

**«ԿՐԹՈՒԹՅՈՒՆ ԱՌԱՆՑ ՍԱՀՄԱՆՆԵՐԻ»  
ՀԱՍԱՐԱԿԱԿԱՆ ԿԱԶՄԱԿԵՐՊՈՒԹՅՈՒՆ**



**ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ  
ՈՒՍՈՒՑԻՉՆԵՐԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ  
ԴԱՍԸՆԹԱՑ 2023**

**ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ**

<b>ԹԵՄԱ</b>	Teaching methods for learning a foreign language
<b>ԱՌԱՐԿԱ</b>	Անգլերեն
<b>ՀԵՂԻՆԱԿ</b>	Միմա Կնյազյան
<b>ՄԱՐԶ</b>	Երևան
<b>ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ</b>	Ստ. Լիսիցյանի անվան հ.34 հիմնական դպրոց

*Teaching methods are ways to instruct students in a classroom, helping them to understand and remember what they've learned. Some of the best teaching strategies allow educators to convey information in a clear and concise way while also ensuring students retain it over the long term. If students can comprehend facts on a deep level and practice skills properly in the classroom, they can apply that wisdom and those abilities to their personal lives and their future careers.*

*Teaching methods are opportunities to make learning engaging, inspiring and fun for students. They aid teachers in fulfilling the responsibility of guiding the social and emotional development of children. By using the right strategies, teachers can instill values of respect, empathy and cultural sensitivity into their classroom. They also use teaching methods to prepare students for standardized testing. Your classroom philosophies and principles can vary based on your preferences as a teacher, your school mission statement, your subject areas and other factors*

For many years the goal of language teaching pedagogy was “ to find the right method “ which would work for all methods at all times.

At different periods, depending on the aims of teaching and learning a foreign language, new methods came into being, based on different interpretations of the nature of language and language learning, as well as the in which it is learnt.

Here are the principal views on the nature of language:

**The structural view** treats language as a system of structurally related elements such as phonemes, morphemes, words, word- combinations and sentences to code meaning (e.g. grammar ). Thus, to learn a language means to learn the structural items to be able to understand and produce it. ( grammar-translation and audio – lingual method ).

**The functional view** sees language as a vehicle to express a certain function. According to this view learners learn a language in order to apply it in various real-life situations as our daily language usage involves functional activities such as requesting, apologizing, advising, offering.

**The interactional view** sees language as a vehicle for the creation of social relations. This view has been fairly dominant since the 1980s. ( direct method, communicative language teaching, the silent way, suggestopedia, the natural approach, total physical response).

The methods which had a long history and which have influenced the contemporary foreign language methods are the following:

- The Grammar – Translation Methods
- The Direct Method
- The Audiolingual Method

Other methods, which deserve attention include: *Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, the Natural Approach.*

## The Grammar – Translation Methods ( GTM )

The Grammar – Translation Method has been used in schools for many years and has had different names. It was originally called Classical Method since it was first used in the teaching of classical languages, Latin or Greek. It focused on grammatical rules, memorization of vocabulary and of various conjugations, translations of texts and doing written exercises. In the 19<sup>th</sup> century the Classical method came to be known as the Grammar- Translation Method.

- (1) Classes are taught in the mother tongue, with little active use of the target language.
- (2) Much vocabulary is taught in the form of lists of isolated words.
- (3) Long elaborate explanations of grammar are given.
- (4) Little attention is paid to the content of texts
- (5) Little or no attention is given to pronunciation.

The techniques used within the Grammar-Translation Method include:

- Translation of aliterary passge
- Reading comprehension questions
- Choosing antonyms\synonyms
- Fill-in -the blanjs exercises
- Memorization
- Using words in sentences
- Composition writing

### **The advantages of the Grammar-Translation Method:**

1. In Grammar-Translation Method, the first language is maintained as the reference system in the learning of the second language. Translation from one language to another plays a certain part in language learning. in the Grammar-Translation Method, comparison between two languages helps students to have a better understanding of the meaning of abstract words and complicated sentences.
2. Systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences. It has special

importance for students in teachers' colleges for whom a good mastery of the grammar system of the target language. Understanding and manipulating the morphology and syntax will develop students' ability of analyzing and solving problems.

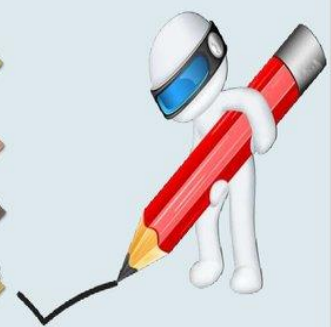
3. The focus on understanding literary texts provides the situation in which reading and writing abilities are well trained.
4. The Grammar-Translation makes few demands on teachers although it often creates frustration for students.

### **Disadvantages of the Grammar-Translation Method**

1. Overemphasis on translation can never emancipate the learners from dependence on the first language.
2. The Grammar-Translation puts too much emphasis on reading and writing and neglects listening and speaking. Knowing a large number of grammatical rules cannot ensure that students can use them appropriately in real communicative situation.
3. In the Grammar-Translation Method, the texts are mostly taken from literary works. The language learned often doesn't meet the practical needs of the learners.
4. Memorizing grammar rules and bilingual word lists does not motivate students to actively communicate in the target language.

## **A class working with the Grammar Translation Method looks like this:**

- Classes are taught in the mother tongue, with little active use of the target language
- Much vocabulary is taught in the form of lists of isolated words
- Long elaborate explanations of the intricacies of grammar are given
- Reading of difficult classical texts is begun early
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis
- Grammar provides the rule for putting words together, and instruction often focuses on the form, inflection of words



## The Direct Methods ( DM )



The Direct Method , also called Natural Method, was established in Germany and France around 1900. It received its name from the fact that meaning is to be connected *directly* with the target language, without going through the process of translating into the students' native language. This method operates on the idea that second language learning should be more like first language learning- spontaneous use of the language, no translation between first and second languages, and little or no use of grammar rules. Richards and Rodgers summarize the principles of the Direct Method:

- (1) Only everyday vocabulary and sentences are taught.
- (2) Oral communication skills are built up through question-and-answer exchanges between teachers and students.
- (3) Both speech and listening comprehension are taught.
- (4) Concrete vocabulary is taught through pictures, objects; abstract vocabulary was taught by association of ideas.
- (5) Correct pronunciation and grammar are emphasized.

The techniques used within the Direct Method include:

- Reading aloud
- Question-and-answer exercise
- Getting students to self-correct
- Fill-in-the blanks exercise
- Dictation
- Map drawing
- Paragraph writing
- Conversion practice

## ADVANTAGES OF DIRECT METHOD

- ▶ Learners have an active role.
- ▶ The learning is contextualized.
- ▶ It follows the natural order in which a child learns L1 that is listening ,speaking ,reading and writing.
- ▶ It lays great emphasis on speaking, the most important skill for many learners.
- ▶ It avoids the unnatural block of translation in the communication process.

## DISADVANTAGES OF DIRECT METHOD

- ▶ Learning L2 is not like learning L1.
- ▶ the child learning L1 has no previous language learning experience , but the learner learning L2 does.
- ▶ There is little systematic structural practice.
- ▶ Learners run the risk of inducing incorrect rules.
- ▶ The method can be effectively used only by teachers who are native speakers.
- ▶ The learner is confronted with unstructured situations too soon.
- ▶ A great deal of teacher-energy is required.

## The Audiolingual Method (ALM)



The Audiolingual Method was developed in the USA around World WarII. At that time there was a need for people to learn foreign languages rapidly for military purposes.

Governments realized that they needed more people who could conduct conversation fluently in a variety of languages to work as interpreters, code-room assistants, translators. However, since foreign language instruction was heavily focused on reading instruction, new methods and materials had to be devised.

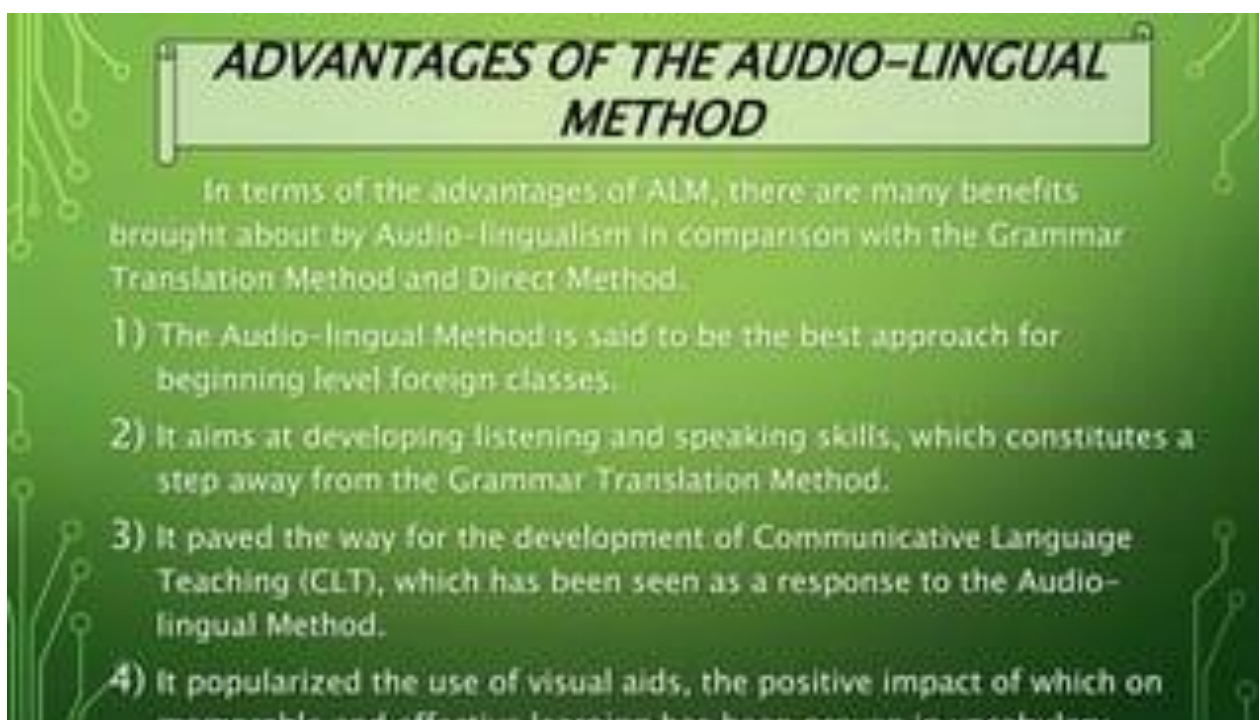
The characteristics of the ALM may be summed up in the following list:

- (1) New material is presented in dialogue form.
- (2) There is dependence on memorization of set phrases.
- (3) There is little or no grammatical explanation.
- (4) Vocabulary is strictly limited and learned in context.
- (5) There is much use of tapes, language labs, and visual aids.
- (6) Very little use of the mother tongue by teachers is permitted.



The techniques used within the Direct Method include:

- dialogue memorization
- drill (repetition, question and answer)
- Using minimal pairs
- Conversation practice
- Games
- Completing the dialogue



**ADVANTAGES OF THE AUDIO-LINGUAL METHOD**

In terms of the advantages of ALM, there are many benefits brought about by Audio-lingualism in comparison with the Grammar Translation Method and Direct Method.

- 1) The Audio-lingual Method is said to be the best approach for beginning level foreign classes.
- 2) It aims at developing listening and speaking skills, which constitutes a step away from the Grammar Translation Method.
- 3) It paved the way for the development of Communicative Language Teaching (CLT), which has been seen as a response to the Audio-lingual Method.
- 4) It popularized the use of visual aids, the positive impact of which on memorable and effective learning has been proven in vocabulary

## ***DISADVANTAGES OF THE AUDIO-LINGUAL METHOD***

1. This is a teacher-centered method. The ALM makes considerable demands upon the teacher.
2. The basic steps of imitation, repetition, and reinforcement turns students into parrots who can produce many good utterances but never create anything new.
3. Students lacked an active role in the classroom.
4. Very little attention is paid to communication and content.

## Community Language Learning ( CLL )



According to this method learners in a class are regarded as a *group* rather than a *class* – a group in need of counseling. The teacher acts as a counselor ( therapist ), and students – as clients.

The group of clients ( learners ), having first established in their native language an interpersonal relationship, are seated in a circle with the counselor ( teacher ) on the outside of the circle. When one of the clients wants to say something to the group or to an individual, he or she says it in the native language and the counselor translate the utterance back to the learner in the target language. The learner repeats that English sentence as accurately as possible. Another client responds in English, the utterance is translated by the counselor, the client repeats it and the conversation continues.

## Suggestopedia



**Suggestopedia** is a language teaching method originated in the 1970s by Bulgarian psychologist Georgi Lozanov. The name combines the terms "suggestion" and "pedagogy", the main idea being that accelerated learning can take place when accompanied by de-suggestion of psychological barriers and positive suggestion. To this end lessons take place against a background of soothing music in an emotionally comforting environment, with the teacher actively planting and unplugging thoughts in and from the learners' minds

### **Typical features of a Suggestopedia lesson:**

- target language/mother tongue
- teacher-centred
- bright, cheerful classrooms with comfortable chairs
- soothing background music
- positive suggestion and negative "de-suggestion" by teacher

- new identities for learners with TL names and new occupations
- printed TL dialogues with MT translation, vocabulary and grammar notes
- reading of dialogues by teacher, rhythm and intonation matched to music
- reading of dialogues by learners just before sleeping and on rising (homework)
- classroom activities based on dialogues, including Q&A, games and song



**The advantages are**

- 1. students feel more relaxed.**
- 2. language learning comes more effective than method.**
- 3. they learn 3 or 4 times quicker than conventional method**
- 4. there is an affective atmosphere.**
- 5. activates mental potential and student feel responsible for their own language.**

**The disadvantages are**

1. some can find classical music boring and irritating than stimulating.
2. exaggeration of rhythm may be perceived odd and illogical, there may be physical.
3. financial and environmental limitations.

### **The Silent Way (SW)**

The Silent Way was invented by Caleb Gattegno in the 1950s. The teacher is usually silent, leaving room for the students to explore the language. They are responsible for their own learning and are encouraged to interact and to cooperate with each other in the solving language problems.

- Learning is facilitated only;
  - if the learner discovers or creates rather than remembers and repeats what is to be learned,
  - by accompanying physical objects,
  - by problem solving involving the material to be learned
- The Silent Way views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor
- The rods and the color-coded pronunciation charts provide physical foci for student learning and also create memorable images to facilitate student recall

**Tell me and I forget,  
Teach me and I remember  
Involve me and I learn**

### Advantages

- Silent Way learners acquire «inner criteria»
- Creates a correctly, adequately working inter-language
- The self-esteem of the students will be increased and this will enhance learning
- Learners gain practical knowledge and use of the target language

### Disadvantages

- Method should be used in small groups of students
- The rigidity of the system may be meaningless.
- How successfully it might be used at more advanced levels is questionable.
- Language is separated from its social context and taught through artificial situations usually by rods

### Total Physical Response ( TPR )



James Asher, the developer of Total physical Response( TPR ), noted that the children in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses. ( moving, looking). He also gave some attention to right-brained learning.

TPR heavily utilized the imperative mood, even into more advanced proficiency levels. Commands are an easy way to get learners to move about: *Open the window!Close the door! Sit down ! Give it to John!*

## THE ADVANTAGES OF TPR

- It is fun, easy, and memorable
- It is a good tool for building vocabulary.
- It can facilitate students with the meaning in real context.
- It does not require a great deal of preparation.
- Help the students immediately understand the target language.
- TPR is inclusive and works well a class with mixed ability levels.
- Helps learners achieve fluency faster in learning language
- It benefits the Struggling students.
- Creates positive thinking.



## THE DISADVANTAGES OF TPR

- Students are not generally given the opportunity to express their own thoughts in a creative way.
- It can be a challenge for shy students.
- It is not a very creative method.
- Overusing TPR causes someone easily bored.
- Certain target languages may not be suited to this method.
- It is limited, since everything cannot be explained with this method.



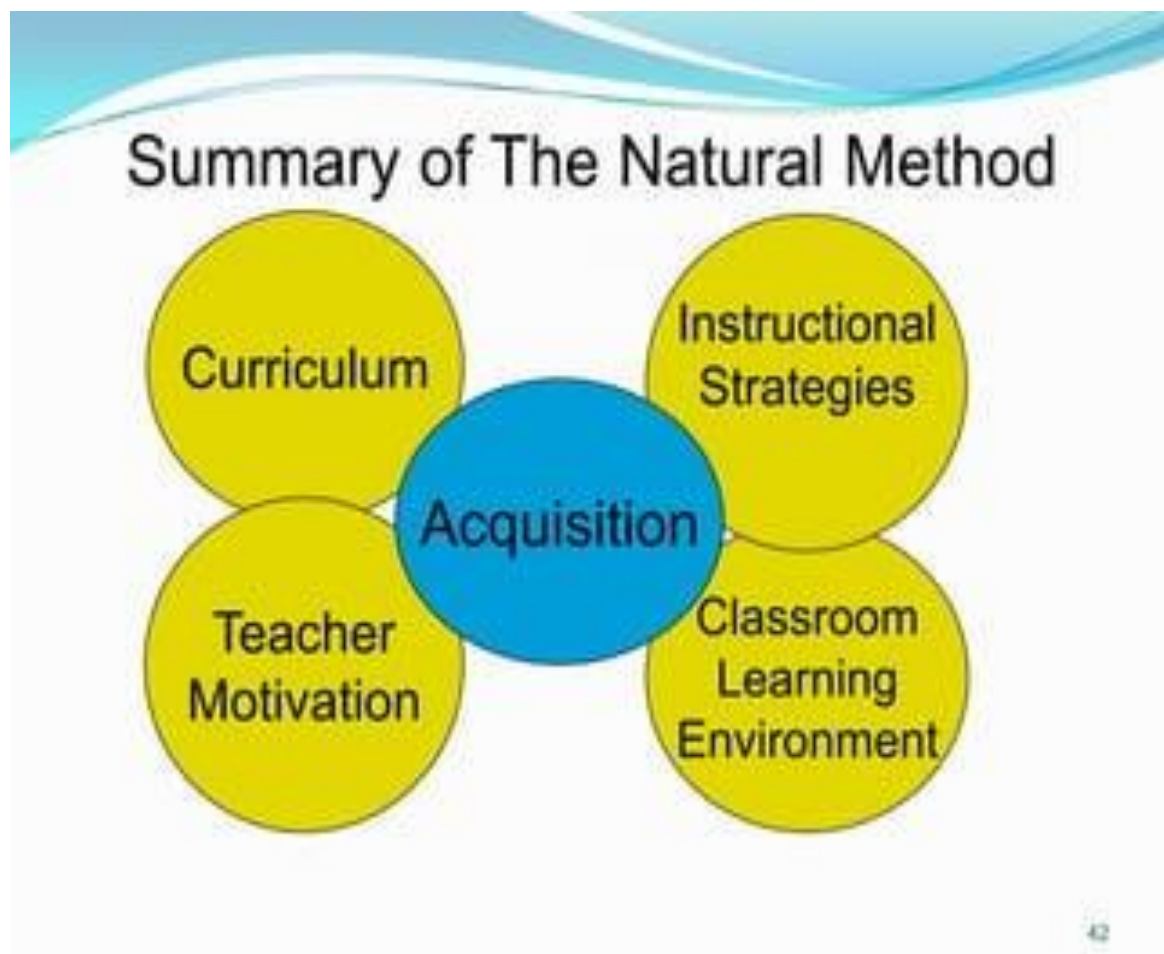


## The Natural Approach

The Natural Approach was aimed at developing basic personal communication skills, that is , everyday language situations- conversations, shopping, listening to the radio . The teacher was the creator of an interesting and stimulating variety of classroom activities- commands, games, sketches and small – group work.


In the Natural Approach , learners presumably moved through three stages:

1. The preproduction stage is the development of listening comprehension skills.
2. The early production stage is usually marked with errors as the student struggles with the language. The teacher focuses on meaning here, not on form, the teacher doesn't make a point of correcting errors during this stage
3. The last stage is one of extending production into longer stretches of discourse, involving more complex games, role-plays, dialogues and extended small- group work.



## Conclusion

*"The best methods... are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear.*



*These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." Stephen Krashen*

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With the right teaching methods, educators can create an enjoyable and productive classroom experience for students where they can learn important academic and social skills to last a lifetime. There are many frameworks that a teacher could use to support students with different interests, abilities and learning styles. If you're a teacher or professional in the education field, you might benefit from learning about new instructive strategies in the field to maximize your students' chances of success in your classroom.

Many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses.

Factors determining the choice of this or that method include the age, abilities and experience of learners, lesson and course objectives, expectations and resources.

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