Journal*]

## 2.1 Types of games for language learners

There are five games that are used in teaching vocabulary for young learners. They are:

1. Hot potatoes
2. Memory challenge
3. Last one standing
4. Pictionary
5. Bingo

Games are interesting methods to teach young learners vocabulary. They help students to learn their vocabulary effectively without getting bored and they acquire the lessons easily.

1. 'Hot potatoes': The class is divided into groups A and B with both teams sitting on the opposite sides of the classrooms. Two chairs will be placed in the middle of the class so that whoever sits on the chair will face her/his team and the board must be behind them. Then, their teacher writes a word on the board, but the student on the chair must not see it. Each team will have one minute after signaling the beginning of the game. The other students are allowed to use verbs so that their seated teammate can guess the word written on the board. They should not say the exact word written on the board.

2. 'Memory Challenge': It is another game that could be used to teach vocabularies to young learners. Students have to sit in pairs or form small groups. Each group is given three minutes to write down as many words as they can remember from their previous lesson. The group that recalls most words will win the game.

3. 'Last One Standing' is a game where a topic is given to the children. They have to stand up in a circle and the teacher counts to three and gives out the topic. After that, the first student in the circle will have to give a word related to the topic and so on. The student who cannot say a new word or repeat the words of the last student has to take a seat. The last student standing will be declared the winner.

4. 'Pictionary' is an example of games that could be used to teach vocabulary to young learners. The class has to be divided into two teams. Each team will sit opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a

word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point.

5. In the game, the teacher writes ten words on the board and every student choose five words and write them down. After that, the teacher selects one word in a random way without saying it and give the students its definition or synonym. If a student guessed the right word, he or she should shout Bingo and wins the round.

## 2.2 Types of lexical games to expand the vocabulary in English classes

There are many activities for teachers if they want to get the attention of the students or consolidate the learning with an activity. Lexical games is one of these activities and the point is that it's doesn't only focus on kids. There are some lexical games which help the students to think and analyze, students must create sentences or establish relations with pictures or words [Uberman, A. (1998). *The use of games for vocabulary presentation and revision*] Lexical games are good strategies to consolidate the learning, not only that it is recommended as an ice breaking activity [p.20-27]. The advantage of this is that you have a lot of materials such as flashcards, presentations and other resources to do. Here are represented some ideas how we can use lexical games during classes:

- Category list

In this lexical game, the teacher write groups of words on the board, which are related between them for some reasons. According to the numbers of the students, the teacher will form "Teams". The task is that the students must guess the title of each group of words they will have ten chances to divine. If the member of a team gives a wrong answer, his team will lose one chance, the team which will divine the exact title of groups of words will be the winner. For example:

Apples, oranges, figs, banana, pear: Fruit

The clash, Nirvana, Sum 41, Rolling Stones, Blur: Rock Bands

- Word seeds

Teacher write on the board or show in a presentation a group of words, which maybe aren't related between them, and students must create a story using these words in a proposed order. Word seeds are lexical games where students need to use a lot their imagination because they don't have clues except the words the teenagers game them. It is a game which has good results because every student create their own story using these words and help them to create elaborate statements. For example:

Man, jungle, bear, house, river, t-shirt

A man was in the jungle and suddenly a bear appeared near to his house, the man ran to the river and left his t-shirt at home while the bear was messing him.

- Word dominoes

For this game, teachers can use flashcards about many topics. The point is that the students must find the relation between them, they need to be careful because maybe some pictures don't have relation with the others apparently. Students must use their imagination and "exploit" it to find the relation between the pictures of flashcards. They can say sentences or tell a story with a proposed material.

- Word jumbles

You can use this activity in the beginning of your class. It's a good way for students to remember the previous class. The teacher could use a target language of the previous class and mix the letters. The task is that the students must divine or order the letters and say the correct sentence or target language. For example:

Bear and beer

The man drinks beer-beer and bear have the same letter "b", and bear live in the jungle.

- Biting your tail

The teacher proposes any topic for example "animals" and write on the board the name of an animal, the students must notice the last letter of the name of the animal and they must propose other animal with letter "e" (elephant), and then, other animal which name begin with letter "t" (tiger), they must continue to do this until students get to use a good amount of words about animals. The point is that the students need to propose only names of animals not about other topics. For example

Horse

Elephant

Tiger

Rat

- Hangman.

It is a game that can be played with all level students and with few resources. The player should guess the word and if they cannot successfully answer, they will be hanged in a pole.

- The Sims

The Sims is a game that comprises daily vocabulary, and it can be used for teaching several subjects.

It is a game which is highly used because it can be adapted and changed by the students, creating motivation and agency.

- Semantic Boggle

Semantic Boggle is a board game in which the players link letters in grid to find the longest word. The player wins the game if she/he finds the longest word. It is a guessing game that brings educational value to learners.

### **Conclusion**

According to the fact that vocabulary plays an important role in a foreign language we can conclude that it is the main element which links the four skills of language learning, for example speaking, listening, writing and reading all together. In order to communicate well in a foreign language, students should acquire a great number of words and should know how to use them accurately. There are some effective and useful tools to increase the amount of vocabulary. One of these tools is a game. A game is an activity that you do to have a fun. Games are advantageous and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create cooperative learning environment, so learners have an opportunity to work together. They improve learners' communicative abilities and learners have an opportunity to use the target language. They are very enjoyable for learners that aid them in retaining new words rapidly. Games create a meaningful context for language learning. It can be stated that using vocabulary games in the classes enables learners to improve their English knowledge flexibly and communicatively. Games are not just time-filling activities but have a great educational value. There are several reasons for why language games should be used:

- First, they are both motivation and fun that can help to activate students who may have been inactive before
- Second, they encourage students to communicate and interact what helps building relationships through the friendly atmosphere they create among participants who feel all equal.
- Third, they give learners a chance to practice the language in the various skills in situations from their real life.
- Fourth, they break the routine since they add variety to usual classroom activities.
- Fifth, they allow students to take on more responsibility and acquire new experiences what results increase in their confidence level.
- Sixth, they emotionally involve students that have a positive effect on their learning
- Seventh, they give a good chance for shy and reluctant students for those with low confidence because the atmosphere is not as serious when playing a game and it is easy to forget shyness.
- Eight, they create diversity in classes among students of all ages and levels, and diversity is needed for any school work to be progressive.

- Ninth, they help learners acquire vocabulary more quickly and easily by doing actions during playing the game.

Finally, they are valuable for all language learners since they can be easily adjusted for age, level and interests.

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**ՀՀ Կրթության, Գիտության, Մշակույթի և  
Սպորտի նախարարություն  
Վանաձորի Հ. Թումանյանի անվան պետական  
համալսարան**

**Հետազոտական աշխատանք**

**METHODS OF TEACHING ENGLISH  
AS A FOREIGN LANGUAGE**

Կատարող՝ Բարսեղյան Նաիրա

Ղեկավար՝ Աննա Առաքելյան մ.գ.թ դոցենտ

Վանաձոր 2022



## **LANGUAGE EDUCATION**

Language education is a branch of applied linguistics, which includes the teaching and learning of a language. It is commonly used with regard to foreign or second language teaching.

Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.

Methods of foreign language teaching as a science deals with teaching methodology that helps language teachers make students learn the target language. The object of the science is the educational process, the process of teacher student interaction, which includes teacher's activity, student's activity and classroom management.

Methodology an "umbrella term" covering the pedagogical practices and procedures in general Whatever considerations are involved in "how to teach are methodological Methodology studies:

1. language skills
2. aspects of language
3. elements that support the learning process.

Method: a single set of procedures which teachers follow in the classroom to achieve linguistic objectives.

Methods of foreign language teaching is closely related to other sciences such as pedagogics, psychology, linguistics, physiology, pragmatics, etc.

Pedagogics is most closely related to Methods of teaching. One of the branches of pedagogics, didactics, deals with the general ways of teaching in school, while Methods studies the specific ways of Teaching a definite subject, in this case a foreign language.

Psychology involves the scientific study of mental functions and social behavior, exploring concepts like perception, attention, motivation, brain functioning, which are essential

for the successful realization of teaching methods. Being aware of certain psychological factors a teacher can help the pupils to better understand and memorize the language material being taught.

Physiology of the higher nervous system is also closely related to Methods of foreign language teaching, since man's higher nervous activities, like speaking and thinking, are the functions of a special system of organic structures within the nervous system. So, learners should be taught to respond to different communicative situations, i.e. display language behavior.

Linguistics deals with problems which are of paramount importance to Methods, with language and thinking, various aspects of language (grammar vocabulary, pronunciation, discourse) as well as the relation between them.

Methods of FLT covers the aims (why to teach) and content (what to teach) of teaching a foreign language.

## **1. Aims, Content and Principles of FLT**

As an academic subject a foreign language contributes to the general education of learners, development of their cognitive abilities, communicative, sociocultural, as well as logical and critical thinking skills, broadening their worldview.

Global world community in the spheres of politics, economics, culture and education

Aims are the most important consideration in any teaching. The teachers should clearly understand what their students are expected to achieve at the end of a month, term and course, as well as each particular lesson, i.e they should know the aims and objectives.

Aims refers to long-term goals, usually over the course of one or more years, i.e they provide a reason for teaching a course: Methods of FLT aims to equip foreign language made with the skills, knowledge, understanding and attitude necessary to become effective teachers.

Objectives refers to short-term goals such as those which can be achieved during one lesson or a sequence of lessons, e.g. reaching young learners the use of the Present Perfect tense-form.

The aims to be achieved in foreign language teaching are the following:

Practical - students acquire habits and skill in using a foreign language to become effective communicators in social, cultural, educational spheres and everyday.

Educational /Developmental - students are supposed to develop their mental abilities and intelligence in the process of learning the foreign language to become knowledgeable, hardworking and helpful people.

Cultural - students extend their knowledge of the world to become competent communicators in cross-cultural settings, to show a positive attitude to the target culture, to be brought up as tolerant and outgoing people, e.g. they learn many new things about the life of the country the target language is spoken in.

The content of foreign language teaching (what to teach) is conditioned by the aims of teaching as it ensures the achievement of the main aim of teaching -developing students' communicative competence It should be consistent with students' age needs and interests. The core content of FLT involves the following components

**Topics** - referring to the main fields of communication, and providing cultural, historical and geographical information;

**Linguistic material** - phonology, vocabulary, grammar, which should be assimilated to be used in language skills.

**Speech material** speech samples and patterns, fixed expressions, phraseological units, texts;

**Knowledge, habits and skills** - ensuring the use of the target language in oral (hearing, speaking) and written (reading, writing) communication.

### **Principles of FLT**

1. Teaching, upbringing and development of students through a foreign language should be student-centered and activity-based with an application of communicative-cognitive approach. The student is in the centre of the teaching process with his abilities, age and individual peculiarities. When learning foreign languages students acquire the ability to communicate in an interactive collaboration with the teacher and other students in common social situations.

2. Teaching should be based on a wide socio-cultural context and be directed towards the realization of cultural aims. The teaching process is directed towards the development of communicative competence. Speech situations and communicative activities should be culture-oriented.

3. The teaching of the language skills should be integrated since they are interconnected and interdependent.

4. The choice and organization of the language and speech materials as well as the shaping of skills and abilities should be based on the structural -functional approach.

5. The tracking process should have a stage by stage structure. Teaching should start acquiring knowledge in various aspects of the language, proceed to working out separate types of

speech activity (asking a question, expressing gratitude, etc.) to the complete speech activity (communication)

6. The whole system of teacher-student collaboration should be supported by teaching activities and strategies.

7. The organization of the educational process should ensure the formation of motivations. It is positive educational motivations enhance the development of students' interests, cognitive and creative abilities, contributing to the efficiency of learning. The use of game activities, role-play in particular, is very important at all the stages of foreign language teaching school

8. The use of the native language should be minimized during foreign language lessons to create a communicative atmosphere. An occasional use of the native language may be helpful, for example, to explain word-meanings, give certain explanations and directions.

9. The texts should contain information (sociocultural, cultural consistent with students' proficiency level and interests).

### **TEACHING THE FOUR BASIC LANGUAGE SKILLS**

When teaching a foreign language we should get our students to learn quite a large number of different, though related, bits of knowledge and skills: how to understand something when spoken, how to identify its written form, how to produce both its spoken and written form, how to understand its meaning in context, and produce meaningful sentences. All these 'bits' can be classified in four groups and be presented as the basic skills integrating language learning:

- Listening-perception and recognition of the spoken form
- Speaking-production of obtained knowledge in speech
- Reading-perception and recognition of the written form
- Writing-production of obtained knowledge in writing

Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills.

The receptive skills can be acquired through the teaching of the productive skills.

While the teaching of grammar and vocabulary has always taken precedence over the teaching and practice of receptive skills, listening and reading are no longer considered passively obtained skills.

In today's classroom with diverse learners and curricular options, teachers must possess a repertoire of teaching practices based on involving research and knowledge. It is important to

keep a balance of all the four aspects, taking into account the needs of the particular class being taught.

The "Standards" stress the importance of integrated teaching of all four skills, taking into account the learners' age and preferences.

## **LISTENING**

Every day we engage in listening in many different ways: TV and radio programs, conversations with colleagues or family members, teachers explanations, music, etc.

Listening is an active, purposeful process of making sense of what we hear (Nunan 2003). It is an active process, since when people listen, they not only process what they hear, but also connect it to other information they already know. Listening is meaning based. When we listen, we normally do it for a purpose.

Listening is often compared to reading, the other receptive skill these two skills have much in common two major differences should be mentioned:

- when listening people have to comprehend what they hear immediately, with no time for reviewing. Readers can do it at their own pace, go back, jump forward, read through the text as many times as they need.
- very often listening takes place in the midst of conversation, requiring spoken responses.

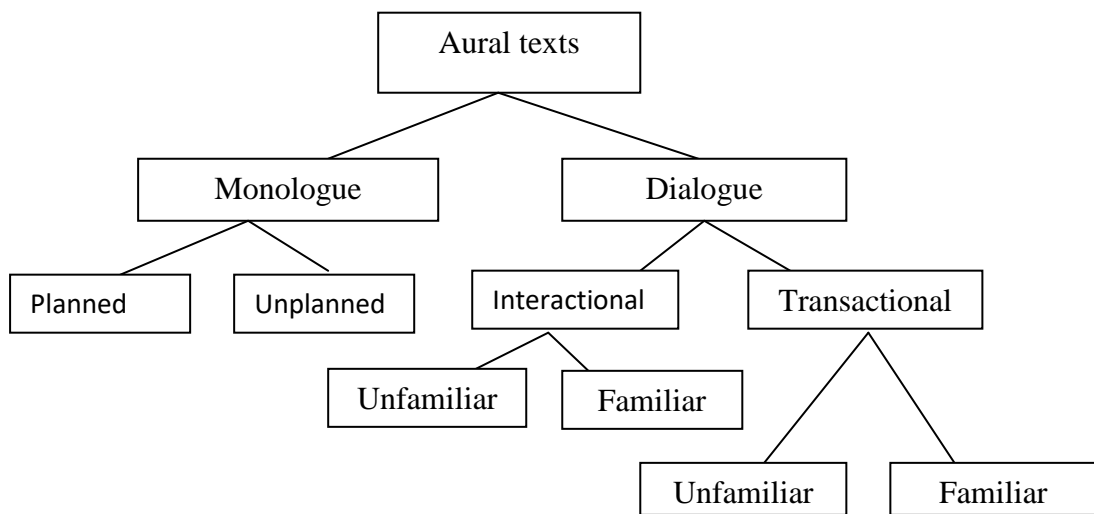
One of the most serious drawbacks of TEFL in Armenian secondary schools is that insufficient class time has always been allotted to listening. There may be several reasons for this: technical difficulties, lack of appropriate materials shortage of class time, etc, the "Standards" lays an emphasis on the development of listening skills, viewing listening as both a purpose and a means aims at developing a number of abilities and skills comprehension of the learning meaning and details of the aural text, finding the necessary information, etc.

The requirements to the formation of listening skills change from class the language material becomes longer and more complicated in terms of difficulty of vocabulary, speed, number of speakers, etc. In elementary school learners mostly listen to their teacher speaking. They may occasionally listen to recording of a poem or song. In middle school they listen to 12-minute text which can contain 2-3% unknown but predictable words, and in high school the length of the listening material should be 3-4 minutes.

## The role of listening in the English language curriculum

The ability to understand and participate in spoken communication is one of in the classroom. Even in first language education schoolchildren should be encouraged to pay attention and to develop good listening habits and strategies The development of effective strategies for listening is important for the process of acquiring language.

We can classify listening tasks into those which involve only listening (monologue) and those which demand some form of oral interaction (dialogue) Thus, aural texts in listening tasks can be schematized in this way:



Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures. Listening of both kinds is especially important, since it provides the perfect opportunity to hear voices other than the teacher's, enable students to acquire good speaking habits as a result of he spoken English they absorb, and helps to improve their own pronunciation.

Extensive listening- helps students to acquire vocabulary and grammar and makes students better readers, so extensive listening can also have dramatic effect on a student's language learning.

Extensive listening will usually take place outside the classroom, in the students home or wherever they have the opportunity to listen to a live of recorded talk.

Intensive listening - Many teachers use recorded materials, when they want their students to practise listening skills in class. This allows students to hear a variety of different voices apart from just their own teacher's. It gives them an opportunity to meet a range of different characters, especially where real people are talking.

Intensive 'live' listening A popular way of ensuring genuine communication is live listening where the teacher and/or visitors to the class talk to the students. This has obvious advantages since students can interrupt speakers and ask for clarification. Above all they can see who they are listening to. Live listening can take the following forms:

Reading aloud an enjoyable activity, when done with conviction and style, is the teacher reading aloud to a class. This allows them to hear a clear spoken version of written text, and can be extremely enjoyable if the teacher is properly prepared to make a big thing of it.

Story-telling teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, or be asked to describe people in the story or comment on it in some other way.

Interviews: one of the most motivating listening activities is the live interview, especially where students themselves make up the questions. In such situations, students really listen for answers they themselves have asked for, rather than adopting other people's questions. When possible, strangers can be invited to visit the class to be interviewed, but the teacher can also be the subject of interviews.

The two most important types of listening are listening for specific information and gist (or global) listening.

Listening for specific information involves catching concrete information including names, time, certain language forms, etc.

Gist (or global) listening involves tasks such as identifying main ideas noting the sequence of events, etc.

Another critical type of listening is inference, the so called "listening between the lines", i.e. listening for meaning that is implied but not stated directly.

The text should be authentic and easy to understand. Authentic texts are those created in the course of genuine communication rather than for the purposes of language learning and teaching.

Special listening strategies should be employed in the classroom. In considering listening the following strategies (Rose 2002) should be used by successful listeners:

- Predicting (effective listeners think about what they will hear);
- Inferring (it is useful for the students to listen between the lines);
- Monitoring (good listeners notice what they do and don't understand);
- Clarifying (effective listeners ask questions and give feedback); Responding (learners react to what they hear);
- Evaluating (they check on how well they have understood).

## **Designing Listening Activities for the Classroom**

We can see that creating purposes for listening can motivate students, and the a pre-listening phase will enable teachers to introduce necessary schematic knowledge and some of the language which learners will encounter in the text. It has become standard practice to use the following procedure when dealing with a listening text in class:

1. The teacher and the students prepare for the listening in a number of ways Various activities are used to help students to become familiar with the topic, to be exposed to some language features of the text, and to activate any relevant prior knowledge they have. The teacher's role is to create interest, reasons for listening, and the confidence to listen.

2. Before setting the students to do a while-listening task, the teacher makes sure that they have all understood what it involves.

3. The students carry out the task independently without intervention from the teacher, unless it is clear from monitoring them while they work, that some have misunderstood what is required. Although the listening itself is done individually. students can be encouraged to check their responses in pairs or groups as soon as they are ready.

4. In a feedback session the teacher and the students check and discuss the responses to the while-listening task. The teacher's role is to help students see how successful they have been in doing the task.

5. Follow-up activities can be of various kinds, but at this stage the teacher may well wish to focus on features of the text or on bottom-up processes which will assist further development of effective listening.

### **The pre-listening stage**

At this stage, the teacher will need to decide what kind of listening purpose is appropriate to the text.

### **While-listening stage**

The aim of the while-listening task is to confirm learners' expectations and to help them to get the gist of the content as it relates to the written text. Learner activity can involve following the information, responding to attitudes expressed, reflecting on what is said, taking general notes, or writing down specific points.

A wide repertoire of activity types is possible: ticking multiple-choice items, filling in a chart, matching pictures with the text, or drawing a picture or taking notes. The choice of activity will depend on the level of response which is appropriate not only to the type of the text but to the level of the learners.

### **Post-listening stage**



Post-listening activities can take students into a more intensive phase of study in which aspects of bottom-up listening are practised. We can mention here listening for note-taking, helping students to summarize the content of the listening material. Post-listening activities help students to construct a plan from the elements of the discourse.

## **SPEAKING**

Speaking is a productive oral skill, which consists in producing systematic verbal utterances to convey meaning.

There are two forms of speaking: monologue and dialogue. Each form has its own peculiarities.

Dialogue is the process of speaking interaction between two or more participants, conversation or discussion in which opinions are exchanged.

Dialogue reflects the rules and procedures that govern face-to-face encounters. Monologue is a one-way process, not intended for reactive response.

The "Standards" require that an elementary school learner be able to produce responses in answer to questions, and be able to express an offer, suggestion or request. Later, in middle school, they are required to exchange information and 2-3 opinions in dialogical form, express agreement and disagreement, encouragement and refusal, etc. high school learners should be able to keep up longer and more complicated dialogues.

Learners of elementary school are required to produce 4-6 coherent (mainly descriptive) sentences in monological speech and 10-12 sentences in high school (expressing opinion, evaluating, etc.).

There are several reasons for students to practise speaking in the classroom.

Learning to speak competently is a complex task. The complexity lies in the fact that learners need to develop at the same time knowledge of grammar, vocabulary, functional language and communicative skills. We often use the term *fluency* to describe the aim of the speaking activities, and the development of *fluency* and *accuracy* are equally important goals.

**Fluency** is the extent to which speakers use the language quickly and confidently, with few hesitations and unnatural pauses, false starts, word searches, etc.

**Accuracy** is the extent to which students' speech matches what people actually say when they use the target language.

### **Activities for Developing Fluency**

A number of class activities aim at developing learners' speaking skills.

Free discussion can provide important opportunities for developing certain aspects of fluency. They will involve students in talking about a range of topics which engage their interests, opinions, and experiences. Students are invited to give opinions, agree or disagree, state preferences, and make comparisons.

Role-play refers to a number of different activities ranging from simple dialogues, prompted by specific information on role cards to more complex nations which pass through a number of stages. Some students find role-play ser than free discussion because they do not have to face the cognitive challenge of finding original and intelligent things to contribute. Some students enjoy the opportunity to act and assume other personae. As students take on a variety of roles during a program of role-plays they will practise language which varies according to the setting, the formality of the situation, the degree of politeness or emotion required, and the function required for the particular role, for example to persuade, disagree, complain, invite, and so on. Role-plays give learners practise speaking the target language before they have to do so in a real environment.

Role-play perhaps has a greater chance than free discussion to involve all the students and oblige practice and can be done even at elementary level. However, there will only be equality of opportunity for practice where roles have equal significance. Functional roles do not present a great problem as all speakers need to apologize or offer help, for example, and social roles such as 'guest or "customer"' are also universal. But other roles such as 'doctor' or 'travel agent' may present difficulty. Ultimately it will depend on the willingness and motivation of students to change persona.

'Gap' activities involve each learner in a pair or group possessing information which the other learners lack, so they must use the target language to convey that information. These are 'information gap' and 'jigsaw activities.

It has been found out that if students worked in pairs with an activity which had a requirement for information exchange, they would engage in more negotiation for meaning than with activities where such modification is optional, as in free discussion, or in activities with more participants. The idea is that pair work is less threatening, that a student would notice confusion in a partner and try to help them out, and that pairs would come to a stop with the task unless they could understand each other. Information-gap tasks have their own advantages and

limitations. They assist language acquisition, but they do not necessarily involve students in conversational strategies in the same way as role-play and discussion.

## **READING**

Reading is a complicated and active process. It requires combining information from a text and the reader's own background knowledge to build meaning.

Reading is not a passive skill. It is an incredibly active occupation.

According to the Standards the goal of teaching reading at secondary school is the formation and development of silent reading abilities. Reading aloud is a transitional stage towards silent reading.

Reading begins in elementary school and is done out loud and without a dictionary. In middle school the stress is laid on comprehension of the text. In high school learners can use a dictionary to read various texts: articles on science, technology, politics, culture, etc, as well as fiction. The required length of the texts is 400-500 words, with 4-6% of unknown words.

### **Principles for Teaching Reading**

#### **1. Students should be exposed to bottom-up and top-down views of reading**

The two main approaches explain the nature of learning to read:

- bottom up processing;
- top-down processing.

The main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence.

The top-down processing approach revolutionized the concept of the way students learn to read.

#### **2. Students need to be engaged with what they are reading**

**3. Students should be encouraged to respond to the content of a reading text, not just the language.**

**4. Prediction is a major factor in reading..**

**5. Match the task to the topic**

**6. Good teachers exploit reading texts to the full.**

**7. Reading strategies should be employed in the classroom.** These include:

- previewing;
- predicting;
- guessing from context.

According to Adler and Van Doren (1972) reading occurs on four different levels: elementary reading, inspectional reading, analytical reading, and syntopical reading. Each level reflects increasing levels of reading ability and is demanding in terms of how involved one is in the reading of a text. Each level is dependent upon the level preceding it.

Elementary reading is basically learning to read-going from non-literacy to literacy-from not being able to read at all to being able to do basic reading. Armenian children begin studying a foreign language in the third year of elementary school. They begin practicing elementary reading alongside with learning the alphabet. The structure of their ABC textbooks enables them to start reading words once they have learned 3 or 4 letters. In the course of a few lessons they are already able to join words into sentences and by the end of the year they can read short texts.

There are two levels of inspectional reading. One involves the systematic skimming of a text or what is called pre-reading. The second involves a superficial reading, i.e. reading a book through once without stopping much to ponder its contents but instead reading through to understand its basic structure and flow, getting back to what one might not have understood later.

Analytical reading is the third level of reading which is to help the readers understand the task of reading a text which involves more than simply decoding words but also understanding what is being read.

The fourth and highest level of reading is called syntopical reading. It is the most complex and systematic type of reading. It is obvious that syntopical reading is the most active and effortful kind of reading.

### **Types of Reading**

We distinguish the following types of reading.

Extensive reading - reading for pleasure with the aim of getting an overall understanding of the material. Generally associated with reading large amounts of foreign language texts.

Intensive reading - reading carefully for an exact understanding of the text. Often refers to the careful reading of shorter, more difficult foreign language texts with the goal of complete and detailed understanding.

Skimming-quickly looking through the text to get an idea of what the text concern. Used when reading magazines, newspapers, articles etc.

Scanning - locating specific information in a text. Usually used to find information in timetables, charts etc.

### **Extensive Reading**

Extensive reading, also called pleasure or free-voluntary reading, is generally associated with reading large amounts of text with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the whole text than the meaning of the individual words or sentences.

The principal objective of undertaking an extensive reading approach is to get students to read English and like it. An increase in reading fluency should be another objective. Because of this, reading should be a pleasurable activity for the student, promoted as much as possible by the teacher. Most schoolteachers require that their students do 'homereading'. They give their students lists of novels, stories or plays that should be read during the week, month or term, as well as during the holidays.

## **WRITING**

Writing as a basic language skill means formulating and expressing ideas with the help of graphic signs (letters) of a language. Writing is both a process and a product. The writer imagines, organizes, drafts, edits, reads and rereads. Ultimately, what the audience sees (whether a teacher or someone else), is a product an essay, a letter, a story, or a research report.

A written text has a number of conventions which separate it from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, layout and punctuation.

### **Principles for Teaching Writing**

Classroom procedures for teaching writing should make use of the following Principles

#### **1. Teachers should provide many opportunities for students to write.**

Writing almost always improves with practice, and it requires a lot of practice. For the students not to get frustrated, teachers need not correct and grade every piece of writing. When practice writing sessions are intergrated into the syllabus, students will become more comfortable with the act of writing. Students will be provided with various types of writing: essays, responses to a reading, newspaper articles or recorded texts, letter writing, summaries, etc. Writing should always be supported by other skills, i.e/, listening, speaking and reading.

#### **2. Students should work together on a lot of activities through pair and group work.**

Discussion is important in generating and organizing ideas and for discovering what it is that the writer wants to say, even though the actual writing may be done individually.

When pair or group work is used, the teacher should monitor it carefully to see that it is proceeding smoothly and to provide on-the-spot correction and advice. Students need to have feedback on what they have written. However, this should be done after they have tried to correct their work themselves.

### **3. Correction should be helpful and meaningful.**

In correcting work, the teacher should:

a) introduce a correction code with symbols for the different types of errors: e.g., p for punctuation errors, voc for poor choice of words, sp for spelling, etc. This encourages students to correct their own mistakes, or to ask questions to put them right.

b) focus on global rather than local errors. That is, attend to errors that interfere with comprehensibility rather than errors that have little effect on the reader's ability to understand. In general, global errors involve poor sentence and paragraph organization, omitting needed information, misuse of sentence linkers and logical connectors, breakdown in the sequence of tenses, and ambiguity of reference.

c) let students know how successful they have been in achieving the aims of the task by including a short overall comment.

## **Characteristics of Good Writing Materials**

The following principles should be proposed as guidelines for choosing designing, or adapting materials for the teaching of writing skills in the EFL classroom.

### **1. Materials should be learning-centered rather than teaching-centered**

**2. Materials should be creative.** They should provide stimulating activities to focus students' attention on the things to be learned. Audiovisual aids such as recordings, pictures, and diagrams should be used to activate the students awareness of the content as something real.

**3. Materials should be interesting.** They should be related to students interests. Moreover, there should be a variety of text types and activity types in the materials to motivate the students' interest in writing.

**4. Materials should be task-based.** They should use purposeful tasks to motivate students learning and to make students see the usefulness of writing

**5. Materials should be practical.** They should deal with real-life communication tasks.

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ՀՀ Կրթության, Գիտության, Մշակույթի և  
Սպորտի նախարարություն  
Վանաձորի Հ. Թումանյանի անվան պետական  
համալսարան

**Հետազոտական աշխատանք**

**Types of Assessment**  
**Diagnostic/ Formative/ Summative**  
**Peer Assessment**

Կատարող՝ Լուսինե Բաղրամյան  
Ղեկավար՝ Աննա Առաքելյան մ.գ.թ դոցենտ

Վանաձոր 2022

# Content

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## INTRODUCTION

In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

While assessments are often equated with traditional tests—especially the standardized tests developed by testing companies and administered to large populations of students—educators use a diverse array of assessment tools and methods to measure everything from a four-year-old’s readiness for kindergarten to a twelfth-grade student’s comprehension of advanced physics. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning—e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyze different types of texts and readings. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support, educational programming, or social services. In addition, assessments are developed by a wide array of groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions.

Assessments are used for a wide variety of purposes in schools and education systems. The two most important qualities of assessment are *validity* and *reliability*. A *valid* assessment is one which provides information on the ability we want to assess. *Reliability* refers to the consistency with which our assessment tools measure language ability. An assessment is reliable when there is little difference in learners' scores or in judges' ratings across different occasions or different judges.

A **high-stakes test** is any test used to make important decisions about students, educators, schools, or districts, most commonly for the purpose of accountability—i.e., the attempt by federal, state, or local government agencies and school administrators to ensure that students are enrolled in effective schools and being taught by effective teachers. In general, “high stakes” means that test scores are used to determine punishments (such as sanctions, penalties, funding reductions, negative publicity), accolades (awards, public celebration, positive publicity), advancement (grade promotion or graduation for students), or compensation (salary increases or bonuses for administrators and teachers).

**Pre-assessments** are administered before students begin a lesson, unit, course, or academic program. Students are not necessarily expected to know most, or even any, of the material evaluated by pre-assessments—they are generally used to establish a baseline against which educators measure learning progress over the duration of a program, course, or instructional period, or determine general academic readiness for a course, program, grade level, or new academic program that student may be transferring into.

## **DIFFERENT TYPES OF ASSESSMENTS**

Assessments come in many shapes and sizes. For those who are new to assessment or just starting out, the terms can be hard to sort out or simply unfamiliar. Knowing one type of assessment from another can be a helpful way to understand how best to use assessment to your advantage.

The multi-faceted nature of assessments means that educators can leverage them in a number of ways to provide valuable formal or informal structure to the learning process. The main thing to remember is that the assessment is a learning tool. What all assessments have in common is that they provide a snapshot of student understanding at a particular time in the learning process.

Reasonably so, when you were a K-12 student yourself, you may not have been aware of the variety of assessments that teachers leverage. To the average student, or anyone who has ever been a student, the word ‘test’ has a pretty clear cut definition and it usually includes some level

of anxiety and expectation about a final outcome. But, to educators, tests – or assessments – are actually quite multi-faceted and have both formal and informal places throughout the learning process.

Assessments can run the gamut from start to finish when it comes to instruction. Think of it like a long distance race that has a start and finish line and many stations to refuel in between. The race can be any instructional period of time, such as a unit, a quarter, or even the full year. In this metaphor, the student is the runner and the teacher is the coach who is trying to help the student run the race as well as they possibly can. Different assessments types, when utilized by the coach (teacher) in the right way, can help the runner (student) run the race better and more effectively.

Some assessments are helpful before the race even begins to help determine what the best running strategy is (**diagnostic**). Some assessments are beneficial during the race to track progress and see if adjustments to the strategy should be made during the race (**formative**). Some assessments are given to see if students in entire schools or districts, the entire running team, are moving forward and learning the material (**interim**). And some assessments are best at the very end of the race, to review performance, see how you did, and see how to improve for the next race (**summative**).

Assessments help the teacher determine what to teach, how to teach, and in the end, how effectively they taught it.

## **WHAT IS DIAGNOSTIC ASSESSMENT**

***Diagnostic assessment*** is a type of assessment, which is given at the beginning of the course or the beginning of the unit/topic. This assessment is used to collect data on what students already know about the topic. Diagnostic assessments are sets of written questions (multiple choice or short answer) that assess a learner's current knowledge base or current views on a topic/issue to be studied in the course. The goal is to get a snapshot of where students currently stand - intellectually, emotionally or ideologically - allowing the instructor to make sound instructional choices as to how to teach the new course content and what teaching approach to use

Diagnostic assessments are pretests. They usually serve as a barometer for how much pre-loaded information a student has about a topic. The word diagnosis is defined as an analysis of the nature or condition of a situation, which is exactly how teachers tend to use them.

Diagnostic tests help to tell the teacher (and the student) how much they know and don't know about an upcoming topic. This helps to inform the teacher's lesson planning, learning objectives, and identify areas that may need more or less time spent on.

### **Components of Diagnostic Assessment**

- Happen at the beginning of a unit, lesson, quarter, or period of time.
- Goal of understanding student's current position to inform effective instruction
- Identify strengths and areas of improvement for the student
- Low-stakes assessments (Usually do not count as a grade)

At the beginning of a unit on Ancient Greece, a teacher may give a pre-test to determine if the class knows the basic geography, history or culture. The class' responses will determine where the teacher begins and how much time is dedicated to certain topics. The teacher may learn from this diagnostic assessment that many students already have knowledge on cultural aspects of Greece, but know little about its history. From this, they may adjust the lesson plan to spend a bit more time on the history and origins of Ancient Greece and slightly less on culture.

Another valuable use of a diagnostic pre-test is to give the students an idea of what they will have learned by end of the learning period. When combined with a post test, their score on a pre-test will show students just how much knowledge they have gained. This can be a **powerful practice for building esteem in students**. In fact, some teachers even use the same pre-test and post-test to make this difference more evident. This strategy provides great data on how students have progressed is a sure-tell way to measure and analyze growth over the year.

The grading scale for a diagnostic assessment is usually not based on the number of correct answers and holds little weight for a student's final grade. You might consider this type of test to be a low-stakes assessment for students.

## **Formative Assessment**

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment.

Formative assessment helps us think about what is going on with students – how many students are learning, which students are learning well, who needs additional help or scaffolding. It also helps us think about course content – how much of and how well are students learning various aspects of the course content.

Best of all, formative assessment enables the instructor to answer these all of these questions while there's still time to help the current group of students, building in some more scaffolding or determining needed areas for review. Formative Assessment is a little like asking a research question.

How are students doing? Are they picking up the information they should be learning? Teachers who don't want to wait until the end of a unit or semester use various tactics, use formative assessment, to “check in” with students and see how they are progressing.

The primary purpose of the formative assessment process is to provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process. Effective formative assessment involves collecting evidence about how student learning is progressing during the course of instruction so that necessary instructional adjustments can be made to close the gap between students' current understanding and the desired goals.

- Clarifying learning goals and success criteria within a broader progression of learning;
- Eliciting and analyzing evidence of student thinking;
- Engaging in self-assessment and peer feedback;
- Providing actionable feedback
- Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.

Formative assessment is used to make adjustments to instruction, before it's too late to change student learning (e.g. once a quiz or test has been administered, and it's time to go on to the next topic). There are benefits to instructors and students.

Benefits to instructors:

- Learn who is struggling and when so intervention can be provided
- Know who is forming and developing on schedule so enrichment can be provided

Benefits to students:

- Students know when they are learning and when they are struggling.
- Students are given the opportunity to reflect on their efforts and make changes prior to the summative assessment.

### **An example of formative assessment – minute paper**

A simple example of a formative assessment technique is a “minute paper” (or “virtual exit ticket”). This technique is used to help the instructor get a “barometer” on what effect their actions/methods have on the class and on the individual learners. It can give the instructor a good sense of what may need re-working for the next class session, to improve student learning, retention, or engagement.

For this technique, the instructor determines in advance a prompt, representing what information is to be gathered from the students. Examples might include:

- Today was hard because...
- What do you understand well?
- What’s something that’s still shaky?
- What’s something I [teacher] don’t realize?
- What takeaways will be important three years from now?
- How does this relate to [something learned before]?
- How would you have done things differently today?

The instructor then decides when to administer the assessment. For example, if the prompt relates to the day’s lecture, the technique would be administered at the end of class. If the prompt relates to the previous day’s homework, the assessment could be administered at the beginning of class.

In a face-to-face class, students could write a response to the prompt and turn them in on the way out the door. For an online asynchronous class (Canvas) the students are instructed to post their paper as a submission.

Later, the instructor reviews the responses, sorting and making note of commonalities (or polar opposites, depending on the prompt). At the next class session (or as a posting or announcement in Canvas) the instructor shares back with the class what the instructor learned, and how the information will be used (review, additional scaffolding, and so forth). This closing of the loop is critical, as it connects learning to instruction, and thus students to the instructor. For example, if the instructor had asked the class about something that is still shaky, sort the responses into like categories. The closing of the loop might thus be: “50 percent of you were the shakiest on example 1, while about 25 percent each of you were unclear on examples 2 and 3. Let’s review all 3, in that order.”

## **What Makes Formative Assessment Stand out?**

Formative assessment involves the use of immediate insights to guide instruction. If we break down the term, we see that “Formative” comes from Latin *formare* ‘to form.’ Assessment simply refers to an evaluation. Together the words “formative” and “assessment” refer to a guiding evaluation that helps to shape something. With formative assessment, teachers mold or *form* instruction to better suit student learning. To glean actionable insights, the best formative assessments are generally easy to implement and offer immediate results that lead to instant intervention or instructional adjustments.

Formative assessment is a low-stakes, quick way to check in with students.

Education academics Paul Black and Dylan William explain the differences between formative assessment and the general term “assessment”:

We use the general term *assessment* to refer to all those activities undertaken by teachers — and by their students in assessing themselves — that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes *formative assessment* when the evidence is actually used to adapt the teaching to meet student needs.

One common way to think of a formative assessment is to think about “check-ups” with the doctor. During a check-up, the doctor assesses the status of your health to make sure you are on track and to identify any areas where you might need more attention or support. It can be used to promote healthy habits or catch symptoms of illness. If the doctor notices something amiss, they may ask you to exercise more or eat less sugar and more vegetables! The goal is to make strategic changes based on new insights. Similarly, formative assessment provides feedback to



teachers, allowing them to “check-in” on how students are doing, or, to match this analogy, the “health” of learning.

## **Components that Define Formative Assessment**

The main intent of formative assessment is to gather insight about student learning during a unit to track student progress and inform instruction.

Formative assessments usually comprise of the following key aspects

- Low-stakes assessment
- Goal of informing instruction
- Gain insight on learning status
- Helps identify knowledge retention and understanding
- Daily, weekly, or otherwise frequent checks
- Generally short and quick checks
- Comes in many forms: quiz, exit ticket, artwork, venn diagram, game, presentation, etc.

## **Examples of Formative Assessment**

Formative assessments could include benchmark tests, a class discussion, an “exit ticket” activity or any check-in the teacher conducts to see how much has been learned. By taking a quick formative assessment, the teacher can see how much has been retained and then modify the upcoming lessons or activities to fill in the gaps or pick up the pace. It allows, as the name suggests, a teacher to form or reshape the lessons as they go. Formative assessments can sometimes be called interim assessments.

As you might be able to tell, formative assessments come in many shapes and sizes. They are used by a teacher to assess, or diagnose, how much information has been learned at periodic times in the middle of a unit, subject or year. Formative assessments are the close cousin to diagnostic assessments .

Formative assessments are used in the middle of a learning process to determine if students are maintaining the right pace.

To engage students in formative assessment:

- Explain the rationale behind formative assessment clearly – make it clear to students that through engaging with formative tasks they get to gain experience with their assessments,

risk-free, and can develop far stronger skills in order to obtain better grades in the summative assessments.

- Create a link between summative and formative assessment – design formative assessments in such a way that they contribute to the summative task. This lowers the workload on the students and provides them with necessary feedback to improve their final performance. An example of such assessment is producing an essay plan, a structure of a literature review, part of the essay or bibliography.
- Lower the number of summative assessments and increase the number of formative assessments – yet do not allow one single summative assessment to carry too much weight in the final grade.

## **Difference Between Diagnostic and Formative Assessments**

Though both diagnostic assessments and formative assessments aim to inform teachers to instruct more effectively, they emphasize different aspects. Formative assessments are taken during a unit to assess how students are learning the material that the teacher has been teaching (click here to learn more). Diagnostic assessments come before this, analyzing what students have learned in the past, many times from different teachers or classes. Both are very helpful for the teacher, and the results are used to identify areas that need more attention in future instruction

### **Formative assessment**

Formative assessment is both formal and informal assessments teachers use to track student progress. These assessments enable teachers to calibrate their instructional practices to meet the needs of their students. The applications monitor student progress, modify instructions to improve student achievement, provide timely and effective feedback, predict performance on summative assignments, and offer student remediation.

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. . It is assessment for learning. If designed appropriately, it helps students identify their strengths and weaknesses, can enable students to improve their self-regulatory skills so that they manage their education in a less haphazard fashion than is commonly found. It also provides

information to the faculty about the areas students are struggling with so that sufficient support can be put in place. Formative assessment can be tutor led, peer or self-assessment. Formative assessments have low stakes and usually carry no grade, which in some instances may discourage the students from doing the task or fully engaging with it.

More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value.

Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Formative assessment helps instructors and students know when they are learning and when they are struggling. This helps determine additional scaffolding needs, with the goal that students *all* perform well on assignments and tests. As such, formative assessment becomes a tool that faculty can use to improve equity in their classrooms:

- formative assessment can give students voice and agency
- assessments can be used to determine and build on students' prior knowledge
- students have opportunity to share personal experiences
- formative assessment can be seen as an expression of authentic care

## **How formative assessments are effective for students**

The effective use of the formative assessment process needs students and teachers to combine and set the following practices in a respectful and collaborative classroom environment. Students can clarify their learning goals throughout their learning. Students can also reflect, analyze their understanding. Self-assessment, self-reflection, and peer assessment are activities to regulate students' awareness and consciousness of what they are learning and why they are learning.

When teachers provide actionable feedback, students can adjust their learning, and teachers can modify the instructional strategies to align with students' progression. Formative assessment is also to develop students' understanding of themselves as learners. Students can feel safe to take

risks and make mistakes in the classroom so that authentic learning can take place. Students are more likely to demonstrate their knowledge and learn more effectively if they feel safe

## **SUMMATIVE ASSESSMENT**

**Summative assessment** is a type of course evaluation that happens at the end of a training or program. It is the process of assessing the student's knowledge, proficiency, and performance by comparing what they know with what they should have learned. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments often have high stakes and are treated by the students as the priority over formative assessments. However, feedback from summative assessments can be used formatively by both students and faculty to guide their efforts and activities in subsequent courses.

An over-reliance on summative assessment at the conclusion of an element of study gives students a grade, but provides very little feedback that will help them develop and improve before they reach the end of the module/programme. Therefore achieving a balance between formative and summative assessments is important, although one that students don't always fully grasp and/or take seriously. Formative assessments, provide a highly effective and risk-free environment in which students can learn and experiment. They also provide a useful lead-in to summative assessments, so long as feedback is provided.

**Summative assessments** are often high stakes, which means that they have a high point value.

Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

From end-of-term examinations to teacher-designed quizzes, summative assessment is one of the most effective ways to grade a student's performance. It typically involves assessing students' knowledge of the course material using specific criteria.

Summative assessment requires a considerable investment of time, both from students and from instructors. Unlike formative assessment that evaluates the student as he or she engages in the learning process, summative assessment is all about measuring outcomes using predefined standards or benchmarks. Summative evaluation only directly monitors the student's ability but does not pay attention to how the student uses knowledge to solve practical problems.

One of the most common examples of summative assessment is the end-of-semester college examinations. For these examinations, the college professors select questions that touch on different topics in the course curriculum. Students are asked to respond to these questions within a specific period of time.

The structure of summative assessment makes it difficult for the instructor to provide one-on-one feedback on the student's performance. Summative assessment methods are high stakes which means they have a high point value. The results are usually defining; for instance, it can determine whether a student passes the course, gets a promotion, or secures an admission.

## **Characteristics of Summative Assessment**

### **Validity**

Summative assessment measures a student's competence in a specific subject matter in line with the learning goals and objectives of the course or training. For instance, a science course will use experiments and other practical tests to evaluate a student's knowledge at the end of the course.

### **Reliability**

Summative evaluation is a standardized method of knowledge-based assessments. It has well-defined processes that reveal the student's competence in a field. These processes produce accurate and consistent results when they are used in similar contexts.

### **Practicality**

Summative evaluation has a flexible process that is practical and scalable. It is well-aligned and this makes it easy for the instructor to implement it as part of a training.

### **Ethical**

Summative assessment respects clear teaching and learning boundaries. Before the instructor implements any summative assessment methods in the classroom, he/she must obtain informed consent from the students.

### **Easily reported**

Since the key element of summative assessment is to evaluate what someone has learned up to that point in time, it always ends in having a concise summary of the outcomes of the assessment. This allows the teacher to compare the student's current performance with past performances, external standards, and other learners.

### **Variety**

Summative evaluation prompts students to exhibit skills and demonstrate knowledge in different ways. Other things you should have in mind when it comes to summative assessment are:

1. It takes place at the end of a defined learning period such as a training or program.
2. It is limited to the information that was shared during the course or training. Summative assessment does not test students on what they have not been taught.
3. Summative assessment aligns with the learning goals and objectives of the course.
4. Summative assessment certifies a student's competence in a specific subject matter.
5. It is used for one clearly identified purpose.

## **Examples of Summative Assessment**

### **End-of-term Examination**

A final examination or assessment is one of the most common methods of classroom evaluation. Examinations have a simple framework—the teacher curates relevant questions and the students respond to these questions within a timeframe.

Instructors conduct examinations as some sort of final knowledge review of the program. Examinations test the students' knowledge of the subject matter and they produce quantitative results that help you to grade your students and know how well they have performed.

To eliminate the workload that comes with paper assessment, you conduct the evaluation via an online test platform, examination software, or create a quiz on Formplus. The examination

questions can be close-ended, open-ended, or a mixture of both; depending on the type of data you want to gather in the end.

### **In-class Chapter Tests**

These are mini-examinations that happen at the end of a topic or section of training. They are used to determine how well a student understands key chapter concepts and help them prepare for the final examination at the end of the course. Quizzes, midterm assessments, and practice tests are common examples of chapter tests.

### **Standardized Admission Tests**

These tests qualify candidates for a specific program; for instance, IELTS and TOEFL are standardized English-proficiency exams that demonstrate a candidate's competency in the use of the language. These tests are organized on a large scale and they make use of explicit scoring criteria for grading.

### **Creative Portfolio**

Instead of an end-of-term examination, ask students to build a creative portfolio. A creative portfolio showcases the student's creativity, knowledge of the coursework, and how they have uniquely applied that knowledge.

Depending on the learning areas, a student's portfolio can include images, infographics, and small to medium-length texts like essays or one-pagers. As the learners build their portfolios, they also have the opportunity to reflect on how much they have learned.

Add the file upload field to your Formplus form to receive portfolio submissions from your students. Students can submit files of any type and size including images, multiple document formats, and spreadsheets, in the file upload field.

### **Oral Tests**

Oral summative assessments are used to get real-time and spontaneous responses from learners at the end of a course. The instructor can embrace structured, semi-structured, or unstructured interview methods to grade the students and evaluate their overall performance. Students may also partake in oral classroom presentations.

The type of interview method you choose determines the kinds of questions you will ask during the process. A structured interview follows a defined conversational sequence that dictates its questions and structure.

Semi-structured and unstructured interviews embrace flexibility. In a semi-structured interview, the instructor can veer off the conversational sequence and ask spontaneous questions.

Unstructured interviews do not follow a defined conversational sequence—the instructor can ask questions as they come, within the course’s context.

### **Hands-on Performance Tasks**

These simple and creative tasks allow students to put their knowledge to work. Hands-on performance tasks are practical, straightforward and help the instructor to assess the students’ abilities directly.

The instructor can ask students to solve a jigsaw puzzle and as they do this, she observes how they put a specific skill to work in the tasks. If you want to assess your students’ counting and pattern skills, you may observe how they play around with colored bricks or cotton balls.

### **Group Projects**

Getting students to execute tasks within small groups is a great way to test their knowledge. After a training on teamwork and conflict resolution, for instance, you should group the students, assign a task and watch how they create frameworks and solve a specific problem.

### **Book Reports**

Book reports are creative summaries that demonstrate a student’s literary skills. These reports show how students highlight the main points of a book using the reading and analytical skills discussed in the training or program.

Students do not have to submit their summaries using paper forms. Create a Formplus online submission form and send out a prefilled link to everyone. This way, you can receive and organize submissions without worrying about too much paper.

### **Formal Essays**



Formal essays allow students to demonstrate their level of knowledge about a subject matter. Essay writing is a useful skill that communicates one's idea and understanding of a concept. Ask your students to write essays on the core topics and themes discussed in class.

Students can explain a concept, argue for or against a subject matter or simply narrate their learning experience as descriptive prose.

If you want to reduce the clutter that comes with stacking lots of papers, use Formplus to collect the essays. Ask learners to turn in their essays as file uploads in your online submission form or they can write the essays right in the form's long-text field.

### **Observation**

This is a common method of summative assessment used in early childhood education. The instructor incorporates 1 or more standard activities into the student's playtime and then observes how the learners engage in the activity.

Observing students' behaviors during playtime gives you a birds-eye view of how well they have assimilated knowledge from a previous lesson or class session. As you observe them, you need to make notes on any changes you notice. Write your observations down on a piece of paper or list them in a spreadsheet.

The complete observer method and participant as observer method are the common types of observation used for summative evaluation. In the complete observer method, the teacher observes the students from a distance; removing the instructor from the participants' environment.

The participant by observer method is what you'll find in many classrooms and learning contexts. The teacher already has a relationship with the students and she interacts with them as they demonstrate their knowledge.

**What is the difference between formative and summative assessment?**

## Formative vs. Summative Assessment

<b>Formative Assessment</b>	<b>Summative assessment</b>
monitors student learning	evaluates student learning
a process of assessment	a product of assessment
takes place during learning	takes place after learning
used by students and teachers	used by teachers
not graded (or low stakes)	always graded

### **PEER ASSESSMENT**

**Student** peer assessment is a type of peer review that allows students to provide objective feedback on each other's performance in the classroom, with the teacher's guidance. It starts with the teacher providing different criteria for the evaluation and then, the students critique each other in line with the criteria. Thus we can say that peer assessment is a common method of evaluation used in the classroom. Since it is a type of performance evaluation that is done by individuals who are of equal status as the person who is being assessed. It is one of the best ways to gather first-hand feedback that highlights the strengths and weaknesses of an individual. During this process, peers can reflect on each other's works, identify strengths, and also highlight areas needing improvement. At the same time you are expected to measure your peer's performance using the criteria provided by a higher authority (teacher, management team, or industry standards). Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. Peer assessment encourages collaborative learning and swapping ideas. This helps the students develop a number of critical skills. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to improve their own work.

#### **Advantages**

Peer assessments boost the confidence of students, encourages healthy discussions and helps them develop their communication skills.

Students learn a lot from their peers so using peer assessment increases opportunities for learning. This encourages students to take ownership of their learning and be more involved in the learning process. Therefore another benefit of peer assessment is that it makes the assessment

process more clear. When the students are involved in peer assessment, they become more open to evaluation and can see the justification for their grades. Peer assessments provide students with an overview of things to be considered by teachers when marking work. Because of this, they can better understand the academic requirements. Students who assess the work of their peers learn more effectively. Using peer assessment helps students to deepen their understanding of the subject. Get students to check assignments, cross-check class tests or lecture notes of their peers. A discussion-based activity is an effective method to analyze gaps or differences in understanding.

### **Disadvantages**

Peer assessment could put a strain on relationships within the classroom. Many of the activities are carried out between students in the same class. This may affect the reliability of assessments. Students may award everyone at one level. They may also pick on one person unfairly. Therefore it is necessary for teachers to keep control of the assessment conditions, grading criteria or grouping in the class.

### **Why use peer assessment?**

Peer assessment can:

- Encourage students to take responsibility for and manage their own learning.
- Enable students to learn to assess and give others constructive feedback to develop lifelong assessment skills.
- Enhance students' learning through knowledge diffusion and exchange of ideas.
- Motivate students to engage with course material more deeply.

*Peer assessment* has many benefits for both the student and the teacher. It makes the learning more engaging and helps develop a number of skills including communication.

## **CONCLUSION**

In this paper I have briefly described what is assessment, types of it and how to observe and encourage the process of students' learning. There are variety of measures of assessing which can help to get a good result in education. The paper gives both the teachers' and the students' needs and focuses on how the teachers can become attentive ,reliable assessors, able to use both alternative and traditional assessment measures that are beneficial to all.

Assessment is defined as “the act of collecting information and making judgments on a language learner’s knowledge of a language and ability to use it.”( Chapelle and Brindley (2002, p. 267)) Thus assessment is concerned with individual student learning. The two most important qualities of assessment are validity and reliability. A valid assessment is one which provides information on the ability we want to assess and nothing else. If we wanted to find out about a person’s conversational ability in English, for example, we would not ask them to read out a list of English words, since reading aloud would not be considered by most people to be part of conversational ability. Validity also concerns the extent to which the uses that are made of assessment are appropriate. To continue the previous example, using the results of an assessment of reading words aloud as an indicator of conversational ability would be an invalid use of that test. Similarly, in the context of classroom assessment, if we wanted to find out how well learners had mastered the vocabulary that they had covered in class, it would not be appropriate to use a test containing vocabulary they had not been taught. Reliability refers to the consistency with which our assessment tools measure language ability. An assessment is reliable when there is little difference in learners’ scores or in judges’ ratings across different occasions or different judges. If we use a test to assess a learner’s ability on Monday, we would want it to yield similar results on Tuesday. Similarly, if two teachers were assessing the same piece of student writing, we would hope that they would be in fairly close agreement on the quality of the performance.

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Ղեկավար՝ Բ. Գ. Թ. , դոցենտ  
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## **INTRODUCTION**

In recent years, technology has become an indivisible part of everyday life, and now it is impossible to imagine our lives without it, therefore it is important to focus on its integration in education to enhance the learning procedure. The growing importance of modern technologies and the need to master them bring a new concept of literacy different from the traditional one and the nature of learning and teaching is also undergoing a great change.

Technology is indispensable in facilitating teaching and learning. ESL (English as Second Language) students need frequent listening, speaking, reading, and writing in order to improve their skills and experience. In order to undertake this task, language students need to utilize different instruments which will enable them to learn the language effectively and easily. The role of technology in teaching and learning is so enormous that researchers now think that only the mix of teachers and technology will lead to great learning success.

The topics covered in the paper include the emergence of technology, its benefits to teaching languages, its use in teaching different language skills, the approaches supported by TLLT, the educational technologies applied in Armenian schools, and a lesson plan.

When discussing the emergence of technology we imagine innovative technologies, whereas the use of technology in teaching languages has a very long history. Starting with clay tablets over 5000 years ago the history of technology in education has been marked by the introduction of printed books, tape recorders, projectors with filmstrips, photocopiers, language laboratories with audio recorders, computers, and the internet, as well as the interactive whiteboards, social networks, and smartphones. CALL (computer-assisted language learning) was inset into education as a separate professional field, and with the appearance of the World Wide Web, the importance and the potential of technology in education was revealed.

Technologies provide a number of benefits for learners, teachers, and institutions. They allow learners to study not only in the classroom but also beyond it, enable flexible learning, support different ways of learning, give access to more engaging materials, encourage more active learning and offer opportunities for more alternative types of feedback. They are suitable for learners of different abilities. The benefits for teachers are - more learner-centred teaching, expansion of the classroom to the real world, enrichment of the curriculum, development of a broader range of expertise, creation of a better



learning environment, greater opportunities for monitoring. Technologies also provide teachers with a stress-reduced environment and practical support.

Technologies have been in language teaching and learning for ages, but in order to make the learning process successful, technologies should be properly integrated into the curriculum. Different teaching methods apply to different language situations. The methods of teaching English have definitely changed with the emergence of technologies. Indeed, technology presents a significant number of alternatives for making teaching more productive and interesting.

The lesson plan attached to the paper shows that every lesson can be planned using technologies be it grammar, phonetics, reading or writing. If the schools are properly equipped and the teachers are aware of how to use technologies in a lesson plan, lessons will be interactive and more interesting.

# **The EMERGENCE OF TECHNOLOGIES AND ITS BENEFITS IN LANGUAGE TEACHING**

## **The Emergence of Technologies**

The role of educational technology in teaching is of great importance today, more than ever, because of the use of information and communication technologies in the sphere of education.

When discussing the emergence of technology we imagine innovative technologies, whereas the use of technology in teaching languages has a very long history. Starting with clay tablets over 5000 years ago the history of technology in education has been marked by the introduction of printed books, tape recorders, projectors with filmstrips, photocopiers, language laboratories with audio recorders, computers, and finally the internet as well as the interactive whiteboards, social networks, and smartphones.

The arrival of computers was a significant development acclaiming a new era not only in general but also in education. Computers offered new ways of teaching and learning. Although the use of videos and audios was limited at this time, some simple programmes allowed teachers to create and assign grammar exercises electronically, helping them easily access many students' work and send them feedback. CALL (computer-assisted language learning) was inset into education as a separate professional field but the first generation of CALL programmes mostly offered learners a new mode of practicing grammar and composition. The mechanical drill-and-practice methodology simply transferred from the classroom to the computer (Key Issues in Language Teaching, Jack. C. Richards, Cambridge University Press, 2015).

In the late 1980s, PCs (personal computers) were introduced. Not only did they have much greater capacities but were also more available due to lower prices and this allowed many people to use video, sound, texts, images, and animation. As a consequence of the appearance of the internet and the World Wide Web at the beginning of the 1990s computers became increasingly connected to one another allowing learners and teachers to communicate with others around the world.

With the appearance of the World Wide Web, the importance and the potential of technology in education was revealed. It provided a new source of content with language-teaching potential. Moreover, as the internet developed and became increasingly interactive, language teaching also introduced interactivity. Now not only learners in different locations could communicate and interact,

but also learners and teachers. Technology created the potential for a great level of learner autonomy in learning when classroom-based teaching moved from teacher-centred to learner-focused teaching.

In order to see the impact of these developments on teaching and learning over time, we should consider the three phases of CALL distinguished by Warschauer (<http://www.ict4lt.org/en/warschauer.htm>). They are as follows:

**Behaviouristic CALL** – This phase was based on then-dominant behaviorist theories of learning and programmes of this phase included repetitive language drill exercises. The computer served mainly as a tutor at this stage. To put it in another way, the computer served as a vehicle for delivering instructional materials to students. Some of the reasons for using computer-aided drill exercises are as follows: repeating the same material is beneficial and even essential to learning; the computer is ideal for carrying out repeated drills since the machine doesn't get bored with presenting the same material; it provides immediate feedback; the computer can provide material on an individual basis and free up class time for other activities. A number of CALL tutoring programmes were developed based on the above-mentioned notions. In the late 1970s and early 1980s, the behaviouristic approaches to language learning were rejected at both the theoretical and the pedagogical level, and also the microcomputer was introduced allowing a range of possibilities, and a new phase of CALL commenced.

**Communicative CALL** – In the late 1970s and early 1980s the communicative approach to teaching became dominant and the second phase of CALL was based on it. The computer was still used for skill practice, but the format of the exercises changed from drill to non-drill. Not only did it provide more opportunities for student choice, control, and interaction but also included other language skills, such as reading, writing, and discussion skills. Computers were also increasingly used as tools for learning. John Underwood, one of the main advocates of this new approach, described it as one that: focuses more on using forms rather than on the forms themselves; it teaches grammar implicitly rather than explicitly, allowing and encouraging students to generate original utterances rather than just manipulate prefabricated language; it does not judge and evaluate nor reward the students with congratulatory messages, which in its turn makes the evaluation process more open to a variety of student responses; it also uses the target language exclusively and creates an environment in which using the target language feels natural. This hands-on approach to teaching makes us understand that the tasks included in textbooks should be explained to the learners and carried out through applying at least one of multifaceted uses of the computer since it has not only the role of a tutor but also that of a stimulus and tool. As a stimulus, the computer stimulates students' discussion, writing, and critical thinking. As a tool, the computer empowers learners to use or understand the language.

Communicative CALL seemed like a significant advance over its predecessor, yet by the end of the 1980s, many educators felt that CALL was still failing to live up to its potential. The challenge for advocates of CALL was to develop models which could help integrate the various aspects of the language learning process. Fortunately, advances in computer technology were providing the opportunities to do that.

Interactive CALL – This phase started in the late 1990s with the spread of multimedia and the internet and is based on them. Multimedia and the internet are the keystones of interactive CALL.

As Warschauer states, what makes multimedia even more powerful is that it also entails hypermedia, i. e. the multimedia resources are all linked together and the learners can navigate their own path with a click of a mouse.

One of the advantages of hypermedia is that it creates a more authentic learning environment, where listening is accompanied by seeing, just like in the real world. Another advantage is that skills are easily consolidated since the diversity of media makes it natural to integrate reading, writing, speaking and listening in a single activity. Another no less important benefit is the control of students over their learning since they can not only go at their own pace but also choose their own path going forward and backwards to different parts of the programme.

With the invention of the internet language, learners can communicate with other learners and speakers of the target language directly, inexpensively and conveniently. It allows not only one-to-one but also one-to-many communication. Computer-Mediated Communication allows users to share not only brief messages, but also lengthy documents, graphics, sounds, and videos (<http://www.ict4lt.org/en/warschauer.htm>). The number of ways for learners to communicate has increased recently, due to the use of social networking tools and the increasingly widespread use of mobile technologies.

## The Benefit of Technologies to Education

In his “Key Issues in Language Teaching,” Jack C. Richards mentions a number of benefits for learners, teachers and institutions.

TLLT (Technology for language learning and teaching) programmes are normally designed according to five features of effective language learning environments, which include students’ need to have many opportunities to read, write, listen to and discuss oral and written text; drawing their attention to specific English patterns; having time to use English productively; having opportunities to distinguish and correct their errors and finally, learning environments involving activities that maximize opportunities for learners to interact with others in English (Key Issues in Language Teaching, Jack. C. Richards, Cambridge University Press, 2015). The benefits for learners are as follows:

- Wider exposure to English – it allows learners to study not only in the classroom but also beyond it, providing authentic and instructional materials.
- Increased opportunities for authentic interaction – TLLT enables learners to interact with other students and to take part in real communication.
- Enables flexible learning – not only does it allow students to learn from their home or workplace, rather than in the classroom, but also enables them to learn at their own pace and time.
- Supports different ways of learning – Students can find resources that match their preferred way of learning.
- Supports different skills – some students may want to develop a particular skill and TLLT gives them access to resources that address particular skills.
- Suitable for learners of different abilities – TLLT affords different activities and resources for different levels, from beginners to advanced.
- Encourages more active learning – the students are more in charge of the process and outcomes and are actively engaged in the process of enriching their knowledge rather than being just passive recipients of instruction.
- Encourages learner autonomy – learners are given more choice as to what to learn and how to learn and this gives them a greater sense of learner autonomy.

- Provides a stress-reduced environment – many students prefer TLLT to classroom-based activities, as they consider it much less stressful.
- Provides a social context for learning – TLLT enables learners to join different learning communities and interact with each other.
- Increases motivation – Students are more motivated when their lessons are conducted using technologies and some problems connected with discipline may disappear.
- Access to more engaging materials – YouTube content, some games and many other resources can be more engaging than classic textbooks with drill exercises.
- Encourages situated learning – sometimes students learn at the point of need, and mobile technologies can be helpful in such cases.
- Offers opportunities for more and alternative types of feedback – immediate or delayed feedback is included in many programmes.

Nowadays the use of technology and computers is not only preferable but also mandatory. And while it may be challenging, it has its benefits for teachers as well. The benefits for teachers are as follows:

- More learner-centred teaching – with the help of TLLT teachers can help their students work with the content that is within the scope of their interests.
- Support for teaching with mixed-level classes – instead of working on the same materials students can practice the skills they need to sophisticate.
- Expands the classroom to the real world – this includes the authentic multimodal content drawn from the real world used in the classroom.
- Enriches the curriculum – due to the access to a huge range of content and recourses teachers can create a much richer and more varied curriculum.
- Develops a wider range of expertise – TLLT equips teachers with a much wider range of strategies to use in teaching the four skills.
- Provides new roles for teachers – teachers are considered facilitators who help and guide student learning rather than being a transmitter of knowledge.
- Provides opportunities for teachers to take greater individual responsibility for their courses – TLLT gives teachers the chance to adapt their courses to face their students' needs thus giving them a greater sense of responsibility for what they teach and how they teach.

- Creates a better learning environment – TLLT offers a number of ways to create a more interactive learning environment where students interact and communicate among themselves.
- Greater opportunities for monitoring – Special tools help monitor students’ learning and intervene when necessary.
- Provides practical support – the administration of the assessment, the grading of papers and many other practical tasks can be made more efficient with the help of special applications and programmes.
- Offers support for teacher development – teachers can share ideas and materials, and discuss problems by joining different virtual groups.

### TLLT for Language Skills

As can be inferred from the abovementioned, the education system has always been influenced by innovations, but the development of new technologies has caused drastic shifts in the ways teaching and learning are carried out. In recent years, technology has become an indivisible part of everyday life and its integration in education is not only natural but also mandatory. The above-mentioned facts proclaim how important it is to use technology in education. Teaching the four skills by using technology is no exception. There are several ways technology can be used to teach/ learn reading, writing, listening and speaking. There are also many interesting ways to teach/ learn grammar through TLLT.

Teaching speaking: The teaching of speaking is one of the more challenging areas of TLLT (Key Issues in Language Teaching, Jack. C. Richards, Cambridge University Press, 2015). English language learners should be offered a language-rich environment in which they are constantly engaged in language activities. Computers can act as tools to increase students’ interaction ([https://www.researchgate.net/publication/316219716\\_Develop\\_Language\\_Skills\\_through\\_Technology](https://www.researchgate.net/publication/316219716_Develop_Language_Skills_through_Technology)). Whereas the early programmes allowed learners to learn/speak in a scripted environment, modern technologies offer a wide range of activities to practice and develop speaking skills. These include real-time computer-mediated communication, e.g. chat rooms or microblogs, and even though the communication is written, it has the characteristics of a spoken language and helps develop speaking skills. Spoken interaction is also provided by technologies. Special programmes (e.g., Skype) allow two or more participants to interact. This is especially valuable when students meet with the target language

speakers; it undoubtedly allows authentic communication. The internet offers a number of video clips from real-life situations. Students can watch them and try to play one of the parts of the participants.

Teaching reading: Learners can find a wide range of reading materials on the internet from special educational texts with accompanying instructions and exercises to authentic materials. Besides, there are also online dictionaries that provide the explanation/translation of unknown words in no time. These help students not to distract from the text as compared to paper dictionaries, in case of which it makes students spend more time to find the needed word. There are also many games and animated stories that help students practice letter-sound relations, which is another difficulty for ESL/EFL students. These programmes help to build vocabulary by suggesting tasks where students guess the meanings of the given words and immediately get feedback on their choices. Learners can also develop their fluency with the help of special texts that progress in length and difficulty. They may have built-in timers so that the learners can control their pace.

Teaching listening: With the help of technology students can become efficient listeners (<https://tvv-journal.upol.cz/pdfs/tvv/2011/01/19.pdf>). Since the internet is full of listening activities both for classroom and self-study, it is an ideal resource for developing listening skills. The material found on the internet can be divided into three groups: listening for L2 learners – these are specially designed materials for L2 learners and a variety of graded listening; authentic materials with learner support – these are authentic materials accompanied by listening comprehension tasks; and authentic materials without learner support. Textbooks are also accompanied by DVDs or CD-ROMs providing a learning atmosphere where students actively involve themselves in the interpretation of what they hear.

Teaching writing: Using technology in teaching writing is undeniably important in this digital age ([https://lincs.ed.gov/sites/default/files/7 TEAL Tech-Supported Writing.pdf](https://lincs.ed.gov/sites/default/files/7_TEAL_Tech-Supported_Writing.pdf)). Since the computer was first introduced in the sphere of education there have been some programmes specially designed to identify grammar errors, spelling and word choice. But with the development of the internet, some websites also emerged providing a wide range of possibilities in teaching writing.

Technological support can advance all phases of writing and enable learners' writing skills. It can also teach them the mechanics, spelling, organization and so on when the learners write with technology tools. Technology also provides new sources for and means of obtaining information and enables sharing, editing and collaboration among writers, teachers and learners.

Teaching grammar: With the emergence of technologies teaching grammar is no longer just learning grammar rules by heart and doing drill exercises; it is now an exciting experience both for teachers and learners as technologies provide opportunities to not just learn grammar rules, but to develop their



communicative competence, highlighting the tasks that allow noticing grammatical forms, their meaning and their use

([https://www.researchgate.net/publication/326689342\\_Technology\\_for\\_Teaching\\_Grammar](https://www.researchgate.net/publication/326689342_Technology_for_Teaching_Grammar)). Software offers different forms of support for grammar instruction, allowing grammar to be taught both deductively and inductively.

#### Current teaching approaches supported by TLLT

The list of teaching methods and approaches is a long one. The approaches to language teaching and learning have been modified because of technology development and educator need to have proper information about the technology with the language education attitude. Many teachers try to extract some ideas from different methods, mixing and incorporating them into one unique teaching approach depending on the students' needs and other circumstances (<https://happynumbers.com/blog/list-of-teaching-methodologies-primary-school/>). Besides, nowadays it is impossible to imagine any method being used without relying on technology.

J. C. Richards mentions three approaches supported by TLLT: communicative language teaching, content-based teaching and task-based teaching.

Communicative language teaching (CLT) also called the communicative approach, entails teaching language through communication (<https://study.com/learn/lesson/communicative-language-teaching-approach-features-c>). The goal of this approach is to develop “communicative competence” (Jack C Richards and Theodore S. Rodgers, *Approaches and Methods in Language teaching*, Cambridge University Press, 1986). One of the goals of the communicative approach is to organize teaching in such a way that it meets the learners' communicative needs. Another goal is to develop fluent appropriate and accurate language use. These aims are realized through various activities, but very often they are artificial and sometimes don't meet the needs. TLLT, on the other hand, provides opportunities for authentic interactions during which students expand their communicative resource. Access to authentic materials, collaboration and the utilization of different forms of communication can enhance the learning experience (Jack. C. Richards, *Key Issues in Language Teaching*, Cambridge University Press, 2015).

Content-based teaching (CBI) and content language integrated learning both intend to use English as a medium of instruction, and language is taught through its integration with content. Content refers to the information or subject matter that learners learn or communicate through language, rather than the language used to convey it (Jack. C. Richards, *Key Issues in Language Teaching*, Cambridge

University Press, 2015). TLLT offers support for this approach as well, encouraging students to make use of the authentic material on the internet that they can explore, watch and learn from.

Task-based language teaching (TBLT) – in this case, teaching and learning are built around tasks. Different skills are integrated to complete various learning activities and significant opportunities are provided to learners who can make use of their skills, notice and restructure different language forms and structures. TLLT is being used increasingly in the creation and delivery of task-based language teaching (Thomas and Reinders, 2015).

### Educational Technologies in Armenian Schools

Due to the recent development, technology has become an essential part of the educational process with the teachers being the main actors in its use in classes every day since with the help of technology lessons can be made interesting and proactive, hence technologies are important and have a crucial role in modern education (<https://www.azatutyun.am/a/2214129.html>).

The radical change in the nature of education in the information age is closely related to the development and dissemination of modern means of information and communication. The modernization of the education system through the introduction of new technologies in the field of education is undeniably increasing the effectiveness of teaching and learning.

The issue of ICT (Information and communication technologies) assimilation and development is especially urgent for developing or less developed countries, as they are struggling hard against poverty and economic backwardness. Apart from this, most of the post-Soviet countries, including Armenia, have special problems. They are forced to make fundamental reassessments and changes in the field of education as well (<https://hetq.am/hy/article/8705>).

Technologies make it possible to present audio and video clips, make the educational process visible and carry out research more effectively. New technologies contribute to raising the quality of lessons and lectures bringing forth changes in the role of the teacher and replacing long explanations, and lectures with more interesting methods and means.

Unfortunately, not all of our universities and schools are able to provide innovative, up-to-date education due to the lack of modern laboratories and new computers, and even if they have, they can't make full use of them.

Special computer programmes can also be used to check and assess students' knowledge, but again only few universities have such programmes.

The problem is even more acute in regions where computers are used only for the subject of IT, and also in some schools, there is only one computer for every twenty students.

Today several organizations are trying to fill the gap in the field, and some teachers are trying to implement technology in their classes but it will take a long time for schools to be equipped and for teachers to be ready do use such technologies in their classes.

## **A LESSON PLAN BASED ON TLLT**

**This lesson plan is based on English textbook by S. Baghdasaryan, S. Gyurjayants**

### **Lesson Plan**

**Lesson Plan** by Nune Mkhitaryan

**Grade:** 11

**Students:** 25

**Level:** A1-B1

**Duration:** 45 m.

**Theme:** “Complex Object”

**Skills in focus:** Grammar

**Materials:** Board, chalk, projector, internet

**Goal of the lesson:**

- To be able to differentiate complex object in sentences,
- To be able to use the structure.

**Lesson Measurable Objectives:**

- To name the verbs that can be used in this structure,
- To know which verbs take to-infinitive, which take infinitive without to, and which – participle 1.
- To make up sentences using this structure.

<b>Time</b>	<b>Stage</b>	<b>Procedure</b>
5m	Lead-in	The teacher writes some sentences on the board, which contain complex object. “I want you to take your seats.” “I want you to get ready for the lesson.” The students do the tasks at the same time familiarizing themselves with the structure or remembering it.
3m	KWL	Know, want to know, learnt
3m	Brainstorming and Questions	With the help of brainstorming and questions the teacher reveals anything students may know about the structure.
15m	Explanation	<a href="https://www.youtube.com/watch?v=UdYnQDW9-IY">https://www.youtube.com/watch?v=UdYnQDW9-IY</a> Students watch the explanation, then, if necessary, the teacher gives further explanation.
10m	Practice/ Production	Students make their own examples, then do the exercises online. <a href="https://englika.com/tests/complex-object-test">https://englika.com/tests/complex-object-test</a>
5m	Evaluation and Reflection	Students answer the question “What did I learn?”
2m	Homework	The teacher assigns homework based on the topic from the textbook, and additional exercises from the internet.
2m	Assessment	The teacher assesses the students’ performance.

As can be seen from the lesson plan, every lesson can be planned using technologies be it grammar, phonetics, reading or writing. If the schools are properly equipped and the teachers are aware of the

urgent need and requirement of applying technologies in a lesson plan, lessons will be more interactive and interesting. In order to liven up the tense learning environment different games can be included in the lesson plan.

## CONCLUSION

Due to the growing impact of technology on education, the form of language teaching transforms so rapidly that the formal classroom doesn't serve as the primary learning site anymore (<https://blog.sanako.com/technology-in-language-teaching-and-learning>). Educational language tools appeal to language instructors as they greatly contribute to enhancing students' active engagement and maximising positive language learning outcomes. The use of technology has become an important part of the learning process in and out of classrooms.

With the help of technology in the classroom (videos, images, software solutions) teachers can incorporate the real world into the classroom thus motivating students to practice and be actively involved in the learning process. Modern language teaching methods make use of multimedia, communicative approaches, various available materials and educational games and create a better learning environment.

Technologies provide learners with opportunities to interact with native speakers and other learners. This is an excellent practice for learners. They become highly motivated transforming from passive recipients to active learners.

Technologies also help develop language skills. With the help of video clips, teachers can not only explain but also show the way a sound is produced. Besides, video and audio clips are also used to develop listening and speaking skills. Reading and writing skills can also be improved with the help of technology. Teachers can choose from a great variety of texts relevant to students' level and build their vocabulary preparing them for text comprehension. Besides, there are spell-checking tools which automatically check everything students type and give feedback immediately.

Technology also provides students with a number of resources, e. g. simplified dictionaries, loads of exercises, materials to watch and read, and applications. Teachers can adapt their teaching style and approach to the needs of students and make the learning experience exciting and effective.

Whatever language is taught and whatever teaching approach is chosen education technologies will provide a wide range of tools that help teachers from all over the world to conduct their lessons effectively and successfully.

The Armenian education system is trying to implement technologies in the teaching process. Unfortunately, nowadays this can be described in quantitative terms rather than qualitative, i.e., how many computers are in a classroom, how many schools with computer classrooms, how many schools with internet connections and not how they are used. Not willing to undermine the work of thousands of Armenian teachers, it would be proper to mention that teachers try to use technologies in classrooms, yet the lack of equipment and the internet make it complicated. It's high time the government reconsidered the implementation of technology into education to help learners and educators to make the learning process engaging and interesting.

To sum up, using technologies in a classroom is very essential as having such technological tools enables teachers to use different methods and approaches in the process of teaching. However, in Armenia, there is a lack of educational technologies and mainly private schools can provide learners with such technologies, whereas technologies can be a precious part of a language learning process by addressing challenges creatively and improving the learning/teaching process.

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**ՀՀ ԿՐԹՈՒԹՅԱՆ, ԳԻՏՈՒԹՅԱՆ, ՄՇԱԿՈՒՅԹԻ ԵՎ ՍՊՈՐՏԻ  
ՆԱԽԱՐԱՐՈՒԹՅՈՒՆ**

**ՎԱՆԱԶՈՐԻ Հ. ԹՈՒՄԱՆՅԱՆԻ ԱՆՎԱՆ ՊԵՏԱԿԱՆ ՀԱՄԱԼՍԱՐԱՆ**

Հերթական ատեստավորման ենթակա ուսուցիչների վերապատրաստման  
դասընթացներ

Տաթևիկ Գևորգի Չոբանյան

Փոքր խոսակցությունների ուսուցման մեթոդներ և ռազմավարություններ

**Հետազոտական աշխատանք**

Ղեկավար՝ Բ.Գ.Թ., դոցենտ

Լ. Վարդանյան

**ՎԱՆԱԶՈՐ 2022**



# RESEARCH PAPER

## SMALL TALK TEACHING TECHNIQUES AND STRATEGIES

*English teacher*

Tatevik Chobanyan

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## INTRODUCTION

Good communication skills are needed in everyday life, in study at college or university, and in any career based on such studies. Yet, after more than twelve years at school, many students entering higher education are unable to express their thoughts clearly and effectively in a foreign language. They need to improve their speaking and to develop their ability to converse, to discuss, to argue persuasively, and to speak in public. Indeed, employers complain that after a further three years in college or university, many students applying for employment still have poor communication skills. Recognizing that many school leavers need to improve their communication skills (and to develop other interpersonal skills needed for success in study and in any profession), all courses 2 in further and higher education are intended to facilitate both learning and personal development. As a student, therefore, you will have opportunities to discuss your work and to give short talks or presentations.

That is to say, you will be encouraged to develop your ability to express your thoughts effectively. Most people probably take for granted their ability to speak, not thinking much about it until they have to address an audience or attend an important interview. But just as your first impressions of other people are based on how they look and how they speak – so are their impressions of you. Every time you speak, not just when giving a talk or being interviewed, you are both conveying information relevant to the subject being discussed and presenting yourself. When you meet people for the first time their immediate feelings about you, based on your appearance and behavior, are important both at the time and later – because they are not easily forgotten or revised.

You never have a second opportunity to make a good first impression; and those people whom you meet only once may never have further evidence of your character and ability. However, encouraging students to speak English regularly is always a challenging task for English teachers, especially in EFL Context. It is because we have limited access to use our English in non- native English environment.

The only one common environment for students to converse in English is in the classroom. Thus, implementing a routine conversation can be an alternative for eradicating such a problem. Small talk as one of routine activities can be used as an efficient strategy to make students more active and provide a more non-threatening environment for them to speak since the students practice their speaking with their friends using common topics for them. Small talk is an aspect of conversation that one might be encountered with nearly in every culture. In the greatest part of the English-speaking world, it is normal and even necessary to make small talk in various situations, especially when people meet for the first time and

barely know each other. Oxford Advanced Learner's Dictionary of Current English (2000) and Longman Dictionary of English Language and Culture (2002) define small talk as light and polite conversation on an ordinary, unimportant or non-serious subject that occurs at a social occasion. Another definition of small talk describes this idiomatic expression as an "informal discourse not covering any functional topics of conversation or any transactions that need to be addressed".

Although it might seem that small talk is something not very important and superficial, it serves two primary functions: it helps to avoid awkward pauses during the conversation and helps engage the other party in a deeper level of conversation as in many cultures silent moments between two people. Small talk can be used as a technique for teaching speaking. Previous research showed that it contributed significant effect on learners' speaking ability. Luk (2003) investigated the use of small talk between teacher and students. She found that this technique worked and were able to develop students' interactional competence. She noticed that participants in small talk are free to show their individuality and creativity within a loose kind of frame, or sets of rules for talk. Then, Hunter (2011) observed small talk as the way to develop students' fluency, accuracy, and complexity. He did a quasi of experimental research using three different age groups: adult learners' and young learners' groups as an experimental group and another adult learners' group as a control group. The result of his research yielded that the best effect was shown in adult learners' group.

Their fluency, accuracy, and complexity significantly increase meanwhile the young learners group got benefit most in fluency and little in accuracy.

Small talk also brings cultural values to the classroom which creates a more communicative situation.

Based on the consideration, the present study is an attempt tried to investigate the effect of Small Talk in speaking by implementing at Languages Development Center class .

The small talk is being compared to conventional teaching of speaking to see whether or not the small talk significantly helps learners to improve their speaking abilities. If the data gathered show that small talk can increase students' speaking ability, it will provide statistical evidence that this approach positively affects students' speaking ability. In contrast, if the data shows that this approach does not significantly help students to be more fluent speakers, it strengthens that conventional teaching of speaking is sufficient to train students' speaking skills. Therefore, the research problem in this research is: "How does the lecturer use the Small Talk Strategy in Speaking help students have better speaking ability?" Related to the research problem, the objective of this study is to know "the implementation of Small Talk Strategy in Speaking at Languages Development Center Class to help students have better speaking ability". The variable measured in this research was speaking ability which encompasses students' fluency, accuracy, and comprehensibility.

This research is also conducted by collecting the data through the use of questionnaires to describe various aspects of population in which participants are asked to answer certain questions. It used a descriptive method because they want to count the score of every student which is gotten from the implementation of small talk strategy, which the scale of the number is one to five. The data then interpret based on the 5 mean score and percentage by the writer words. This method is used to describe students' responses on the use of strategy. Quantitative methods emphasize on objective measurements and numerical analysis of data collected through polls, questionnaires or surveys. Quantitative research focuses on gathering numerical data and generalizing it across groups of people. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables. An experiment establishes causality.

This method used to describe lecturers' ways in implementing the small talk strategy which is analyzed. Students got a chance to practice their speaking using small talk strategy in every first fifteen minutes of each meeting. The topic for small talk was 6 determined by the teacher. The topic could be about previous lesson or what they were going to learn. The small talk implemented. By using them, every student got a peer to talk to. Every 3 minutes, the teacher would say change and the students needed to move and looked for another partner to talk about the same topic. During nine minutes, students talked to 3 partners. After that the teacher would stop the small talk and choose randomly four to five students to present the result of their conversation in front of the class.

They learned by practicing dialogues provided by teachers or made by themselves. Both group got these treatment during a semester (42 meetings). The Result of Posttest of the Experimental and Control Groups The main data in this study was the students' speaking test scores of Experimental and Control Group which were obtained from the posttest. After giving a different treatment to both groups for forty-two meetings, posttest was administered in the forty-second meeting. The treatment given to the Experimental group was small talk activity, while to the Control group was conventional teaching method. 9 The posttest of the Experimental group was conducted on the same day and date. All students in both classes joined the test. Descriptive Statistics for the Result of Posttest

No.	Mean	SD	Min.	Score	Max.
1. Experimental Group	90.68	1.701	87	93	
2. Control Group	88.23	3.176	80	95	

The result of posttest showed that the mean scores for the speaking test for the Experimental group was higher than that of the mean scores obtained by the Control group. The mean score of Experimental group in the speaking test was 90.68 and the average score of the Control Group was 88.23. See Figure 1 to better understand the difference between the results of posttest from each group. Figure 1 The Mean Difference Between Experimental and Control Group in the Posttest Looking at a glance, training students' speaking ability using small talk activity as routine gave a better effect on their speaking ability. However, this could not be

claimed before the statistical hypothesis was done. For further analysis to answer the research problem, a statistical analysis was conducted. 86 88 90 92 Experimental Group Control Group 90.68 88.23 Mean 10 The first step needs to complete in the process of analyzing data for hypothesis testing is to carry out homogeneity, normality, and linearity testing as the fulfillment of the statistical assumptions.

The data utilized for the fulfillment of statistical assumption were the primary data obtained from the result of the speaking posttest. The analysis was conducted using SPSS 20.0. The result of analysis showed that the observed significance level or the pvalue for homogeneity test was .032 for the students' speaking test score. It meant that they were not homogenous. Then, the result of normality testing on both Kolmogorov-Smirnov and Shapiro-Wilk tests showed that the calculated significance value (z-value) of the data obtained from the Experimental group speaking test scores were not greater than .05 but the Control group's scores were. The z-value for speaking test scores of Experimental group was .001 and the zvalue of the Control Group was 1.09. It meant that one of the obtained data did not follow normal dispersion. Next, The result of linearity testing for the reading rate score of the Experimental and Control groups was .754. It meant that the observed significance level was greater than the significance level that the researcher used in this study, which is .05.

Thus, it indicated that there was a linear relationship among the reading rate scores of the groups. Since the result showed that some of the data in homogeneity and normality testing were not fulfilled so that the researcher is better to use nonparametric tests.

The students who practice their speaking through small talk activity have better speaking ability than those who do not. H1: The students who practice their speaking through small talk activity do not have better speaking ability than those who do not. As mentioned it was used to test the hypothesis. The significance level used was 5%.

Because the result of the statistics was significant, it meant that we could not accept the null hypothesis that there is no significant different between students who practice their speaking through small talk than those do not. Further analyzing, the descriptive statistic 12 showed that the mean scores of the Experimental group was higher than the Control group's scores (90.68 > 88.23), it supported the conclusion that they had better speaking ability. In term of minimum and maximum scores for the speaking scores, the Experimental group's minimum score was 87 and maximum score was 93. Meanwhile, in the Control group, the minimum score was 80 and the maximum score was 95. Therefore, based on the statistical computation, those points were quite significant to justify that the Experimental group speaking ability was better than the Control group speaking ability. The Result Questionnaire of Students' Attitude toward the Small Talk The students' opinions were used to check the students' attitude toward the small talk implemented in this study. Six questions were delivered to the students experiencing the activity.

## DISCUSSION

The result of final data analysis showed that the implementation of small talk strategy promoted students' ability to become more fluent in speaking. It showed by their speaking scores which was higher than those who were taught without using that strategy. According to the theory, small talk refers to communication that primarily serves the purpose of social interaction. Small talk consists of short exchanges that usually begin with a greeting, move to back and forth exchange on noncontroversial topics such as the weekend, the weather, work, school, etc., and then often conclude with a fixed expression such as See you later.

These patterned and formulaic chunks, then, help students to become more fluent because those chunks become familiar with them and finally it can be spoken out automatically. Since the small talk activity in this research had been applied for a semester so it can be said that the students acquired many formulaic chunks that help them to be a more fluent speaker. By asking students to do this activity in every meeting, they became familiar with speaking. They also built such as good social relationship with their friends.

This condition then makes them feel confidence to speak and to express their opinion while talking. This finding in line with what Luk (2003) found that small talk can develop students interactional competence. Small Talk began as an experiment in learner-centered, reflective teaching of oral communication over 20 years ago and has developed into a comprehensive approach to developing accuracy, fluency, and complexity in oral production. In a 'Small Talk' session, students use their communicative ability in conversation without intervention by the teacher, and then receive feedback. Therefore, most students feel more comfortable to speak. Small talk creates a nonthreatening environment for them to express their thoughts. In the present research, teacher did not interference students talk. He just went around the class to make sure that every student talked. Small Talk is effective in increasing the students' pragmatic competence since it gives them an opportunity to practice speaking in a relatively low-stress environment, the kinds of speech acts they would need in higher stress interactions outside the classroom.

It also puts students in the position, as leaders, to practice a variety of speech acts and discourse management strategies that are usually restricted to the teacher. Small Talk is very popular with students, in addition, at least from teachers' untested observations, it is very effective in raising the level of fluency of the students in general. The teacher also noticed that small talk encouraged not only extrovert students to talk but also the introvert ones. However, from the minor findings, it also noted that teachers need to give space among students while they are talking. In the present research, because the space among pairs was too close, some students criticized that it was so noisy so they could not hear what his/ her

partners talk. They also recommended that it is better to talk about topic they have learnt in the previous meeting rather than talking about the present topic for that day meeting since they had limited vocabulary.

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## CONCLUSION AND SUGGESTIONS

Based on the result of statistical computation, it was found that there was significant difference between the speaking ability of the students' who were taught using small talk with those who were taught without using small talk. Thus, based on this result, it could be concluded that the implementation of small talk is recommended to facilitate students to become more fluent in speaking. Regarding the results of this research, some suggestions are proposed.

First, the suggestion goes to a comprehensive program in small talk instruction, the researcher recommends using a variety of methods in teaching speaking by using small talk. Second, the suggestion goes to the teachers/lecturers who want to use Small Talk in the teaching and learning process of speaking class. Teachers may need to introduce the concept of small talk to students and make students familiar with the small talk. Last, the suggestion goes to the future researchers who can also explore the techniques of teaching speaking beside small talk and its effect on students' test performance. It will be also interesting to examine the relationship between students' proficiency in English and their level of education in speaking because it might be the case that learners with various proficiency levels may have different preferences for teachers' technique in teaching speaking. They can also use this research as a starting point.

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ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի նախարարություն  
Վանաձորի Հ. Թումանյանի անվան պետական համալսարան

Հետազոտական Աշխատանք

**The Use of Gaming Technologies/ Gamification in English Lessons at  
School**

Կատարող՝ Սուսաննա Հովհաննիսյան

Ղեկավար՝ Աննա Առաքելյան մ.գ. թ., դոցենտ

Վանաձոր 2022

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## Abstract

Educational requirements vary from generation to generation, from century to century. Growing up with digital technologies, today's learners have higher requirements for teaching and learning, various learning styles, a new attitude to the learning process. Teachers solve different issues related to the learning and teaching processes with the help of different methods. The research touches upon some problems of dealing with new challenges of education, discusses some productive means and conditions of teaching, particularly it demonstrates the usage of songs and some activities as a part of gamification. We have emphasized their importance, their choice, and conditions for their implementations.

Teachers have to use different teaching methods and approaches in order to implement active learning. In this respect, the fundamental question of the purpose of 21<sup>st</sup> century education is the necessity of training individuals to have critical and creative thinking skills, produce knowledge and adapt to different conditions.

The fact that many teachers have problems related to learners' engagement and participation in the learning process, is not new to education. To solve this issue, different approaches have been proposed and used, and one of them is gamification.

"School" comes from the Latin word for "leisure," which reflects the fact that it should be interesting and learners should have fun. (<https://www.etymonline.com/word/school>) From this point of view, 'gamification' as a modern tool of education should be used to meet the requirements. Since gamification has a playful nature, it or its elements can be a good solution for solving learner engagement and active participation issues in the classroom.

First of all, the term 'gamification' needs explanation. There are various definitions, such as: gamification is to change something that is not a game through a game or its elements (van Grove, 2011; Werbach & Hunter, 2012); gamification is a means of engaging employees in tasks (Reeves & Read, 2009). McGonigal said it was for promoting collaboration (McGonigal, 2011), or according to Zichermann & Linder it is for improving motivation (Zichermann & Linder, 2013); or "gamification" is defined as "the use of game design elements in non-game contexts" (Deterding, Dixon, Khaled, and Nacke, 2011, p. 9).

Gamification is defined as ‘the use of design elements characteristic for games (rather than play or playfulness) in non-game contexts’ (Deterding et al, 2011, p 13).

According to Kapp gamification is “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems.” (Kapp, 2012).

The book “Gamification in Learning and Education\_Enjoy Learning Like Gaming” defines “gamification in learning and education” as follows:

“Gamification in learning and education is a set of activities and processes that solve problems related to learning and education by using or applying game mechanics.”

Taking into consideration all the above-mentioned definitions, we have formulated our own: gamification is a tool for gamifying the learning process by adding fixed rules and steps to meet the goals.

## **Different Theories for Gamification in Learning**

### **Motivation Theory**

Motivation is one of the most important factors that can influence the success of gamification (Sailer, Hense, Mandl, & Klevers, 2017). Motivation refers to the mental or emotional state that arouses an individual’s behavioral or psychological change. There are two types: intrinsic, which is a natural inclination toward assimilation, mastery, spontaneous interest, exploration; and extrinsic motivation driven by external rewards grades, awards. Ryan and Deci (2000) define intrinsic motivation as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (p. 56). They have emphasized the importance of intrinsic motivation in academic achievement. According to Ryan and Deci (2000), extrinsic motivation is “a construct that pertains whenever an activity is done in order to attain some separable outcome” (p. 60).

## **Self-Determination Theory**

According to Self-determination theory, people's volition and motivation can be influenced by their environment, including social and cultural factors. Individuals tend to grow by their innate psychological needs: autonomy, competence, and relatedness.

To experience growth, individuals should

- Feel that they are able to control their behaviors and consequences
- Perceive that they have sufficient ability to accomplish tasks
- Have a sense that they belong to a group or interact with others

To motivate and encourage students, teachers can give many choices. They should be very careful while guiding and giving feedback since positive feedback can promote competence and intrinsic motivation (Vallerand & Reid, 1988), negative feedback can reduce competence and intrinsic motivation (Weidinger, Spinath, & Steinmayr, 2016). Besides, students can be more intrinsically motivated when they perceive relatedness from their teachers (Sparks, Dimmock, Lonsdale, & Jackson, 2016) and peers (Cox, Duncheon, & McDavid, 2009).

## ***Achievement Goal Theory***

According to Achievement goal theory (Dweck & Leggett, 1988; Elliott & Dweck, 1988) individuals can be motivated by their belief or desire to achieve a specific goal. There are two major goal types: mastery goals and performance goals (Hamstra, Yperen, Wisse, & Sassenberg, 2014; Nicholls, 1984; Pekrun, Cusack, Murayama, Elliot, & Thomas, 2014), also called task-involved goals and ego-involved goals (Eccles & Wigfield, 2002). Mastery goals are the desire to acquire abilities that are required to conduct a task or understand a concept. Individual learning, competence development, and self-improvement are important for learners with mastery goal. Meanwhile, learners with performance goals have the desire to show higher achievements than other people. Those with performance goals are interested more in social comparison and its results (Seifert, 2004). Individuals with mastery goals tend to show high self-efficacy, quantity and quality of self-regulation, and academic achievement (Linnenbrink, 2005; Robinson,

Palmer, & Bub, 2016). Educators should take into account different aspects before assessing students' achievements.

### **Social Learning Theory and Situated Learning Theory**

Social learning theory (SLT) suggests that people can learn by observing others, their behaviors, and the results of the observed behaviors. Bandura (1977) suggests four principles of social learning, which are attention, retention, reproduction, and motivation. For effective social learning, according to Bandura (1977), an individual should pay attention to other people's behaviors, remember the observed behaviors, be able to reproduce the behaviors, and have a motivation to do the same behaviors. In education, a student can learn by observing other students' behaviors and the consequence of the behaviors. In this case we are speaking about a model. According to this learning occurs through social interactions. Here we need authentic contexts which can be formed by role playing, scenario-based learning, etc.

### **Feedback**

Feedback is a verbal or nonverbal message reflecting an evaluation result on performance, which is used for guiding individuals to an intended behavior or state. We can have positive and negative feedbacks. While positive feedback is supportive, encouraging, and emphasizing on strengths, negative feedback focuses on what and how to improve weaknesses and poorly performed areas. Positive feedback is effective in changing behaviors (Burgers, Eden, van Engelenburg, & Buningh, 2015; Ryan, Ormond, Imwold, & Rotunda, 2002; Zhu, Kraut, & Kittur, 2012). Negative feedback can be also effective in learning if it is delivered with a clear message on the ways to improve rather than just description on poor performance (Zhuang, Feng & Liao, 2017). From the viewpoint who evaluates, there can be internal and external feedback. From the viewpoint of feedback timing, there can be immediate feedback and delayed feedback. Feedback can be effective when it correctly reflects students' performance and guides them to improve their performance.

## Practical Part

### “Games-based learning” (GBL) and “Gamification” in Teaching

In this chapter we have compared two different approaches “Games-based learning” (GBL) and “Gamification” which at first sight sound alike. The former is instructional method that uses games to teach a specific skill or reach a learning outcome. Whereas the latter is an application of game like elements in a non-game context to promote a specific desired behavior. The research in the Internet has shown that the key difference between game-based learning and gamification is in the experience: if in case of GBL we deal with integration of games into the educational content, in case of Gamification some elements from games are used such as points, badges, leader board, etc. Both approaches are engaging, interactive, competitive, non-traditional and funny. We can assume that gamification is included in GBL or is a part of it. From this point of view, we can distinguish partial gamification and full gamification. “Partial gamification” adds some elements to the learning environment, provides awards, badges, promotes learner motivation and engagement and improves learning outcomes; “full gamification” presents learning content in the form of a game, uses game mechanics to teach skills, promotes critical thinking and problem-solving, builds robust knowledge.

One of the examples of “Full Gamification” can be “Adventures of Literatus”. The Adventures of Literatus is an educational media literacy game aimed towards teenagers. The game helps to develop skills for finding information, analyzing and verifying it, and distinguishing the differences between fake and reliable news. It teaches how to make better decisions in the information environment.

The game was created by the Media Initiatives Center, with the support of the American people, within the framework of the Media for Informed Civic Engagement project, implemented by the US Agency for International Development. The creation of the game was supported by the Deutsche Welle Akademie and the Moldovan Independent Journalism Center via The “Fifth Power” Media Hackathon and Caucasus Hack Pack team. The Adventures of



Literatus has been developed by the company, Koriz. (<https://media.am/literatus/#en> ) We have used this game in our school and each class took part in with a great interest, critical thinking and problem-solving skills were emphasized.

## **Songs as a Part of Partial Gamification**

According to Murphey (1992: 6) “the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections”.

Teachers use songs to arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Additionally, songs may encourage the use of imagination and creativity during foreign language lessons. They also give an opportunity to develop automaticity, which is defined as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses” (Gatbonton – Segalowitz 1988: 473).

Using songs as a part of the gamification of teaching English can be very productive in practicing all 4 skills: listening, speaking, reading and writing. Having listening as a constant part of a lesson means we can have listening-speaking, listening-reading, listening-writing, or listening-writing-reading-speaking altogether.

- Listening - speaking: listen and after it, speak about the main idea of the text, paraphrase the part listened to;
- Listening-reading: listen, then read and translate the given part. Copies are made beforehand.
- Listening-writing; listen and write down the whole text
- Listening- reading-writing -speaking; listen, read, fill in missing words and paraphrase the text.

Listening can be task based or just as a lead-in activity. For example, to study Charles Aznavour's life and legacy, we can switch on a part of the song with missing words from his songs and ask the learners to do the following:

- To write down who is the singer
- To fill in the missing words
- To give some information about the song or the author orally or in written form (post-listening activity).

The above-mentioned is an example of listening- reading-writing -speaking.

The song can be downloaded from the Internet. <https://mp3store.cc/get-music/charles-aznavour-she/>

The changed part is given below:

**"She" (Charles Aznavour)**

She may be the ..... I can't forget

A trace of .... or regret

May be my ..... or the price I have to pay

She may be the song that Salome sings

May be the ..... that autumn brings

May be a hundred different things

Within the ..... of a day...

*Treasure, chill, face, measure, pleasure*

Different events and occasions can let us choose songs and introduce them to our learners, giving them motivation to watch that very event with pleasure. For example, before "The Eurovision Song Contest", some songs can be discussed with our learners. They can discuss their countries' songs or the ones that they are interested in. The soundtracks of different films can be chosen as well.

Before New Year, we can use New Year's songs as a part of our lesson. The name of the activity could be "Correcting mistakes". We use wrong words in the lyrics of different songs and ask our learners' to listen to, find and correct them, or the wrong words can be highlighted and only

listening and correction are needed. Again, the choice of the 'wrong' words depends on the teacher and the aim of the activity. He/she can use only nouns or adjectives, verbs or idioms, synonyms or antonyms, etc. For example, we have used opposite words in this song taken from <https://genius.com/Abba-happy-new-year-lyrics>

E.g. Happy New Year

No **less** champagne  
And the fireworks are through  
Here we are, **you** and **me**  
Feeling **found** and feeling **red**  
It's the **beginning** of the party  
And the **evening** seems so **bright**  
So **like** tomorrow  
**Then's** the time for us to say  
Happy **old** year, happy **old** year...

No **more** champagne  
And the fireworks are through  
Here we are, **me** and **you**  
Feeling **lost** and feeling **blue**  
It's the **end** of the party  
And the morning seems so **grey**  
So **unlike** yesterday  
**Now's** the time for us to say  
Happy **new** year, happy **new** year...

The choice of the song is very important. The teacher should take into consideration learners' age, abilities, and tastes, the grammar rules which should be practiced, the meaning of the lyrics, etc. If you have chosen the right song, it can make your teaching more productive and your learners will have fun and learn at the same time. We can develop listening and writing at the same time.

We can use songs for different purposes such as for practicing grammar or enriching vocabulary, developing listening or writing skills, etc.

For practicing grammar (writing) and listening skills we can ask our learners to:

- Listen and fill in the missing words (the missing words can be given below the lyrics or not, depending on the learners' level of English);
- Listen and write down all the constructions with 'get and have', write down their Armenian translations;
- Listen and write down all the adjectives, make their superlative degrees;
- Listen and write down at least 6 lines, or the part that you like most of all, paraphrase it;
- Write down the most commonly used words.

We can practice specific grammar rules like tenses, conditionals, phrasal verbs, and so on. E.g. we can speak about 'I wanna' construction. We can explain that it is the shortest form of "*I want to*" and is used in spoken English. At the same time, we can speak about "*I am gonna*" (I am going to) form. There is a need for explanation because learners can come across them in different films.

Different websites can be used, such as YouTube (<https://youtu.be/U1tUt5siMFs>; <https://youtu.be/PkGR1Ikq4xk>).

Songs can be widely used in inclusive education, taking into consideration the abilities of the learners. We can have a range of activities based on songs. For example, if there is a learner with poor listening, we certainly should have the copy with the missing words below the lyrics, or we can have a pair work where one learner can listen and write down the missing words on the copy and the other can write them in the gaps. In this way, we can do the activity with the whole class.

Depending on the learners' grade, different post-listening activities can be suggested, such as making up a short story using the constructions, making up sentences, translating the passage from the song, etc. Post-listening tasks can be used to check apprehension, evaluate listening skills and the use of listening strategies. A post-listening activity relates to a pre-listening task, such as predicting, may transfer what has been learnt to writing, reading, or speaking activities, or may extend the topic or the listening text (Arevalo 2010: 126).

We can have some parts of the lyrics in one language and some parts in another (French and English, Russian and English, again depending on the languages that your learners know, or depending on their mother tongue).

Although songs have many advantages, there are some disadvantages that teachers should take into consideration, according to Siek-Piskozub and Wach (2006: 91-97) there are songs which touch on taboo topics like violence and sexism, and thus, such songs may confuse learners or embarrass them.

Moreover, poems can be used for developing different skills. You can read the poem or listen to a recording of it while studying different writers' works. You can have the whole poem or a part of it on paper with missing words or with the wrong line order, and learners must listen to it twice or, if needed, 3 or 4 times and fill it in or rearrange the lines or both.

An example of this could be Rudyard Kipling's famous poem 'IF' (<https://poemanalysis.com/rudyard-kipling/if/>). His poem has four stanzas of equal length, all of which contain eight lines. The 10<sup>th</sup> grade learners have 2 parts: the first and fourth stanzas in their book. I took the second and third stanzas from the Internet, mixed their lines, and asked my learners to listen to the whole poem and rearrange the lines. After checking, we analyzed it. All learners can be engaged in such an activity and we can have inclusive education as long as different activities can be formed according to learners' ability.

And treat those two imposters just the same;  
If you can dream -- and not make dreams your master;  
If you can think -- and not make thoughts your aim;  
If you can bear to hear the truth you've spoken  
Or watch the things you gave your life to, broken,

Twisted by knaves to make a trap for fools,  
If you can meet with Triumph and Disaster  
And stoop and build 'em up with worn-out tools;

Besides, we can discuss:

- the main meaning of the poem;
- identify its basic content,
- analyze the structure, the parts of the poem, the style and the choice of words, paying attention to different figures of speech, etc.

Learners can draw parallels between other poems and writers (even in other cultures), and at the end of the analysis, they write a short summary within 2-3 minutes.

## **Escape Room as a Part of Gamification**

What is Escape Room? In Merriam Webster dictionary Escape room is defined as:

“a game in which participants confined to a room or other enclosed setting (such as a prison cell) are given a set amount of time to find a way to escape (as by discovering hidden clues and solving a series of riddles or puzzles)”  
(<https://www.merriam-webster.com/dictionary/escape%20room>)

Escape Rooms are a collaborative learning game in which students work in teams to solve a series of puzzles, collect codes or keys, and somehow compile their information to “escape” the scenario. They are used to develop problem-solving, lateral thinking (‘thinking outside the box’), teamwork skills, etc.

We have made the activity based on the famous game “Escape the Room”. Using “Escape the Room” to develop communication and collaboration as the first aim of teaching a foreign language is to express oneself, that is to communicate and we cannot have the desired results without collaboration. Using cooperative groups to accomplish academic tasks not only provides opportunities for students to develop interpersonal skills but also gives them authentic experience that will help them to be successful in their future careers.

The steps to follow to achieve the goal:

- Set a goal (taking into consideration learners' abilities and interests)
- Make a plan (set the rules of the activity)
- Create the activity
- Get or create the necessary material: some copies, a lock, some stickers
- Choose the place for the activity
- Do the activity
- Have reflection and feedback

How to organize it:

We have chosen 8 proverbs with numbers, taken the numbers out of them. Then we have made QR codes of the proverbs and each group has 8 QR codes but they need to find 4 necessary ones to get the code for the lock.

We should divide the class into two groups. One group will be called "Green" and the other "Yellow". (You can have different names; your students can choose a name).

After explaining the rules of the game and setting a definite time limit (10-15 minutes) we give them 2 copies with the guidelines. Each group has the same instructions but different examples.

The guidelines of the game for Group 1 (or Green group) are given below:

### Escape the Room

- Put missing numbers from 1-10.
- Get a phone for QR codes.
- For getting a phone answer:

**What is one thousand five hundred thirty divided by seventeen?**

*(Different question for Group 2)*

- Go to the teachers say your answer if you are right you will get a phone.
- Read the QR codes and fill in the proverbs.

1. A stitch in time saves \_\_\_\_\_.

2. Every stick has \_\_\_\_\_ ends.

3. It is better to live \_\_\_\_\_ day as a tiger than a hundred years as a sheep.

4. \_\_\_\_\_ eyes see more than one. *(Different proverbs for Group 2)*

If you have the code \*\*\*\* go and open the door.

By the way the proverbs are different as I have already mentioned but the code is the same for each group. The code is 9212.

4. The necessary resources/materials: Copies, Stickers, QR codes, A lock, 2 phones.

5. What is the intended outcome?

- To develop the ability of following the guidelines
- To develop communicative skills
- To understand their responsibility for doing their part
- To form and develop collaboration

#### Post-delivery self-reflection

We need to answer the following question “How has the activity we delivered contributed to bringing core skills learning into our teaching practice?”.

We have practiced this game during different English lessons in Grades 10, 11 and 12. First experiment was in collaborated integrated lesson of English and Mathematics.

The activity is a part of cooperative learning and I think cooperative learning is a productive way of conducting communicative language learning. I developed my students’ communicative and collaborative skills. With this game I solved the issue of learners’ engagement and participation in the learning process.

If we ponder over such questions as “How did it go?”; “What were the outcomes?” We would like to mention that it really worked effectively. We enjoyed the activity and we didn’t have any organizational problems. Students have learned to feel responsible for their own and the group’s efforts. They respected each other and learned how to cooperate effectively. Now we can consider other questions: “What were the challenges? “What were the benefits and for whom?”. Like all groups of people trying to work together, student groups sometimes run into difficulties. Thus, to prevent and solve problems we gave clear written guidelines for each group and established a specific signal if the noise level was too high. The signal word was ‘Silence’. Fortunately, there was no need to use the signal word as the number of the students was not very large. The benefits were for the whole class. The students encouraged and supported one another, group members gained direct instruction in



the interpersonal and collaborative skills needed to work with others. We had face-to-face interaction, proper group behavior and effective cooperation.

As far as our students like the activity we are going to develop and form other versions of the same activity and use during our lessons for developing different core skills. Another version of this game can be used for unit or chapter revision. Again, the teacher makes a list of clear instruction and if in the above mention case the teacher has no right to interfere the gaming process, here the teacher is giving instructions and pupils not having written guidelines should be more attentive.

Students should be asked to reflect on the activity with different questions, such as: What have you learned from this game?; Which part was the most difficult? Why?; What would you do differently next time?, etc. This reflection can be done either orally, or in a written form.

## Conclusion

Different teaching methods and approaches are used to organize active learning. To develop learners' critical and creative thinking skills teachers should engage them in the learning process. In this respect, gamification and gamifying technologies are emphasized.

By exploring theories associated with gamification we have discussed full and partial gamification by introducing our own activities, their creation, implementation and results.

Songs are motivating and unique teaching tools which are considered a productive part of gamification. The usage of songs should have instructional value, that is, they should be a direct component of the lesson. Teachers are responsible for the productivity of the activity, which highly depends on the choice of the song. Different songs can be used in different conditions and on different occasions (New Year's songs, Eurovision songs, etc.).

Gamification is not just designed for learners' fun and enjoyment. The implementation of gamified learning activities can help teachers to

- Achieve certain learning objectives.
- Boost student engagement and motivation.
- Enhance learning performance and academic achievement.
- Improve recall and retention.
- Connects learning to the real world.
- Provide rapid feedback on students' progress and activity.
- Stimulate behavioral changes.
- Allow students to check their progress.
- Promote collaboration skills.

Teachers can help their learners to achieve their learning goals as a result of gamifying their instruction, in addition to making their learning more fun.

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ՀՀ Կրթության, Գիտության, Մշակույթի և Սպորտի  
նախարարություն

Վանաձորի Հ. Թումանյանի անվան պետական  
համալսարան

Development of foreign language communicative competence in  
English lessons through reading texts

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## Introduction

Communicative competence is central to every second language situation, this is because the second language speaker has inhibitions and limitations as to the extent to which his abilities in the target language can be developed. Part of the reason being that a second language is always acquired only later in life after the properties of a first language may have been internalized. If this is the case, it means that levels of attainment of proficiency would not be the same for the first and second language speakers. Moody says second-language teaching aims to assist the development of the same or similar kind of ability or proficiency in the language being learned. There is no doubt that this is what second language teachers strive to develop in their students, who are learners. There are four skills in which learners of any language must attain some level of proficiency in them before he can be adjudged competent in that language. These skills are listening, speaking, reading, and writing.

Wallace says “books yield their best to you if you read them at the age at which each particular masterpiece can ideally be chewed and digested”. Everyday reading consists of individuals’ reading activities for a variety of purposes, such as relaxation or information. He believes that from middle childhood through adulthood, reading becomes a major component of studying, and much information learned through studying is initially acquired through reading. Wille, Cited in Oyewole asserts that „reading“ is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life. Unoh, further explain that reading is usually associated with books as only the written words provide a complete picture of the act of reading. It means that through reading, the individual can build or fix things, enjoy stories, discover what others believe, and develop ideas of beliefs of their own. Ogbonna also maintained that one should be able to read. Reading according to him is the foundation of literacy. However, reading always has a purpose. It could be for pleasure, for learning and survival. A study carried out „Reading for Change 2002“ showed that reading enjoyment is more important for children’s educational success than the family’s socioeconomic status. Thus, the frequent admonition for children to „read“, reading makes sense in that extensive reading promotes fluency, vocabulary, and background knowledge.

Literature has sometimes been assumed to be a distinct and specifiable use of language with unique and identifiable features, and these probably not features most obviously required in ELT. This is partly true, but at the same time not true in the way one might intuitively expect. Research has revealed that it is not so much the case that the language of literary texts is language not to be found in other texts (e.g. unusual vocabulary or grammar), but rather that language tends to be used in different ways and for different purposes and with greater variety.

This range of otherwise representative language used in literary texts can be seen as an advantage to the learner, if admittedly sometimes also a challenge, but the right kind of challenge for those who need to pay attention to language and to expand their repertoires beyond a minimal survival core. Similarly, the purposefully creative uses of language in literary texts offer much to the learner wishing to expand their experience of the language in meaningful ways and increasingly to use the language being learned for their own expressive purposes. Adamson (1998), for example, usefully demonstrates the increasing vernacularisation across all genres of ‘literatures in English’ as they have come to be called: modern English literary texts are increasingly characterised by ordinary everyday language, including more spoken forms, in poetry and drama as well as in the novel and short story. Dorst (2015) shows that it is not the case that literary texts use more metaphors and figurative language than other kinds of writing; rather metaphors in literary texts are more innovative (and so draw attention to themselves) and tend to be signalled more self-consciously. Same forms but different uses then. From the non-literary side, Lakoff and Johnson (1980) demonstrated the pervasively metaphorical nature of all everyday ordinary language use, and Carter (2004) the inherent and routinely creative uses of language in everyday exchanges between users. It became increasingly clear from such research that if anything was distinctive about the language of literature it was that it was not narrowly distinctive, unlike the language of business letters or lab reports, which are more limited and demonstrably more specialised uses of language. Interestingly, virtually anything goes in a literary text to achieve one’s communicative purposes – and in this way it is much like more everyday uses of language too. Dialect, sociolects, professional and occupational registers, representations of accent, style variation, genre mixing and all the rest are to be found deployed throughout modern literature, but not in isolation, and often in foregrounded and highly contextualised ways which lend themselves well to learning. The jargon of a lawyer may be used for memorably comic purposes, or a careful formal register may show uneasy relationships between characters the reader cares about. A character is shown moving from job interview to chat with a friend or a stranger on a train. The poet thoughtfully rehearses or replays words he did not say but meant to say or to express differently – much as a language learner does too. Literature artfully prompts the attentive reader to notice the specialised nature of any specialised language it uses.

## **Development of foreign language communicative competence in English lessons through reading texts**

Effective communication is essential in every language situation – be it a first or second language environment. What guarantees this, of course, is proficiency in the use of the language in question (E.g English Language in this case). When effective communication fails to be realized, the intended message may be misunderstood. As a result, the communication breaks.

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill briefly defines reading as what the reader does to get the meaning he needs from contextual resources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has. Alderson J.C. states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

Hedge writes the goals of learners' in a reading process as:

- The ability to read a wide range of texts in English.
- Building a knowledge of language which will facilitate reading ability
- Building schematic knowledge
- The ability to adapt the reading style according to reading purpose (skimming, scanning)
- Developing an awareness of the structure of written texts in English
- Taking a critical stance to the contexts of the texts

In a reading process six component skills have been suggested. Among these knowledge fields vocabulary and structural knowledge which are acquired through reading, influence learner's speaking achievement.

- 1) Automatic recognition skills
- 2) Vocabulary and structural knowledge
- 3) Formal discourse structure knowledge
- 4) Content/world background knowledge
- 5) Synthesis and evaluation skills/strategies
- 6) Metacognitive knowledge and skills monitoring (Grabe,1991, p.379)



Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence learner's speaking performance. Good knowledge of grammar is viewed as an essential aspect for achievement in a foreign language.

Vocabulary knowledge is indispensable for effective communication. Lewis (1993, p.23) writes that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary. Vocabulary is understanding the meaning of a word, so communication does not occur if there are no words.

For spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence (Peacock, 1997).

Language acquisition without reading is difficult. Reading is a good way of comprehension. A good reader is able to understand sentences and structures of a written text. Bright and McGregor are of the opinion that reading is 'the most pleasant route to command of the language', because it is via reading 'the student is most likely to find words used memorably with force and point.'

It appears that reading is a key factor in language learning. One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in successful language learning. It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. According to Ur, "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important".

Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expression in their speaking. Davies and Pearse (2000) stresses the importance of communication as: "Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom."

#### *Teacher-student interaction:*

EFL teacher should play the role of a facilitator in his classroom in order to help language learning to take place. He should create a democratic and enthusiastic atmosphere and interact with his students. Researcher's observations as well as other studies have shown that teachers who encourage more interaction in their classroom achieve good results and produce competent

speakers while teachers who spend their time lecturing their students while students passively listening and take notes often fail to cultivate the communicative competence of the students and produce students who are incompetent users of English (Wang & Castro, 2010). So teachers should interact with each and every student in his classroom and create an atmosphere that motivates students to interact with him.

*Using Literature:*

Literature, whatever the genre drama, short stories, novels..etc. is considered to be useful in developing EFL students' communicative competence as it provides students with authentic language inputs as well as equip them with English culture. If movies acted by Native English actors are shown to EFL students, it will help them to understand English pronunciation, manners of interaction and cultural aspects. Such literary texts serve in developing linguistic competence through offering students a repository of vocabulary and grammatical rules.

It also helps the learners to understand English culture and how to use language in accordance with the contexts. Storytelling can be used in the classroom as an activity for training students how to communicate. Teachers here ask their students to read stories, and then to narrate them to their classmates. By doing this, learners will develop their linguistics competence of as well as their communication skills.

Second language learning (SLL) has traditionally been studied from cognitive and psychological perspectives as 'second language acquisition' (SLA). Those approaches have taught us much and give some good theoretical grounds for uses of literature in ELT. Schmidt (1990) on 'noticing' , for example, or elsewhere ideas of giving attention. All these cognitive theories and models point to the potential uses of literary texts as those which by definition require or can prompt deeper reader or listener cognitive engagement than many other kinds of communication, interaction both with meaning, but also, or through, close attention to the linguistic forms of the text ('focus on form'). It may seem obvious, but attention has to be paid to language forms if they are to be learned. Noticing a form that is not known or not known well enough, paying conscious attention to it, seems to be a precondition for much successful language learning. Readers of literature often report exact memory for the words of a favourite or meaningful literary text or extract, that those words in that order are particularly effective for them. The internet features many examples of favourite quotations or passages where the precise language used has been noticed and resonates for a reader.

Reading studies have recorded the tendency of readers to slow their reading rate as they read passages later reported to be meaningful or in some way important for reading or pleasurable. Precise words matter. Indeed, favourite or enjoyed passages are often read more than once. It can be seen immediately then that these features of literary reading where they

occur are in principle favourable to learning and memorability. Teachers of grammar, for example, often emphasise the importance of focus on the exact form of a word and its meaning in the learning of those forms and meanings.

The teacher using literature can exploit the importance of using this word rather than that in the literary work, probably one of the most carefully revised and expressed kinds of writing most societies have (e.g the meaning of this choice of tense rather than another that could have been selected, of using an indefinite article or definite, a lexical choice, a choice of word order and so on.) Learning requires attention, then, but also requires repeated acts of qualitative attention. One inspection of a word or form will not be enough, nor will an uninterested noticing. 'Foregrounding' is a basic feature of literary texts typically identified by traditional stylistics, i.e. the text by design draws attention to its linguistic forms (words and structures, sounds, spelling or others).

This is the attention the learner needs to give. But it is also worth noting that this foregrounding often works in practice as exact or near repetition or other patterning, or through innovative figurative uses of language or in many other ways studied by stylisticians, and the proposal here is that such devices are of value to language learners who need to 'notice' and pay attention to forms according to SLA. See for example the rich pedagogical resource of ELT of Alan Maley's (1993) Short and Sweet series, with its jokes, anecdotes, prayers from religions of the world and so on, all highly patterned. Compare at a more obviously 'literary' level, advertising, or the refrains and choruses of poems, ballads and lyrics right through to (say) the repetitive prose styles of Dickens or D. H. Lawrence. 'Beans Means Heinz' (an advertising slogan with obvious phonological patterning) is linguistically a similar phenomenon to: 'And miles to go before I sleep/ And miles to go before I sleep', the conclusion of Frost's poem 'Stopping by Woods on a Snowy Evening', where a reader notes the deliberate repetition and is likely to be prompted to interpret it. Teachers can draw attention to patterning in a text through prediction activities or extensions of the technique. Rhyme is an instance of such repetition, or alliteration and assonance, which can teach phonology but also sound in the service of meaning. Boers and colleagues have shown how phonologically motivated many idioms are in English. We remember such sayings often at least partly because of the insistent sound patterning (spickand span, thin edge/ end of the wedge, happy as Harry) (Boers ). As argued in section 1, ordinary everyday language use is surprisingly poetic when looked at more closely and awareness of such poetics, in principle as well as in specific instances, can help both teachers and students.

To return directly to SLL studies, 'connectionism' points to the importance of repetition and recycling or near recycling in the acquisition of grammatical patterns and formulaic 'chunks'

of language as well as collocations and down to specific lexical items (e.g. Ellis 2003, 2005). Literary reading or listening to literary works (including, e.g., music lyrics) can be a pleasurable and engaging way of experiencing frequent and probable uses of the language or highlighting noticeably unusual uses. Repetition and significant patterning are basic to the workings of literary text as studied in stylistics. (See Simpson 2013 for one of the best recent introductions to stylistics; Hall 2014 on uses of stylistics in pedagogy).

Other cognitive approaches emphasise ‘the tolerance of ambiguity’ as a positive trait for language learners (e.g. Chapelle and Roberts, 1986). Emmott (1997), Gerrig (1993) and others have shown how precisely ‘tolerance of ambiguity’ is needed for successful reading of much literature, and indeed that arguably a reader learns or at least improves such habits of cognition through repeated engagement with literary texts. Writers of detective novels will plant clues which may or may not help the reader solve the crime, an apparently ‘good’ character turns out to be less trustworthy than we thought, or a first person narrator, the reader gradually realises, does not fully understand her own situation or fully tell the truth about it. These are all instances of the kind of ‘tolerance of ambiguity’ successful literary reading requires and develops (as, of course, do cinema or many other art forms: as throughout, my idea of the ‘literary’ needs to be understood very broadly.) inferencing, elaboration, elaborated processing and deeper processing of language input. Beyond the processing and close attention to surface linguistic forms, cognitive approaches to second language learning also emphasise the value of learning to infer, to read between the lines generally, and to understand the significance of words beyond any literal or apparent meaning they might seem to have.

A moment’s reflection suggests that literature scores highly here again, from the clever advert right up to the late novels of Henry James or the most obscure modernist poems. (See Sanford and Emmott (2012) for a useful recent survey of cognitive research relevant to literature reading). ‘What is (really) going on here? Why am I being told this? Why were these words used here in this order?’ Questions like these will be prompted by more creative and imaginative uses of language (called here ‘literature’) and practice in this kind of language processing for meaning, with close attention to linguistic surface forms (the actual words used) is just what is argued to be of benefit to the language learner by researchers in second language learning. Beyond this, it is widely recognised that sustained attention to and manipulation of language, helps retention in longer term memory and fuller understanding of how terms can be used.

Again, literature may be of help to learners here too if tasks can be designed to prompt sufficient engagement with the texts chosen. The desire to ‘turn the page’, to finish the book as well as to re-read and to tell others about one’s reading, including emotional involvement in it, are all signs of the kind of engagement that will facilitate language learning.

Ideas of ‘hot cognition’ etc, in more cognitive approaches, also recognise these facts in pointing to the relevance of emotions to thinking and understanding: reading, just as other uses of language, can set the heart racing, make us physically uncomfortable or affect our feelings and bodies in multiple ways, any of which could be linked to learning (see Sanford and Emmott (2012) again for a readable state of the art account of research into the relations between feeling and thinking). It will hardly surprise educators to be told that feelings are very much linked to learning. Current focuses of such research are empathy and suspense, for example, which are clearly linked by psychologists to memory and learning. A ‘good read’ can be still for many be an accessible way to experience such emotions as much as a thriller movie or an internet videogame.

In discussion of the reading of literature in a first language, educationists generally have moved toward reader response approaches, particularly at school level, where the learner-reader is encouraged to express personal ideas and reactions to texts based on their knowledge and experience up to that point.

Reader response criticism has been characterised by a growing awareness of the importance of the reader to construction of literary meaning. Many articles in *ELT Journal* and elsewhere testify to the interest in and applications of reader response approaches in ELT (special issue: Elliot 1990, Ali 1990).

The approach is seen as learner-centred and more likely to promote ‘real communication’ in a language classroom with all the advantages in terms of second language learning claimed for such authentic interactions by CLT practitioners and theorists. At university level, however (e.g. Mantero 2002), or where the focus is more on literature study than on language learning, teaching seems to be dominated by an approach to foreign language literature in which the teacher is an expert and the text has a meaning which the expert teacher will prod halfengaged students into learning.

Facts and low level lexical translation typically occur, superficial ‘comprehension’ questions and answers unlikely, as we saw in the previous section, to support or enhance language learning to any great extent, only perhaps incidentally and according to individual varying propensities to learn in this way. A key affordance of the literary text for personally meaningful discussions is characteristically being missed in such circumstances.

Kim (2004) or Scott and Huntington (2007) show how more valuable text-based or text-originating discussions can proceed from more open approaches. Indeed the Scott and Huntington article is particularly interesting not only because the classes described are low level proficiency, but also for showing that a teacher can help facilitate more valuable discussions than took place in groups where a teacher was not present to facilitate (compare Vygotskian

‘scaffolding’), where by contrast their learners became fixated on linguistic detail and indeed on basic ‘comprehension’ with an apparent reluctance or inhibition to enter into more significant discussions, though they could do this when led.

As for individuals reading for themselves outside of classrooms, cognitive studies using ‘think out loud’ procedures (ToL), protocols or recalls (Gass and Mackey 2000; Bowles 2010) show typically intensive processing of the language of literary texts, particularly of poetry or shorter texts, and attempts to make connections both linguistically and to world knowledge of the reader.

Where such solitary engagement with the text comes about it would seem to be useful for language learning at least considered as development of reading skills, and the incidental acquisition of vocabulary or some structures. Elsewhere emotions, feelings, pleasure, curiosity, engagement with characters (empathy research e.g. Sklar) are all evidence of texts potentially suitable for language teaching and learning. Naturally, also reported are difficulties of reading, the difficulties of reading in a second language, including working memory, online cognition, as well as the direct and indirect benefits of reading in a second language, in linguistic terms but also in developing reading skills.

Student attitudes research shows most students are at best agnostic when it comes to the use of literature in language education. Some teachers may feel poetry is a particularly valuable resource, but learners consistently tell us they prefer prose, especially realist short stories with conventional narrative structure.

They can be convinced by good teachers using literature imaginatively, but generally feel that it is probably not an efficient way to learn to use the language.

The teacher who intends to use literary texts in any way should be aware of such attitudes and prepared to engage with them and above all will need to demonstrate how or why her uses of literature are worthwhile. A notable finding in the light of my earlier points about literary language, is that there is clear evidence still of student resistance to non-standard English features in lit texts, rather as research shows teachers and students sceptical about the claims of ELF (English as a lingua franca) or doubting other ‘world Englishes’ variations.

A challenging but important task for the language teacher today more than ever is to teach the need to engage with English as a world language and to be at least aware of its full range of variation, as evidenced by literary texts of all kinds. (Pedagogically, see McRae and Vathamani 1999) Literature use in ELT can also be considered under the rubric of extensive reading, as advocated by Krashen, Elley, or Day et al. (2011), through to Schmidt’s research on incidental vocabulary acquisition through extensive reading in our own day. Again, some of the issues are discussed in Hall 2015.

There is no doubt that many foreign language readers find increasingly well written 'readers' worthwhile, even if some educators hold serious reservations about the simplified texts often found and there is still much to understand better, for example concerning the contribution of glosses, marginal notes and other variations in presentation of these materials.

#### Literature in second language Education

Selection: based on the above... only partly based on language features (lexical field, genre, situation) .. read on... It will also be based on principles of learning and teaching in the English language classroom. 'I refuse to look at my students as primarily history majors, accounting majors, nursing majors. I much prefer to treat them as people whose most important conversations will take place outside the academy, as they struggle to figure out how to live their lives - that is, how to vote and love and survive, how to respond to change and diversity and death and oppression and freedom' (Tate, 1993: 320) In the modern globalised economy with its conditions of ongoing pervasive, rapid and extensive change, Tate is right to suggest that education is more than ever about promoting capacity, flexibility and readiness rather than teaching instantly obsolescent knowledges.

In the UK, doctors in medical training now spend precious learning time in compulsory modules studying what is known of stories (narrative) and communication, including uses of metaphor and other evaluative devices as it has come to be realised that illness is a whole person phenomenon not merely a set of symptoms to be treated by drugs. Kramsch shows the relevance of such holistic and human understandings to second language learning adolescents and others: 'true education as opposed to training' (Tate 1993, 321) MLA Guidelines, ACTFL standards (from the USA), Council of Europe "Framework" and other such documents informing language curriculums, teacher training and materials design, demonstrate a growing interest in the role that literature and culture need to play in language education at the highest levels of planning and policy down to the next lesson. In terms of research, unfortunately, Paran (2008) (also Maley 2001) rightly highlights the problem that research into uses of literature in ELT and others is typically carried out by specialists in universities in the west, or obscure AR (action research) type studies published, if at all, in minor national or teacher publications, or hidden away in MA and PhD dissertations. There has been a regrettable researcher- practitioner split or lack of meaningful interface, even though survey articles like this are one way in which bridges are being attempted. In terms of methodology, syllabus and so on, what to teach and how, the key teacher-practitioner questions, the news is actually comforting! While training in using literature is lacking in most ELT teacher education, if literature is not itself found intimidating or unattractive (as it still often will be) the good news is that tasks are the best way in to literary texts as to any others (precise considerations on designing tasks for literary texts in Durant, 1996,

or Duff and Maley, 1990). If literature, as has been argued, is discourse not unlike other uses of language, then the same techniques and methods can be used as for any other text, or as in established approaches to the teaching of reading. Stylistics has already been mentioned as offering linguistic ways into interactive and exploratory study of a literary text. Related are the ‘transformation’ exercises of (perhaps the best example) Rob Pope (1995) Again, dramatisations (e.g. Elgar 2002) or other performances, translations to the film medium as well as genre, style, narratology (e.g. Carter & Long, 1987, 1991), indeed actual linguistic translations as discussed earlier are now recognised to be of real learning value (Cook 2010). The point to stress is that the literary text is no longer considered sacrosanct. Teachers and learners can and should play around with it to discover how it works, and how perhaps it may be made to work better for them- to promote autonomy, in short . Many useful methodology and related books and materials are now available, including Lazar (1993), Parkinson and Thomas (2000), Duff & Maley (1990), Carter and Long (1987, 1991) There are also numerous websites, British Council resources and so on. The best tasks and activities, however, as with any text type, will exploit to the full the specific features of the text. Literary texts do not only offer topics or themes. They offer valuable uses of language as I argued at the outset, and to my mind this is where its greatest affordances lie: this is the real challenge for teachers in designing the best tasks and activities.



## **Conclusion**

Communication without vocabulary will break down. One of the most useful ways to improve your communication skills is extensive reading. Extensive reading will help you to develop your ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

Communicative competence is an integral aspect of English Language learning. To attain success in one's study, a good grasp of both oral and written communication cannot be neglected by students. The research has established the fact that there are loopholes in the encouragement of oral activities that could improve students' performance in speaking abilities and enhance communicative competence. Many scholars like Yano, Brown, assert that successful language use for communication presupposes the development of communicative competence in the users of that language and that could only be achieved in an environment that supports the learner to speak the language frequently and imbibe a good reading culture for the development of his vocabularies. Michael Long also in his Interaction Hypothesis states that the development of Language Proficiency is promoted by face-to-face interaction and communication.

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ՀՀ Կրթության, Գիտության, Մշակույթի  
և Սպորտի նախարարություն  
Վանաձորի Հ.Թումանյանի անվան պետական  
Համալսարան

Հետազոտական աշխատանք

## Different Methods of Teaching Grammar

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Վանաձոր 2022

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## INTRODUCTION

Language is the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with other persons.

A person who knows a language perfectly uses a thousand and one grammar lexical, phonetic rules when he is speaking. Language skills help us to choose different words and models in our speech.

It is clear that the term “grammar” has meant various things at various times and sometimes several things at one time. This plurality of meaning is characteristic of the present time and is the source of confusions in the discussion of grammar as part of the education of children. There have been taking place violent disputes on the subject of teaching grammar at school.

The ability to talk about the grammar of a language, to recite its rules, is also very different from ability to speak and understand a language or to read and write it. Those who can use a language are often unable to recite its rules, and those who can recite its rules can be unable to use it.

Grammar organizes the vocabulary and as a result we have sense units. There is a system of stereotypes, which organizes words into sentences. But what skill does grammar develop?

First of all it gives the ability to make up sentences correctly, to reproduce the text adequately. (The development of practical skills and habits)

The knowledge of the specific grammar structure helps pupils point out the differences between the mother tongue and the target language.

The knowledge of grammar develops abilities to abstract systematize plural facts.

The name of my work is “Different Methods of Teaching Grammar.”. And the main aim is to clearly recognize how to teach grammar right.

## **WHAT IS GRAMMAR?**

### **The Importance of Grammar in Learning a Foreign Language**

What is grammar? The body of rules which underlie a language is called its grammar. Grammar includes rules which govern the structure of words and rules which govern the structure of words to form clauses and sentences that are acceptable to educated native speakers. Most teachers see grammar as a body of knowledge that they themselves need as professional linguists, knowledge they can use judiciously to help learners gain insights into the workings of the language.

Some teachers see no need to teach and practice grammar at all. Some even regard structure practice and other forms of grammar teaching as harmful. Their view is that learners will pick up the regularities intuitively, provided they meet enough samples of natural language. The teacher’s role, as they see it, is to provide a language- rich environment in which the learners meet comprehensible language as they engage in activities of various kinds.

To judge by the way some people speak, there is no place for grammar in the language course nowadays; yet it is, in reality, as important as it ever was exercise of correct grammar, if he is to attain any skill of effective use of the language, but he need not know consciously formulated rules to account to him for that he does unconsciously correctly.

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary.

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism.

If learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes: “Grammar is something that produces the sentences of a language. By something we mean a speaker of English. If you speak English natively, you have built into you rules of English grammar. In a sense, you are an English grammar. You possess, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically

learned. Furthermore by applying your rule you can easily tell whether a sentence that you hear is a grammatical English sentence or not.”

Pupils need grammar to be able to aud, speak, read, and write in the target language

### **The Psychological characteristics of grammar skills**

To develop one’s speech means to acquire essential patterns of speech and grammar patterns in particular. Children must use these items automatically during speech-practice. The automatic use of grammar items in our speech (oral and written) supposes mastering some particular skills – the skills of using grammar items to express one’s own thoughts, in other words to make up your sentences.

We must get so-called reproductive or active grammar skills.

A skill is treated as an automatic part of awareness. Automatization of the action is the main feature of a skill.

The nature of Automatization is characterized by that psychological structure of the action which adapts to the conditions of performing the action owing to frequent experience. The action becomes more frequent, correct and accurate and the number of the operations is shortened while forming the skill the character of awareness of the action is changing, i.e. fullness of understanding is paid to the conditions and quality of performing to the control over it and regulation.

To form some skills it is necessary to know that the process of the forming skills has some steps:

- Only some definite elements of the action are automatic.
- The Automatization occurs under more difficult conditions, when the child can’t concentrate his attention on one element of the action.
- The whole structure of the action is improved and the automatization of its separate components is completed.

What features do the productive grammar skills have?

During our speech the reproductive grammar skills are formed together with lexis and intonation, they must express the speaker’s intentions.

The actions in the structural setting of the lexis must be learnt.

The characteristic feature of the reproductive grammar skills is their flexibility. It doesn’t depend on the level of Automatization, i.e. on perfection of skill here means the original action: both the structure of sentence, and forms of the words are reproduced by the speaker using different lexical material. If the child reproduces sentences and different words, which have been

learnt by him as “a ready-made thing” he can say that there is no grammar skill. Learning the ready-made forms, word combinations and sentences occurs in the same way as learning lexis.

The grammar skill is based on the general conclusion. The grammar action can and must occur only in the definite lexical limits, on the definite lexical material. If the pupil can make up his sentence frequently, accurately and correctly from the grammatical point of view, he has got the grammar skill.

Teaching grammar at school using the theoretical knowledge brought some critical and led to confusion. All the grammatical rules were considered to be evil and there were some steps to avoid using them at school.

But when we learn grammatical items in models we use substitution and such a type of training gets rid of grammar or “neutralizes” it. By the way, teaching the skills to make up sentences by analogy is a step on the way of forming grammar skills. It isn’t the lexical approach to grammar and it isn’t neutralization of grammar, but using basic sentences in order to use exercises by analogy and to reduce number of grammar rules when forming the reproductive grammar skills.

To form the reproductive grammar skills we must follow such steps:

- Selection the model of sentence.
- Selection the form of the word and formation of word forms.
- Selection the auxiliary words-preposition, articles, and etc. and their combination with principle words.

The main difficulty of the reproductive (active) grammar skills is to correspond the purposes of the statement, communicative approach (a question → an answer and so on), words, meanings, expressed by the grammatical patterns. In that case we use basic sentences, in order to answer the definite situation. The main factor of the forming of the reproductive grammar skill is that pupils need to learn the lexis of the language. They need to learn the meanings of the words and how they are used. We must be sure that our pupils are aware of the vocabulary they need at their level and they can use the words in order to form their own sentence. Each sentence contains a grammar structure. The mastering the grammar skill lets pupils save time and strength, energy, which can give opportunity to create. Learning a number of sentences containing the same grammatical structure and a lot of words containing the same grammatical form isn’t rational. But the generalization of the grammar item can relieve the work of the mental activity and let the teacher speed up the work and the children realize creative activities.



The process of creation is connected with the mastering of some speech stereotypes the grammatical substrate is hidden in basic sentences. Grammar is presented as itself. Such a presentation of grammar has its advantage: the grammar patterns of the basic sentences are connected with each other. But this approach gives pupils the opportunity to realize the grammar item better. The teaching must be based on grammar explanations and grammar rules. Grammar rules are to be understood as a special way of expressing communicative activity. The reproductive grammar skills suppose to master the grammar actions which are necessary for expressing thoughts in oral and written forms.

### **The Content of Teaching Grammar**

Before speaking about the selection of grammar material it is necessary to consider the concept “grammar”, i.e., what it meant by “grammar”.

By grammar one can mean adequate comprehension and correct usage of words in the act of communication, that is, intuitive knowledge of the grammar of the language. It is a set of reflexes enabling a person to communicate with his associates. Such knowledge is acquired by a child in the mother tongue before he goes to schools.

This “grammar” functions without the individual’s awareness of technical nomenclature; in other words, he has no idea of the system of the language, and to use all the word-endings for singular and plural, for tense, and all the other grammar rules without special grammar lessons only due to the abundance of auding and speaking. His young mind grasps the facts and “makes simple grammar rules” for arranging the words to express various thoughts and feelings. This is true because sometimes little children make mistakes by using a common rule for words to which that rule cannot be applied. For example, a little English child might be heard to say **Two mans comed** instead of **Two men come**, because the child is using the plural “s” rule for **man** to which the rule does not apply, and the past tense **ed** rule for **come** which does not obey the ordinary rule for the past tense formation. Such mistakes are corrected as the child grows older and learns more of his language.

By “grammar” we also mean the system of the language, the discovery and description of the nature of language itself. It is not a natural grammar, but a constructed one. There are several *constructed grammars: traditional, structural, and transformational grammars*. Traditional grammar studies the forms of words (morphology) and how they are put together in sentences (syntax); structural grammar studies structures of various levels of the language (morpheme level) and syntactic level; transformational grammar studies basic structures and transformation rules.

Since graduates are expected to acquire language proficiency in aural comprehension, speaking and reading grammar material should be selected for the purpose. There exist principles of selecting grammar material both for teaching speaking knowledge (active minimum) and for teaching reading knowledge (passive minimum), the main one is the principle of frequency, i.e., how frequently this or that grammar item occurs. For example, the Present Simple (Indefinite) is frequently used both in conversation and in various texts. Therefore it should be included in the grammar minimum.

For selecting grammar material for reading the principle of polysemia, for instance, is of great importance.

Pupils should be taught to distinguish such grammar items which serve to express different meanings.

For example,        **-s (es)**    {                    Plurals of nouns

The selection of grammar material involves choosing the appropriate kind of linguistic description, i.e., the grammar which constitutes the best base for developing speech habits. Thus the school syllabus reflect a traditional approach to determining grammar material for foreign language teaching, pupils are given sentences patterns or structures, and through these structures they assimilate the English language, acquire grammar mechanisms of speech

The content of grammar teaching is disputable among teachers and methodologists, and there are various approaches to the problem, pupils should, whatever the content of the course, assimilate the ways of fitting words together to form sentences and be able to easily recognize grammar forms and structures while hearing and reading, to reproduce phrases and sentences stored up in their memory and say or write sentences of their own, using grammar items appropriate to the situation.

### **DIFFERENT METHODS OF TEACHING GRAMMAR**

English grammar is notoriously difficult to learn for both native and second-language speakers. There are so many intricacies, obscure rules, and exceptions that it comes as no surprise that different generations of teachers have used various approaches to teaching grammar to train literate English writers. In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods. Today, we live in a society that prizes literacy and is willing to adapt to more effective methods to achieve the best results in teaching grammar.

## **Diagramming Sentences**

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners, this method disappeared from modern teaching at least 30 years ago. Different forms of diagramming are used to visualize sentences, from the Reed-Kellogg System to dependency grammar, but all organize the functions of a sentence in a way that illustrates the grammatical relationships between words. More recently, diagramming sentences has had a small pop-culture resurgence in prints of famous opening sentences and websites that allow you to diagram to your heart's content.

## **Learning Through Writing**

This method is often used in schools in the U.S. and Canada. Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage along the way. If there are specific problems with certain grammatical rules, these are covered in a more structured lesson. An emphasis is now being placed upon language acquisition over language learning, as it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their own writing). Repeated practice is also important and easily achieved through creative or personal writing exercises. This article, posted by The Atlantic, suggests that to better equip future adult writers, teachers in the 21st century should consider dropping outdated grammar teaching techniques in early education and opt for learning through writing techniques.

## **The inductive method.**

To induce means to bring about, to cause something to happen. Teachers following the inductive approach induce the learners to realize grammar rules without any form of prior explanation. These teachers believe that the rules will become evident if learners are given enough appropriate examples. When teaching a grammar point, their first step is to demonstrate the meaning to the class. For example, they will hold up a book, saying This is a book. They will do the same showing other objects. Then they will hold up several books and say These are books. After giving several examples of the plural form they will contrast the two forms. Their next step is to get the students to produce the two grammatical forms, working with the same set of objects. The teacher says nothing through this stage except to correct if necessary. Other objects the students can name will then be brought into the practice. With luck they will follow the models and produce grammatically correct utterances. The grammar point is shown on the board only after extensive practice. Explanation are not always made, though they may be

elicited from the students themselves. In such cases, the mother tongue might well be used. The model is copied and the class may be required to write sample sentences from the model.

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

**The advantages** of an inductive approach include

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.
- Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- It is an approach which favours pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.
- If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

**The disadvantages** of an inductive approach include:

The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.

The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.

- Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit

statement of the rule.

- It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.
- An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule

### **The deductive method.**

The deductive method of teaching grammar is the academic and scholarly one which was devised in order to teach Latin and Greek. The approach is very simple. First, the teacher writes an example on the board or draws attention to example in the textbook. The underlying rule is explained, nearly always in the mother tongue and using the met language of grammar. Finally, the students practice applying the rule, orally and in writing. Special attention is paid to areas of conflict between the grammar of the mother tongue and that of the target language. The whole approach is cognitive, with learners considering the rules and weighing their words before they speak or write. Little attention is paid to the value of the message. Those steps are used by teachers who follow a grammar- translation method and by those who are working with a textbook which has a traditional grammar syllabus rather than a structural one. Varieties of grammar — focused approaches still flourish in certain educational circles, and they are successful when used with selected and motivated students. We must also remember that language examinations are mainly written, with accuracy as the criterion of success, so many teachers make increasing use of the deductive approach as examinations loom closer.

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

### **Advantages of deductive approach:**

- It gets straight to the point, and can therefore be time-saving. Many rules — especially

rules of form — can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.

- It respects the intelligence and maturity of many - especially adult -students, and acknowledges the role of cognitive processes in language acquisition.
- It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

#### **Disadvantages of deductive approach:**

- Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
- Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
- Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- Such an approach encourages the belief that learning a language is simply a case of knowing the rules

#### **Interactive Method**

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes. Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students.

### **The eclectic way.**

Both methods above offer advantages. The deductive method is quick and easy for the teacher. Where a difficult grammar point has to be presented, and perhaps explained because the concept is not one that is in the mother tongue, this is probably the better way. Where time is short, it is useful, even for a simple grammar point. Many learners, especially older ones, prefer the deductive approach because they want to know how the language works. The deductive method requires the students to identify the rule for themselves. It has the advantage of involving the students much more. The belief is that such learning will be more effective, though there is no certainty about this. This is probably the better approach for grammatical regularities which are easily perceived, understood, and applied. Eclectic teachers will use all three of these strategies at various times. This will make it easier to fit the lesson into the time available, as well as enabling them to suit the differing needs and learning styles of the students. Grammar points which do not appear very useful are best avoided. Just draw attention to their presence in the text and move on, having raised the students awareness of the feature. If you do choose to teach a grammar point, use either the deductive or the inductive method, depending on the circumstances. When you yourself are talking, do not be afraid to use grammar forms that the students have not met. Provided the context makes the meaning clear, you are giving them valuable exposure and real life practice in decoding utterances which contain forms they do not know. Teachers need to know terminology in order to find helpful pages in reference book, but school children do not need to know words like auxiliary, preterit, reflexive pronoun and gerund in order to speak fluently. Teachers who use unnecessary terminology will appear pedantic, and most of it will be utter nonsense to the students anyway.

## **CONCLUSION**

In order to understand a language and express oneself correctly one must assimilate the grammar mechanism of a language. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relationship between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meanings of these words or at least find them in a dictionary, No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. Children need grammar to be able to speak, and write in the target language.

In view of communication being the main goal of language teaching, grammar lessons—like the primary language skills lessons—need to be context-based, integrated and interactive for the purposes of better learner motivation, participation and language development. With this as a backdrop, grammar teachers should provide meaningful instructional input through relevant contexts and sufficient opportunities for students to relate the grammar item(s) to their real-life situations and to put them to authentic uses. One of the effective ways in which this could be done is through a smooth and organized transition of pre-, while- and post-grammar stages, as illustrated in this paper via the use of past habitual tense through certain real-life used-to-be situations.

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դասընթացներ

Ավագյան Գայանե Գառնիկի

**Թեմա՝** Teaching listening skills and strategies

Հետազոտական աշխատանք

Ղեկավար՝ Լուսինե Վարդանյան

ՎԱՆԱԶՈՐ 2022

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## Introduction

*“Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers “ Rebeccal*

Listening is one of the most important skills we can have. It accounts for half of verbal activity and plays a vital role in educational, social, professional, and personal situations. Listening is also a complex activity that requires different types of knowledge and processes that interact with each other.

It is a very important skill in language because by listening pupils can produce language like speaking and writing by vocabulary that they get from listening. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but pupils should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with pupils some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and foster in understanding.

The goal of this research is to investigate different strategies and skills needed to teach listening. The key objective of this topic is how to develop listening ability and skills.

The research work consists of introduction, two chapters, conclusion and references.

## Chapter 1: Definition of Teaching Listening

Teaching derives from the word “teach” and means giving instructions to acquire knowledge and skills. The term listening is used in language teaching; it refers to a complex process that allows us to understand spoken language. Listening is not only a skill area in language performances, but is also a critical means of acquiring a second language<sup>1</sup>. Listening is a skill that catches the message that was sent by oral language. If the activities were to be calculated.

Listening comprehension is the least researched skill, because acoustic input is transient, embedded in the context, and the process is often difficult to access<sup>2</sup>. Listening occurs in the mind, in that the mind needs to have a concrete image to connect with the content in order to grasp the intended meaning. Listeners rarely get a second chance to hear exactly the same text, and listening is affected by the nature of the acoustic input, stress, intonation, and memory capacity. Listening is the process of hearing sounds, identifying and understanding them as words, translating those words to the first language, and responding back to the speaker in the second language.

Besides a cognitive operation, listening involves the interaction of linguistic and non-linguistic knowledge. Buck discusses how listeners take incoming signals and explain them in terms of linguistic and nonlinguistic knowledge. Linguistic knowledge is composed of discrete elements of language such as vocabulary, phonology, syntax, semantics, and discourse. Non-linguistic knowledge regards the topic, the context, and how that knowledge applies to the incoming sounds. Listeners receive acoustic input, apply prior knowledge, and use the context to build on mental representations of meaning. Listening comprehension is a means of communication and an essential part.

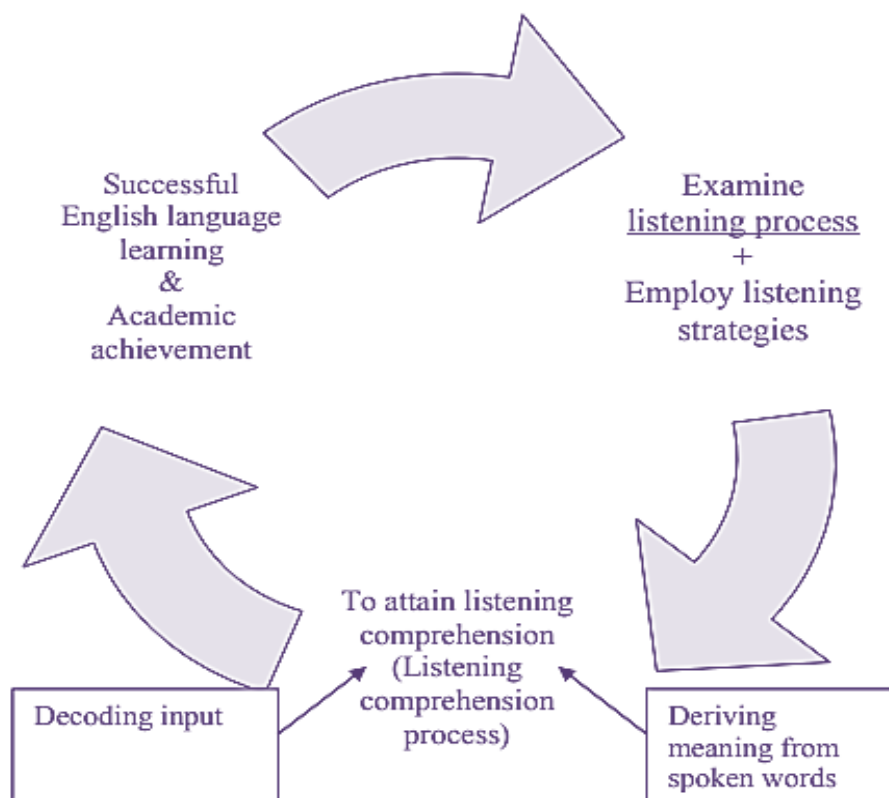
Figure 1 demonstrates the cycle of listening process that listeners employ listening strategies while listening. They derive meaning from speakers or conversation and decode the input in order to attain listening comprehension. After the listening comprehension

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[<sup>1</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, Cambridge University press]

[<sup>2</sup> Yi-Chun Liu, *The utilization of listening strategies in the development of listening comprehension among skilled and less-skilled non-native English speakers at the college level*, 2009]

process, listeners will be able to reach successful English language learning and academic achievement.



**Figure 1** The cycle of listening process<sup>3</sup>

There are some principles of teaching listening, and the teacher must know the principles while teaching the listening process<sup>4</sup>. The principle is exposing pupils to different types of processing information: bottom up and top down. The difference between bottom up and top down is based on the learner's own way of attempting to understand what they read or listen. With bottom up processing, pupils start with the component parts such as words, grammar, and the like. Whereas, top down processing, learners start from their background knowledge, either content schema or textual. There is also interactive processing which, is a combination of top down and bottom up processing. In teaching listening, considering text, difficulty, authenticity is important. Spoken languages are very dissimilar from written language. Learners need to expose to and practice with natural sounding

[<sup>3</sup> Yi-Chun Liu, The utilization of listening strategies in the development of listening comprehension among skilled and less-skilled non-native english speakers at the college level, 2009]

[<sup>4</sup> Disusun Oleh , An analysis of lecturers' strategies in teaching listening at iain curup, 2019]

language. When learners talk about text difficulty, the first thing that is usually mentioned is speed that can be a problem. On the other hand, the solution is not to give them unnaturally slow, clear recordings. Those can actually distort the way the language sounds. Any discussion of listening a text probably needs to deal with the issue of authentic texts. Based on the explanation above, the principle of teaching listening has many steps that must be taken to expose the pupils in the process of learning listening. Therefore, the pupils should be able to do variety of tasks that are given by the teacher in learning listening, especially in teaching effective listening learning strategies.

Pupils listen in different ways based on their purpose. Having a purpose helps us listen more effectively<sup>5</sup>. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, the teacher wants to focus on the temperature. The listener can know and satisfy if they listen to the information. If the teacher wants the pupils to become successful listeners, that are actively involved, they have to establish a certain context for the words being listened to. In order to do this, the teacher must set a purpose for listening. Selecting and designing appropriate language for learning materials and activities the age of the pupils, their interests and language abilities are to be taken into account. In real situation, the teacher seldom listens to somebody without any expectation what teachers are going to hear. It means that teachers usually have preconceived ideas of the content and these ideas are based on our knowledge about the information we hear. These expectations are usually connected with the purpose of listening.

Using general knowledge about language skill development, we can draw up some guidelines for developing listening ability<sup>6</sup>

- ✚ Listening ability develops through face-to-face interaction. By interacting in English, learners have the chance for new language input and the chance to check their own listening ability. Face-to-face interaction provides stimulation for development of listening for meaning.
- ✚ Listening develops through focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning and real reasons for

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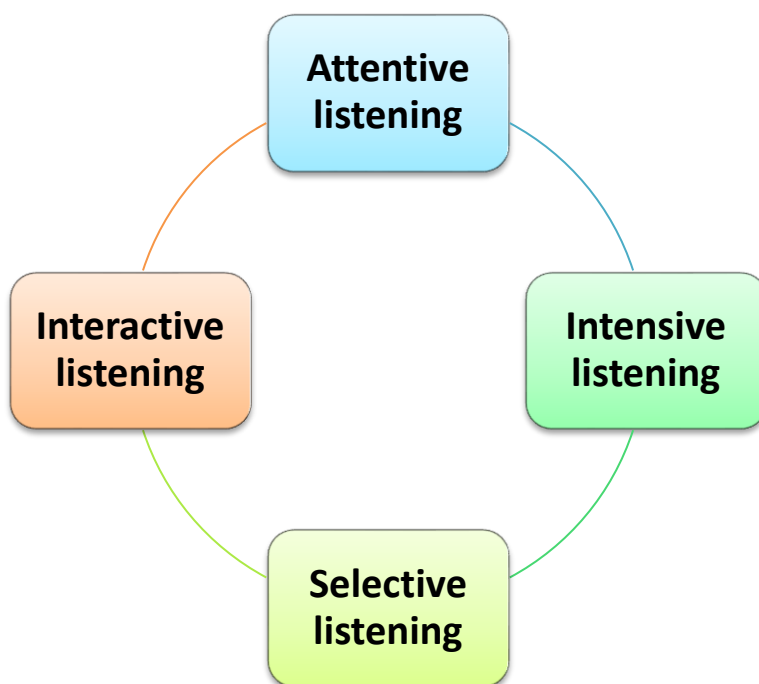
[<sup>5</sup> Penny Ur, Teaching Listening Comprehension, Cambridge University Press, 1984]

[<sup>6</sup> Rost, Michael, Introducing Listening - Penguin English, 1994]

listening in English, learners can mobilise both their linguistic and non-linguistic abilities to understand.

- ✚ Listening ability develops through work on comprehension activities. By focusing on specific goals for listening, learners can evaluate their efforts and abilities. By having well-defined comprehension activities, learners have opportunities for assessing what they have achieved and for revision.
- ✚ Listening develops through attention to accuracy and an analysis of form.

Listening comprehension is divided into four main sections`



Each section helps pupils develop a range of skills and strategies. *Section I`* attentive listening is designed to give pupils practice with listening and with supplying short responses to the speaker, either verbally or non-verbally. Because this kind of ‘responsive’ listening involves immediate processing of information and quick decisions about how to respond, the activities in Section I provide a great deal of support to help the learners ‘process’ the information they hear. *Section II`* intensive listening will focus the pupils attention on language form. The aim of this section is to raise the learners’ awareness of how differences in sound, structure, and lexical choice can affect meaning. Because this kind of listening involves an appreciation of how form affects meaning, all of the activities in this

section are contextualised - placed in a real or easily imagined situation<sup>7</sup>. *Section III*' selective listening will help enable pupils to identify a purpose for listening. By providing focused information-based tasks, the activities in Section III help direct the pupils' attention to key words, discourse sequence cues, or «information structures». By learning to attend to words, cues, and facts selectively, pupils at all levels come to handle short naturalistic text as well as longer and more complex texts. *Section IV*' interactive listening is designed to help learners assume active roles in shaping and controlling an interaction, even when they are in the «listener's role». Because it is important for learners to take an active role as listeners, each activity in this section has a built-in need for information or classification questions by the listener.

We can help pupils listen more effectively if we spend some time teaching them about purposes for listening<sup>8</sup>. One way to do that is to use a simple dialogue like the one below in order to show how they might listen differently depending on their goals.

Anna: We're going out to dinner after class. Do you want to come, too?

Jack: Maybe. Where are you going?

Anna: Pizza King.

Jack: Pizza? I love pizza!

First of all, pupils could listen for the main idea. You might set this sort of task: "What's the most important idea in this conversation? What is the main thing they are talking about?" Write some choices on the board: Class? Dinner? After the listening, pupils would answer, "Dinner." Point out that to be successful, they didn't need to understand anything else. They just had to understand that "dinner" is the main idea of the conversation. Listening for main ideas means that the listener wants to get a general idea of what is being said. The details are less important. There are other ways to listen, though. We sometimes need to listen for details. For example, we need the details when we are getting directions to someplace like a friend's home. Just understanding the topic in this case does us no good. A third important reason for listening is listening and making inferences. Speakers do not always say exactly what they mean. That is, important aspects of meaning are sometimes

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[<sup>7</sup> Rost, Michael, *Introducing Listening*. - Penguin English, 1994]

[<sup>8</sup> S. Brown, *Teaching Listening*, Cambridge University Press 2006]



implied rather than stated. Listeners have to «listen between the lines» to figure out what is really meant. Pupils need practice in listening between the lines.

Thus, listening is the most frequently used language skill, as it takes up 40-50 % time spent on communication. Obviously, listening plays a significant role in the classroom as the primary medium of learning in all stages. Long before, listening was thought to be a passive skill along with reading. However, modern research shows that listening is a goal-oriented activity, requiring a lot of mental efforts and strategies.

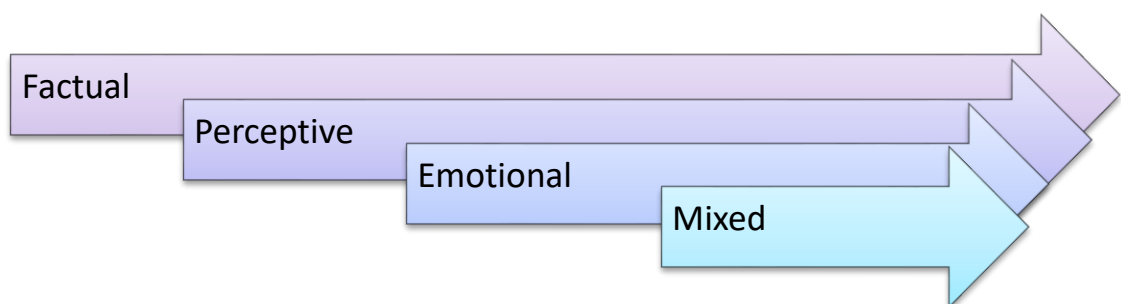
## Chapter 2: Skills and Strategies of Listening

Listening comprehension is an extremely important part of a language learning phenomenon<sup>9</sup>. We need to question the properties of a good listening text for language learning classes. There are various factors affecting a listening text's quality but, in common, we can divide the quality of a text into two categories: "content" and "delivery". As from "content", the listening text should, firstly, be interesting for audiences. It is important to know your target pupils' profiles because what interests one group of learners may seem dull for another group.

Why are effective listening skills important<sup>10</sup>? It's simple: most of what we do or don't do is based on our understanding of the messages that have been conveyed to us. In practical terms, misunderstanding can cost us time, money, credibility, and even relationships. There are three different modes and four different levels of effective listening skills. The three modes, or manners, of listening are`



And the four levels of listening are`



[<sup>9</sup> E. Solak, Teaching language skills for prospective english teachers, Nisan, 2016]

[<sup>10</sup> Developing effective listening skills, EDC Communications, LLC]

- ✚ Attentive listeners focus on the speaker and work hard to eliminate distractions . They are patient and let the speaker finish their thoughts without interruption. This is a difficult, but essential, skill to master in order to be considered a good listener.
- ✚ Responsive listening demonstrates to the speaker that you're listening and understanding what they're saying while encouraging them to continue talking .
- ✚ Active listening is the most important listening skill. It is active because it combines the skills of listening and responding without invalidating the speaker's comments, giving the speaker your personal opinion or advice, or drawing the ownership of the conversation away from the speaker. An active listener monitors the communication of a message for both content and feeling. They pay attention to what people say, how they say it, and why they're saying it.

Richards identifies bottom-up and top-down processes for processing spoken discourse<sup>11</sup>. When processing spoken discourse bottom-up, learners make use of their knowledge of language systems, also referred to as systemic knowledge. Comprehension in this case is viewed as a process of decoding sounds, words, clauses, sentences, texts until the listener arrives at the meaning. Top-down processing, on the other hand, is related to using background information to understand the meaning of the spoken message. Thus, if bottom up processing goes from language to meaning, top-down processing goes from meaning to language. In this case, listeners make use of their prior knowledge about the type of discourse, situation or the context when listening to a spoken text and trying to understand it. It is worth mentioning that successful listeners tend to integrate both processes when listening to spoken texts. As Vandergrift argues, listening comprehension is not either top-down or bottom-up processing, but an interactive process where listeners use both prior knowledge and linguistic knowledge.

Miles Craven offers some useful techniques to use when teaching listening<sup>12</sup>

### **Pre-listening`**

- ✚ Tell your pupils they shouldn't worry that they have to understand every word they hear. Not every word is important!

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[<sup>11</sup>L. Bekaryan, Developing learners' top-down processing skills in listening, Yerevan State University]

[<sup>12</sup><https://www.onestopenglish.com/listening/listening-skills-top-tips/146219.article> 07/10/22]

- ✚ Where possible, make sure pupils know what they are listening for before you start listening. Explain they should focus only on the information they need.
- ✚ Give two or three general questions to check pupils' comprehension of the basic details.
- ✚ If possible, check for any words that your pupils may not know. Pre-teach these so they do not interfere with understanding.
- ✚ Don't choose a listening that is too long. If necessary, stop the recording at certain points and review what pupils have understood so far.

### **While listening**

- ✚ As a general principle, try to play the recording once for overall comprehension. Then play the recording again for specific details.
- ✚ Tell pupils to note any dates, people or places they hear.
- ✚ Divide pupils into groups and give each group a different listening task. Then swap their answers and have pupils listen again and check their classmates' answers.
- ✚ Don't be afraid to repeat the recording, especially the parts pupils have most trouble understanding.

### **Post-listening**

- ✚ Tell pupils to compare their notes and discuss what they understood in pairs or small groups.
- ✚ Encourage pupils to respond to what they heard. For example, where possible ask questions like *Do you agree?* and encourage debate.
- ✚ Tell pairs to write a summary of the main points. Then have them compare their summaries and check if they covered all the main points.
- ✚ Play the recording again and tell pupils to call out 'Stop!' when they hear the answers they were listening for.
- ✚ Put pupils into groups, and tell them to make a list of comprehension questions to ask each other.
- ✚ Tell pupils to make a list in their notebooks of any new vocabulary they feel is useful.

Now let's talk to strategies of listening. Learning strategies are divided into three main categories<sup>13</sup> :

- ✚ Cognitive strategies are the ways that the pupils use to acquire the language, which used to complete an immediate task,
- ✚ Met cognitive strategies can be described as strategies that are used by the learners to organize, monitor and evaluate their understanding and it is used to plan what listening strategies will be the most suitable in the situation, monitor the pupils' comprehension and effectiveness of the strategy and evaluate the achievement of the listening goals of the pupils.
- ✚ Socio-affective strategies are the processes in which pupils employ others to improve their learning. Means that deal with the pupil's interaction with other pupils plus the attitude towards learning being aware of pupils' listening strategies and respecting them can help teachers to organize more effective language lessons and to encourage their learners.

Examples of these three types of strategies are shown in the following table:

<b>Cognitive</b>	<b>Metacognitive</b>	<b>Socioaffective</b>
<b>Predicting/inferencing</b> *from the text *from the voice *from the body language *between discourse parts <b>Elaboration</b> *from personnel experience *from world knowledge *from academic learning *from imagination <b>Summarization</b> *mental *physical(notes) <b>Translation</b> <b>Repetition</b> <b>Transfer from other language</b>	<b>Planning</b> *advance organization *self-management <b>Comprehension monitoring</b> *confirming comprehension *identifying words not understood <b>Directed attention</b> *concentrating *persevering despite problems <b>Selective attention</b> *listening for familiar words *listening for the overall message *noticing the information structure	<b>Questioning</b> *asking for clarification *asking for repetition *using comprehension check <b>Cooperation</b> *working with other learners <b>Anxiety reduction</b> *encouraging yourself *comparing yourself with others *focusing on success <b>Relaxation</b> *using physical techniques *using visualization

[<sup>13</sup> T. Sara Teaching the Listening Skill: Strategies and Difficulties The Case of Third year Learners of Secondary School at El Ikhwa Draif Mazouna Relizane, 2016-2017]

Listening strategies are defined as approaches for enhancing the process of listening comprehension. These strategies are essential for the decoding and internalizing of any information attained through oral communication.

## Conclusion

So, we can say teaching listening is very important. Listening skills need to be considered to motivate pupils; and to motivate them it is necessary to teach them how to be a good listener, in order to take some rules that will help them in listening and speaking English. Key strategies that can be taught in the listening classroom include selective listening, listening for different purposes, predicting, visualising, and inferencing.

I'd make the following recommendations:

- ✚ Listening once, then using a transcript to clarify points of confusion before listening again.
- ✚ Prepare the learners for listening by setting the scene, introducing the characters, pre-teaching vocabulary.
- ✚ Give pupils practice in listening for different purposes: sometimes for understanding, sometimes for language input. Purposes relevant both to their interests as learners of English and to their needs as prospective users of English.

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The integrated approach to teaching grammar

Կատարող՝ Հարությունյան Կարինե  
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## INTRODUCTION

Grammar teaching is an essential aspect of education. Without proper grammar, writing, reading, and speaking all lose meaning and value. Grammar is an important subject for teachers to impart to their students. Unfortunately, it is also one of the most boring subjects in the eyes of many students, and typically teachers do not enjoy endless grammar drills either. Educators, therefore, are looking for ways to make grammar teaching more fun and engaging. When students are able to enjoy the lessons, they are more likely to pay attention.

Studies show that learners tend to learn grammar more accurately and faster through explicit instruction when they are exposed to in-context authentic teaching materials. This research paper shows how grammar can be taught in an effective way, which results into making competent users of second language. It is true that most native English speakers learn to speak English before they ever sit in their first English class. However, ESL learners are different. They have not grown up listening to English from birth. They have to learn from scratch. As a result, anything that will make the English language more understandable is worth teaching. We are sure that most will agree that knowing how sentences are formed helps make the language more understandable. Also, ESL learners are used to the grammar of their native language. Until they learn English grammar, they will automatically apply the grammar rules of their native language to English.

Although teaching Grammar can be challenging, it is also rewarding if we see the students to understand the English language in a way they could not before. Like everything that benefits the students, it is worth our time and effort as teachers.

So, our paper starts with the definition of grammar given by different researchers from the relevant literature of grammar teaching. In the following part, a brief history of English language teaching explains the views of language practitioners about the teaching of grammar, their ways of grammar teaching and how their emphasis on grammar teaching shifted over years. It starts with using traditional grammar translation method, which gradually shift to communicative language teaching approach.

It is revealed that language teachers should focus on the teaching of grammar as a separate language component giving equal weight as it is given to four other language skills. Even the research shows that language practitioners should devise different approaches for teaching

grammar keeping learner variables in mind. It also discusses how grammar should be taught in the second language context.

Finally, this research paper proposes some ideas, both old and new to be incorporated to make language learning successful focusing on language teaching context.

## CHAPTER 1

### The Role of Grammar in Learning English Language

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. In linguistics, grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any given language. It is the systematic study and description of a language, and it helps us to understand how words and their component parts combine to form sentences. Some people think that correct English grammar matters only to teachers and is of no real importance in daily life. This is certainly not true. Grammar, regardless of the country or the language, is the foundation for communication. Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language. Without good grammar, clear communication is impossible. Proper grammar keeps you from being misunderstood while expressing your thoughts and ideas. A person with poor grammar skill can form a negative impression on others. First impressions can be lasting, and may hide the true judgment of character. Some people consider good grammar to be a mark of intelligence and education. Don't allow strangers to form a negative impression of you based on your poor communication skills. Grammar improves the development of fluency. When a person has learned grammar, it will be easier for that person to know how to organize and express the ideas in their mind without difficulty. As a result, they will be able to speak, read and write the language more fluently.[7]

It is generally accepted that there are four language skills: Speaking, Listening, Reading and Writing. Learners in foreign language situations need to learn and master the four skills in this order or in another order depending on the objectives and goals of learning for any particular group. For instance, air traffic controllers must possess a very high level of mastery in speaking and listening because these are the most important skills they need to do their job properly and efficiently; so

there should be more focus on the two skills: speaking and listening. Grammar and vocabulary are not language skills. They are language components which are essential to the mastery of all the four skills. You cannot use any language skill without using grammar and vocabulary. Grammar is not an end in itself but it is a means to an end—to improve learners' proficiency in the four language skills. Grammar is the backbone of language and without it, the produced text, whether it is spoken or written, will be classified with many labels: broken, uneducated, incomprehensible or simply not belonging to the English language. One way to improve your grammar is to read more in English. The more you read, the more you improve your grammar and vocabulary. It may be tiring and difficult to understand everything, but this is one step you cannot skip if you want to get better at grammar. Reading helps you to see how English works and how the grammar works.[3]

Grammar is one of the main linguistic disciplines which studies the grammatical system of language. The grammatical system is the whole set of regularities determining the combinations of words in the formation of utterances. The aim of theoretical grammar of a language is to present a theoretical description of its grammatical system. Learning English grammar and using it correctly takes a lot of time, effort, and practice.

The nature of grammar is better understood in the light of discriminating the two planes of language — the plane of content and the plane of expression. The two planes are inseparably connected. Grammatical elements of language present a unity of content and expression, or a unity of form and meaning

Listening to others who use good English and watching television also helps. It works better if you watch what you are really interested in. Remember that the English spoken in America is different from that spoken in England. Some parts of spelling and grammar are different between the two countries. Make sure you work through all your grammar exercises in your course book regularly. To learn English grammar well, you will need to practice each grammar point until you can easily use it. Look for a book of grammar exercises that also has answers for additional practice. Online activities and quizzes can also help.[1]

A person can't learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us. So grammar is indispensable for the student. But modern language learners have different views and take different approaches. Modern language learners understand that grammar is the glue of language, and modern technology has adapted to this understanding. One example is the Grammar, a convenient grammar checker for your browser that checks your English writing for errors whenever you type anything

online. Technology like this shows that we know grammar still matters for clarity, but we also don't want to have to think about it all the time.

Over the years, many scholars and language teachers have been ambivalent about whether to teach grammar or not in the first place. Then teachers who were in favour of teaching grammar found it difficult to identify the effective ways of teaching it. In the past, grammar had been taught "as an isolated element of language arts programs" [7]. But "researchers began to doubt the necessity of labels and recognized the need to incorporate grammar into context". Kauppinnen (2008) divided the teaching methods of grammar into two – Formalists and Functionalists and stated "Formalists (Chomsky) [1950s] stressed structural description, Functionalists (Halliday) [1970s] saw grammar as the design of texts while advocates of Conversation Grammar (Sack, Schegloff) were concerned with interaction and rhetoric." Even after the emergence of communicative approach to language teaching, the Functionalists' approach of teaching grammar received prominence. Thus, Hassan (2001, cited in Rupert, 2008, p. 4) described "...grammatical rules are introduced as the need arises in students' communication. Grammar then becomes more content-based, meaningful and arises from the context." Due to all these different notions, the main approaches to teaching grammar have gone through major shifts in focus. According to Anh (2013, p. 23-24), there are five major approaches to teaching grammar. These are:

- a) Traditional Approach,
- b) Audiolingual Approach,
- c) Cognitive Code Approach,
- d) Comprehension Approach,
- e) Communicative Approach.

In the next part of the paper we will give brief description of these approaches and will try to show the changes through which grammar teaching has gone through.

### **Traditional Approach**

Analysis of grammatical rules and translation of written pieces had been primary focus of second/foreign language study for more than 2000 years.. This approach, traditionally called Grammar-Translation Method (GTM) enabled students to read the literature and develop their minds in target language. Richard & Rogers (2003, Ibid) state that this method approaches "...language learning as the analysis of language (mental exercising of learning), memorization of grammar rules and bilingual wordlists, which are followed by the application in

translation exercises.” Burns (2009) “...divided the target language into eight parts of speech. The unit of analysis was the sentence and the students’ roles were to be able to recognize and classify the words in a sentence into parts of speech.”

### **Audiolingual Approach**

With the growing dissatisfaction with the traditional teaching approach, Audiolingual Method was introduced in the United States of America in the 1960s, which viewed language learning as a mechanical habit formation (Murcia, 1991, as cited in Anh, 2013, p. 25). To describe this approach to language learning, Anh (2013, p. 25) cited Freeman (2000) and Richard & Rogers (2003): “Certain key structures selected from dialogues are used as the basis for students’ pattern drills such as repetition, backward build-up, substitution, transformation, and question answer (Freeman, 2000). These grammar items are sequenced and graded following the principle from simple to complex ones (Richard & Rogers, 2003).” The outbreak of the World War II ignited the necessity to be verbally skillful in the languages of both the allies and enemies. Still, this approach often called as Army Method “falls far short of the overall goal of creating sustainable long-term communicative competence in language learners” (Barman, Sultana & Basu, 2007, p. 136). Teachers as well as researchers became aware about the shortcomings of this method and its popularity started to decrease. They started thinking about a more practical and effective method which will help the learners to be competent user of the second language. This gave birth to the emergence of the following methods.

### **Cognitive Code Approach**

In the late 1960s Noam Chomsky, an advocate of Formalist approach to teaching grammar introduced the theory of Transformational Generative Grammar through Language Acquisition Device (LAD). Chomsky (1957) believes that language acquisition is a cognitive psychological process rather than a product of habit formation. In Cognitive Approach, first the grammar rules are presented and then the learners are exposed to examples of structures from which the learners could induce the learning principles on their own. Moreover, grammatical errors are considered inevitable, which are corrected through self-correction activities. (Anh, 2013, p. 25)

### **Comprehension Approach**

During 1970s and 1980s, the weightage was shifted on the meaning of grammar from the formation of structures. Practitioners presented grammar inductively letting learners discover the meaning from grammatical examples. During the same time, Communicative language Teaching (CLT) came into the scene.



## **Communicative Approach**

From the late 1960s, as McDonough & Shaw (2003, p. 17) presented Richard & Rodgers' (2001), there was a boom in European market with emerging possibilities for worldwide professional cooperation and tourism. People used to visit places for business, study, or other purposes, which brought the need for changes in language teaching approaches, under light. As a result, Communicative Language Teaching (CLT) approach was introduced. Since its introduction in 1970s, communicative approach to language teaching has been the most appreciated second language teaching methodology. The objective of CLT, according to Canale and Swain Model (1980) has been developing competency of four components (strategic competence, discourse competence, grammatical competence, and socio-cultural competence) which altogether is called Communicative Competence. The perspective on grammar teaching has been changed through this approach. Nunan (1991, cited in Anh, 2013, p. 27) observes "while traditional approaches regarded grammatical mastery as the ultimate learning objective, grammar in CLT is just as a means to the end and always put into a context for the sake of social functions." Thus, CLT has established its importance in language classrooms over other approaches as the learners' needs shifted a long way from comprehending foreign literature to communicating in day-to-day life. CLT being the most recent approach used in language classrooms and as grammar has an important role to play in acquiring learners' communicative competency, the language practitioners have tried to identify the necessity of teaching grammar in language classrooms and even the effective ways of teaching it.

## CHAPTER 2

### Different Methods of Teaching Grammar

Without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what we really want to say, we need to have some grammatical knowledge.

#### **Diagramming Sentences**

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners, this method disappeared from modern teaching at least 30 years ago. Different forms of diagramming are used to visualize sentences, from the Reed-Kellogg System to dependency grammar, but all organize the functions of a sentence in a way that illustrates the grammatical relationships between words. More recently, diagramming sentences has had a small pop-culture resurgence in prints of famous opening sentences and websites that allow you to diagram to your heart's content.

#### **Learning Through Writing**

This method is often used in schools in the U.S. and Canada. Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage along the way. If there are specific problems with certain grammatical rules, these are covered in a more structured lesson. An emphasis is now being placed upon language acquisition over language learning, as it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their own writing). Repeated practice is also important and easily achieved through creative or personal writing exercises. This article, posted by The Atlantic, suggests that to better equip future adult writers, teachers in the 21st century should consider dropping outdated grammar teaching techniques in early education and opt for learning through writing techniques.

#### **Inductive Teaching**

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students

learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

### **Deductive Teaching**

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

### **Interactive Teaching**

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes.

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of

how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students.[3]

## CHAPTER 3

### GRAMMAR GAMES DURING OUR LESSONS

Many ESL specialists, including Thiagarajan and Carrier talk about the advantages of using language games in the classroom and identify a number of benefits for students as well as for teachers. First of all they mention the improved students' interest in the lessons, besides, games add some novelty. Thiagarajan and Parker (1999) consider motivation very important as "sustaining interest can mean sustaining effort". Games make the students pay more attention to the lesson and use additional way of memorizing and practicing the rules so that they could have an individual or team success during the games. Besides, during some games students use cards, pictures, spinners, which help to make kinesthetic intelligence. Physical movements also help to engage and stimulate the students. Using quieting or encouraging and involving games teachers can more easily control the atmosphere in the class.

Nemerow (1996) talks about motivation as a driving force and finds the lack of motivation to be "the greatest obstacle to learning".

The use of games has many advantages. To sum up, it is useful to mention some of them formulated by Carrier (1980):

- Games facilitate teaching-learning process given as additional tools for developing students' learning strategies.
- Games are flexible and can be used for teaching different linguistic skills. One game can combine a few linguistic aspects to be reinforced.
- Games give the lesson novelty and make them less monotonous providing more sources for attention and interest.
- Games raise the students' motivation for the subject.

- Games make students interact with each other and produce their structures which can be used outside the classroom.
- Students practice the language in a stress-free environment and concentrate their attention on “the excitement of winning”.
- Games encourage students’ participation and make them more confident working individually or in a team.
- Games help create more student-centered atmosphere and change the role of the teacher from the formal instructor to the moderator.
- During the game observation teachers gain information about the strengths and weaknesses of the students which later helps to provide appropriate feedback (Carrier, 1980).

It is important that games should be positive at any moment they are applied in order to let the students enjoy the activity and practice their language skills at the same time.

### **Collection of Grammar Games**

#### **Game Grammar practice**

1. Find the person Present Simple
2. Find the similarities There is/are
3. What are they doing? Present Simple, Present Progressive
4. Countable/Uncountable nouns Countable/Uncountable nouns
5. Sentence Ghost Any grammatical structure
6. Unfinished sentences Present Simple
7. Bingo Past Simple, Irregular Verbs
8. Whose is this? Possessive Pronouns
9. Do you like it? Pronouns
10. What am I doing? Present Progressive
11. Writing race Indefinite article a/an

12. Lines up Regular/Irregular Verbs

13. Detective Past Simple

14. Will I...? board game Future Simple

During my lessons I have used some of these games. It was useful, the students were motivated, they enjoyed their lesson.

## ***1. Find the person***

**Participants** Groups of 6

**Time** 20-25 minutes

### **Aim**

To complete information sheet with personal details by asking and answering questions

### **Grammar and function**

Present Simple, question words

### **Vocabulary**

Jobs, country names and cities

### **Materials**

Identity cards for each student in the class. Information sheets for each student in the class.

### **Procedure**

-Divide the class into groups of 6. Give one identity card and one information sheet to each student.

-Tell the students that now they are the person on their identity card.

-Ask them to fill in the details of their new identity on their own information sheet.

-The students are going to fill in the missing details on the information sheet by asking one another questions in order to find out who the other students are and fill in new information on the information sheet.

- Before the students begin the activity refer the whole class and elicit the questions they will need to ask.

-Are you Jenny Freeman?

- How old are you?

- Do you live in London?

- What do you do?

- Where do you live?

Etc.

- Now ask the students to complete their information sheets with information about the other students. They take turns to ask and answer each other. They shouldn't show their identity card or information sheet to the other students. The first group to complete their information sheets correctly wins.



## **Identity cards**

Jane Green

Age –19

Job –babysitter

You come from

United Kingdom. You live

in London. You have a

sister.

Garry Freeman

Age –25

Job –musician

You come from

USA. You live in New

York. You have a brother.

Yumiko Ono

Age –45

Job –teacher

You come from

Japan. You live in Tokyo.

You have 2 brothers

Wolfgang

Schickert

Age –21

Job –football player

You come from

Germany. You live in

Berlin. You have 2 sisters

and 2 brothers.

## ***2. Find the similarities***

**Participants** Pairwork

**Time** 10-15minutes

### **Aim**

To find similarities between two different pictures by asking and answering questions.

### **Grammar and function**

There is/are

Is there...? Are there...?

Describing a room

### **Vocabulary**

Rooms and objects in them.

### **Materials**

One copy of a worksheet for each pair of students in the class. Color pencils

### **Procedure**

- Ask the students to work in pairs. They should sit facing one another.
- Tell the students that their partner's picture is similar but not identical to their own.
- They are going to find the similar objects by describing or asking questions about the rooms.
- After they find similar objects, they need to color it.
- After the time limit find out which pair of students managed to find all the similar objects in their rooms. First pair to finish the task correctly wins.

### ***3. What are they doing?***

**Participants** Groups of 8

**Time** 10 minutes

**Aim**

Ask and answer the questions about the activities.

**Grammar and function**

Present Simple

Present Progressive

**Vocabulary**

Jobs and leisure activities

**Materials**

Picture cards with people each performing an activity

**Procedure**

- Add names of your students on the picture cards
- Divide the class into groups of 8. Give one picture to each student in the class.
- Tell the students that they are going to ask and answer questions about the people in the cards.
- Demonstrate the activity with individual student using the card. Write an example dialogue on the board. For example:  
Student A: What does Anna do?  
Student B: She is a teacher. What is she doing now?  
Student A: She is reading a book.
- Ask the students to ask and answer questions in their groups using their picture cards. The first group to finish wins.

## CONCLUSION

At schools, students did not have a clear understanding between learning grammar and learning English. They treated both as learning English. But at the university the majority are now able to do so. In addition, they are able to remember the grammar areas taught to them.

At university, almost all the students wanted to study English grammar and they do treat them as important. Moreover, the students felt that grammar knowledge is important for developing language skills such as reading, writing, speaking and listening. Eighty (80%) percent of the students felt that their grammar knowledge is either average or poor. Students also evaluated that some areas of grammar are difficult to learn (i.e. direct/ indirect speech). They reported that they learnt grammar rules through memorizing grammar rules and studying examples. Students also believed that studying grammar rules would help them develop the language skills and the overall English proficiency. They also pointed out that learning grammar alone would be boring and it should be taught along with other skills (i.e. reading or writing).

The outcome of the study indicated that students like to learn grammar continuously throughout their study but they do not want exclusive and explicit grammar lessons. They prefer to learn grammar along with other skills. Hence, it is the duty of the language lecturers/ instructors to teach grammar without making it boring to the students. Further this study did not make direct observation of grammar teaching in classes nor did it obtain an in-depth view of teachers. Therefore, a future study is needed to investigate the teaching of grammar, mainly to find the methods used in teaching grammar, their impact and also to find the constraints faced in teaching grammar.

Communication and interaction among the students help to better memorize and reinforce provided information. Besides, group participation helps to create a better classroom atmosphere, make the lessons enjoyable and engage the students. The game is used for introducing the topic, for reinforcing new applied knowledge or for general practice of any language skill.

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