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Թեմա՝

***Օտարլեզվիդասավանդման մեթոդներ/Teaching
Methods of FLT***

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INTRODUCTION

For people of various specialties, knowledge of a foreign language or languages is also of particular importance due to awareness of developments in their field, presentation of their own experience and achievements in different countries, relations with foreign colleagues, familiarization with their experience, following them and other considerations. It becomes obvious that in order to meet the requirements of the time in educational institutions implementing general education programs, it is necessary to look for new effective approaches to overcoming emerging obstacles and solving problems, to develop modern forms and alternative teaching methods that will also meet modern educational standards.

The primary necessity was the development of teaching methods as the main tools of pedagogical activity to ensure the result of the educational process, the organization of interaction between the teacher and students. The training method can be defined as follows: "a system of purposeful actions, with the help of which the cognitive and practical activities of the student are organized, ensuring the assimilation of the content of education, thereby achieving the learning goals". Without the use of an appropriate method or methods, it is impossible to achieve the goal of learning, to combine learning with cognitive activity.

Currently, ICTs are included in the most diverse spheres; including educational, in particular the school sphere of human activity, in this situation, the teacher ceases to be the only source of knowledge transfer, the student himself is guided by a variety of information sources and technical means that meet his needs. In teaching a foreign language and any subject, it is no longer possible to use only one type of strategy, it is necessary to saturate the educational process with a variety of means, adapting the learning goal to the capabilities of modern digital technologies.

One of the main tasks of a teacher for the effective organization and purposeful implementation of training is to ensure the active involvement of all students in the educational process. For example, the use of the principles of cooperation, a variety of gaming tools, the use of digital technologies, the organization of discussions, the creation of staged episodes, watching thematic cartoons, documentaries, feature films and other films, the method of questions and many other means.

System of teaching consists of three phases and it is a good model of the best way people learn. The model describes the process of thinking in which students are included before the process of learning, during the process and after the learning process. The first phase of the framework system is evocation. At this stage, students are encouraged to use their knowledge and experience on a particular subject and to anticipate and determine the purpose of teaching and learning. This phase connects the previously acquired knowledge with knowledge that is being acquired. This enables the transfer of knowledge. The second phase is the phase of realization of meaning which gets the students through a new text analysis, thematic presentations or other form of presentation and new contents. Students are expected to experience new content and integrate it into their own knowledge. At this stage, information is acquired. In the phase of reflection, students think about what they have learned in the context of their existing knowledge, rearrange the existing knowledge, build and create a link between the existing and new knowledge and create a new quality. In order to develop a practical understanding of the framework system for teaching and learning, this system must be tested in the context of teaching as part of guided instruction and each teaching unit passes through the aforementioned phases of the framework of the system.

CHAPTER 1

TEACHING METHODS

It seems worthwhile, first, to clarify briefly the concepts of approach or principles, method and technique, which are mutually and hierarchically related. They represent, in fact, three levels of analysis and teacher's decision making for teaching and learning English in the classroom. An approach or strategy is the most abstract of all three concepts and refers to the linguistic, psycho- and sociolinguistic principles underlying methods and techniques. Actually, every teacher has some kind of theoretical principles, which function as a frame for their ideas of methods and techniques. A technique is, on the other hand, the narrowest of all three; it is just one single procedure to use in the classroom. Methods are between approaches and techniques, just the mediator between theory (the approach) and classroom practice. Some methods can share a number of techniques and, though some techniques have developed autonomously, the most important ones start from the main methods. Now it seems appropriate to mention the three major language-learning issues that language pedagogy and ELT have dealt with through this century and that always concern researchers and the teaching profession. They are as follows:

1. The L1-L2 connection, that is, the disparity in the learner's mind between the inevitable dominance of the mother tongue and the weaknesses of the second language knowledge.
2. The explicit-implicit option, that is, the choice between more conscious ways of learning a foreign language and more subconscious or automatic ways of learning it. This issue remains to a great extent unresolved and has very often posed a dilemma to the FLT profession and research.
3. The code-communication dilemma has become a major issue recently. It refers to the problems that learners have to cope with when learning a new language, as they have to pay attention on the one hand to linguistic forms (the code) and on the other to real communication.

METHODS AS DEVELOPMENT OF A COMMUNITY OF LINGUISTS, RESEARCHERS AND TEACHERS

In this section, we will look, first, at methods as part of a paradigm or model of FLT, second, at the main methods still in use in this century as archetypes and, third, at other proposals of foreign language teaching.

Each of the main FLT methods that we present here was not superseded by a subsequent one as soon as it appeared but, rather, it went on living, the new one superimposing on the former. We can even say that the appearance of a new method corresponds with a loss of expectation of the former one along with the progressions of theory, research and the experience of school practice. There is not, broadly speaking, a marked line between different methods, but often an eclectic mixture between methods is present. In this sense methods are considered representations of language knowledge for pedagogical purposes and are part of a paradigm (a unit of theory, research and practice), which means a predominant way of building up theories, doing research and carrying out classroom activities. In fact, FLT methods have appeared because of the application of the new theoretical findings. Methods are also conditioned by educational philosophy, approaches about language nature and how it can be taught and learnt, and conceptions about classroom interaction. All this pervaded by those values concerning society and human relationships. When these aspects start to change it can be said that a shift of model is taking place.

The Traditional or Grammar-Translation Method. This method applied the study of Latin and Greek grammars to the study of foreign languages from the 17th to the 19th centuries. In the 19th century this method was rather widespread for learning foreign languages, though by the end of the century moves towards the Direct Method were noticed. Even today, in spite of its obsolescence, it has not entirely died out, as some textbooks still use it.

The principles of the Grammar-Translation Method. The most relevant principles of this method can be summarized as follows:

- 1) It emphasizes the study and one translation of the written language, as it is considered superior to spoken language.

- 2) Successful learners are those who translate each language into the other, though they cannot communicate orally.
- 3) Reading and writing are the main language skills.
- 4) Teachers play an authoritarian role in the classroom and the predominant interaction is between teacher-student.
- 5) Students must learn grammatical rules overtly and deduce their applications to exercises.
- 6) Students have to know verb conjugations and other grammatical paradigms.
- 7) The basic unit of teaching is the sentence.
- 8) The student's native language is the medium of instruction and used as well to compare with the language studied.

The main techniques used by the Grammar-Translation Method.

The Grammar-Translation Method focuses on the teaching of the foreign language grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into the mother tongue. Translation is considered its most important classroom activity. The main procedure of an ordinary lesson followed this plan: a presentation of a grammatical rule, followed by a list of vocabulary and, finally, translation exercises from selected texts. Other activities and procedures can be the following: reading comprehension questions about the text; students find antonyms and synonyms from words in the text; vocabulary is selected from the reading texts and it is memorized; sentences are formed with the new words; students recognize and memorize cognates and false cognates; fill-in-the-blank exercises.

I experienced, in university, a similar format for the grammar-translation method, though the level of difficulty was much higher. Besides sentence translation, there was also passage translation in the university textbooks. Viewed from my own English language-learning experience, I think grammar translation should not be regarded as a method to be avoided by EFL teachers. There is no reason why deep understanding of grammar, and good ability to translate, cannot help students improve their writing or lay a solid foundation for their speaking and communicative

competence, for that matter. On the contrary, a good command of grammar will give an EFL learner more confidence, among other advantages, to hone his/her communicative competence. Through translation, EFL learners can also better understand language items, such as grammar or vocabulary (words and phrases), and better comprehend the original text. It may, therefore, be said that grammar-translation certainly has a role to play in the EFL context, where most students do not have exposure to an English-speaking environment.

The Audiolingual Method. The Audiolingual Method corresponds with the USA structuralist tradition of FLT, which became the dominant orthodoxy after World War II. Its origin can go back to the seminal work of Bloomfield, who set up the bases of structural linguistics segmenting and classifying utterances into their phonological and grammatical constituents. Fries, Brooks, Rivers, and Lado went on applying these principles up to the 1970s with a close relationship with behaviourism. Its main procedure was imitation and repetition.

The main concepts of Audiolingualism.

1. Foreign language is the same as any other kind of learning and can be explained by the same laws and principles.
2. Learning is the result of experience and is evident in changes in behaviour.
3. Foreign language learning is different from first language learning.
4. Foreign language learning is a process of habit formation.
5. Language learning proceeds by means of analogy (habit-formation involving discrimination and generalization) rather than analysis (deductive learning of rule, as the Grammar-Translation Method).
6. Errors are the result of L1 interference and are to be avoided.

The direct method. One of the first oral-based methods to be developed was known as the direct method, since it was based on the idea that the meaning of new language items could be communicated directly through careful presentation techniques and without recourse to translation. Only everyday vocabulary and sentences were taught. Oral-communication skills were built up in a carefully graded progression around question-and-answer exchanges between teachers and students

in small, intensive classes. Grammar was taught inductively (i.e. without direct explanation or presentation of grammar). New teaching points were introduced orally. Concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas. Both speech and listening comprehension were taught. Correct pronunciation and grammar were emphasized.

The direct method is sometimes still used in teaching English to young children and there are good examples of teachers using the direct method on the internet. And we probably owe to the direct method the fact that the use of the mother tongue and translation have been ignored, or downplayed, in language teaching ever since – something that many language learners find counter-intuitive. The direct method was used in many private language institutes. However, it was difficult to implement on a large scale (e.g. in schools), since it demanded a high level of both teaching skill and language fluency on the part of the teacher, and there were few published resources to support it. By the 1920s, it had significantly declined, and in the United States, a reading-based approach that was predicated on the gradual introduction of words and structures in simple reading texts was used for foreign-language teaching.

Situational Language Teaching. Although audiolingualism was developed in the United States, a similar methodology based on similar principles was developed in the United Kingdom and was known as the structural–situational method, the oral method, or situational language teaching. This approach grew out of the work of British TESOL specialists in the first half of the twentieth century, who took the direct method as their starting point, but developed a vocabulary and grammatical syllabus to provide the basis for a general English course. By the 1950s, it was the standard British method and was used in textbooks and teacher-training courses.

Language teaching begins with the spoken language. Material is taught orally before it is presented in written form. The target language is the language of the classroom. New language points are introduced in situations, rather than as isolated items of grammar. Vocabulary selection procedures are followed to ensure that an essential general English vocabulary is covered.

Items of grammar are graded, following the principle that simple forms should be taught before complex ones. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

In a typical lesson, according to the situational method, a three-phase sequence was often employed, known as the P – P – P cycle – Presentation, Practice, Production – a procedure that will be familiar to many teachers who have completed certificate-level training courses:

- **Presentation:** The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. Alternatively, the students may be asked to infer a grammar rule from its use in a text or conversation.
- **Practice:** Students practice using the new structure in a controlled context, through drills or substitution exercises.
- **Production:** Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

The P – P – P lesson structure has been widely used in language-teaching materials and continues, in modified form, to be used today. Many speaking or grammar-based lessons in contemporary materials, for example, begin with an introductory phase in which new teaching points are presented and illustrated in some way, and where the focus is on comprehension and recognition. Examples of the new teaching point are given in a context that clarifies the meaning of a new form. This is often followed by a second phase where the students practice using the new teaching point in a controlled context, using content often provided by the teacher. The third phase is a free-practice period, during which students try out the teaching point in a free context, and in which real or simulated communication is the focus. Lessons thus move from a focus on accuracy (or skill-getting) to fluency (or skill-using), a format which many teachers and materials developers continue to find useful. A textbook series based on the situational approach and which was widely used in the 1980s and 1990s was the Streamline series.

However, growing dissatisfaction with P-P-P began to develop as early as the 1960s. A common observation was that apart from highly gifted and motivated students, most learners working within a structure-based approach fail to attain a usable level of fluency and proficiency in the second language, even after years of instruction. Others criticized the view of language implicit in P – P – P: it suggests that grammar is learned incrementally – one structure at a time, through mechanical practice rather than communicative language use – an issue that is addressed by advocates of communicative language teaching and task-based teaching, which are discussed below. However, since there is little published research on how teachers actually implemented P – P – P, it is difficult to know if the unsatisfactory results, frequently cited for the method, were attributable to the method itself, poor levels of application of it, poor teaching, or were due to unfavourable classroom-learning conditions that would make learning difficult, no matter what method was used.

Communicative language teaching. Both audiolingualism and situational language teaching began to fall out of favour in the 1970s, as the theories on which they were based became discredited, due to the emergence of new paradigms in both language theory and language-learning theory. The behaviourist model of learning, based on imitation and repetition, was being challenged by cognitive and interactive views of language and language learning. Language was no longer viewed as a set of fixed patterns and rules to be learned by exposure and imitation, but was seen to draw on cognitive processing that enabled learners to build up their linguistic competence through exposure and interaction. Both cognitive and interactive theories of learning offered alternative accounts of learning. Suddenly, drills, pattern practice, substitution tables, memorization of dialogues and other practices associated with audiolingualism and situational language teaching were no longer popular, as a new communicative paradigm in language teaching emerged. This came to be known as communicative language teaching – the next global method – and was a dominant paradigm in language teaching for the next 20 years.

Communicative language teaching just as the direct method was a response to the need for a greater emphasis on fluency in spoken second-language communication towards the end of the nineteenth century, a similar change in needs together with changes in language learning theories prompted a rethink of approaches to language teaching in Europe in the 1960s and 1970s. This was the period when the process we now refer to as globalization was beginning to have an impact on

travel, communications, education, commerce and industry. The world was becoming smaller, and proficiency in English was becoming a more urgent priority for countries in many parts of the world. The language-teaching profession was challenged to provide a response. In reviewing the status of language teaching at that time, educators concluded that the assumptions underlying audiolingualism and similar methods needed to be reviewed, resulting in what eventually became a paradigm shift in approaches to language teaching. In reviewing teaching practices and the assumptions, they were based on at the time, applied linguists argued that grammar-based methods such as audiolingualism and situational language teaching only focused on grammatical competence as the underlying basis for second language proficiency. Researchers felt that what was needed in order to use language communicatively was communicative competence, a construct used to describe a person's knowledge of how to use language appropriately as a communicative resource.

Communicative competence was said to include the ability to use language for different communicative purposes (e.g. description, narration, exposition, complaints, apologies, suggestions) and the ability to use language that is appropriate to the context of its use: i.e. the setting, the participants and the activity being accomplished. This view seemed to provide a new approach to language teaching. It could also draw on interactive and learner-centred philosophies of learning to support its teaching practices. The result was communicative language teaching or CLT. CLT created a great deal of enthusiasm and excitement when it first appeared, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses and classroom materials.

The support CLT received from prominent academics at the time as well as from organizations like the British Council, in addition to the fact that it provided a basis for a new generation of textbooks, meant that it soon became widely known and accepted. In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching syllabuses were needed, and different syllabus options were proposed, as well as a different focus for classroom activities. The concept of functional syllabuses (organized around communicative functions, or speech acts, such as making requests, giving advice, making suggestions, describing wishes and needs and so on) appeared during this period.

Since the language classroom is intended as preparation for survival in the real world, and since real communication is a defining characteristic of CLT, an issue which soon emerged was the relationship between classroom activities and real life. Some argued that classroom activities should, as far as possible, mirror the real world and use real-world, or 'authentic', sources as the basis for classroom learning. Classroom activities should parallel the 'real world' as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life. Others argued that it is not important if classroom materials themselves are derived from specially created texts and other forms of input, as long as the learning processes they facilitate are authentic. Negotiation of meaning, noticing and the movement from controlled to automatic processing are examples of authentic learning processes, and these can be facilitated by classroom materials and activities that are specially designed with these processes in mind. However, since the advent of CLT, textbooks and other teaching materials have taken on a much more 'authentic' look, reading passages are designed to look like magazine articles (if they are not, in fact, adapted from magazine articles), and textbooks are designed to similar standards of production as real-world sources, such as popular magazines.

CHAPTER 2

TEACHING TECHNIQUES

An Anticipation Guide is a strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading a selection, students respond to several statements that challenge or support their preconceived ideas about key concepts in the text. Using this strategy stimulates students' interest in a topic and sets a purpose for reading. Anticipation guides can be revisited after reading to evaluate how well students understood the material and to correct any misconceptions.

Brainstorming is a combination of a relaxed, informal approach to problem-solving and lateral thinking. People are asked to find ideas and thoughts that can at first seem to be a bit irrelevant. The idea is to use some of these ideas to form original, creative solutions to problems. Even some seemingly useless ideas can spark still more ideas. The goal of brainstorming is to direct people to new ways of thinking and break from the usual way of reasoning. The most important thing about brainstorming is that there should be no criticism of ideas. Students try to open up possibilities and discard wrong assumptions about the limits of the problem. Judgments and analysis of ideas are explored after the brainstorming process while focus should be at this stage on idea generation.

Paired-Verbal-Fluency is a dialogue strategy used to engage students in an active verbal discussion. It can be used to review or summarize information or concepts previously learned or access prior knowledge or thinking about a concept or topic of study. The strategy allows students to construct their own learning and listen to the ideas of others. To access prior knowledge, the amount of time should increase from round to round. For example, the time would increase from 15 seconds in Round 1, to 30 seconds in Round 2, to 45 seconds in Round 3. As students' prior knowledge is accessed, they are able to remember more and make more connections, so the longer span of time as they move from round to round is needed. To summarize learning, the amount of time should decrease from round to round. For example, the time would decrease from 60 seconds in Round 1, to 30 seconds in Round 2, to 15 seconds in Round 3. As students' summarize their learning, they have less and less to say because the information has already been shared by them or their partner.

Think-Pair-Share is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material. The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts.

The teacher then describes the purpose of the strategy and provides guidelines for discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

T: (Think) Teachers begin by asking a specific question about the text. Students “think” about what they know or have learned about the topic.

P: (Pair) Each student should be paired with another student or a small group.

S: (Share) Students share their thinking with their partner. Teachers expand the “share” into a whole-class discussion.

Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the ‘opposite’ point of view. ERR(evocation-realization-reflection) ERR framework system of teaching consists of three phases and it is a good model of the best way people learn. The model describes the process of thinking in which students are included before the process of learning, during the process and after the learning process. The first phase of the ERR framework system is evocation (E). At this stage students are encouraged to use their knowledge and experience on a particular subject and to anticipate and determine the purpose of teaching and learning. This phase connects the previously acquired knowledge with knowledge that is being acquired. This enables the transfer of knowledge. The second phase is the phase of

realisation of meaning (Rz) which gets the students through a new text analysis, thematic presentations or other form of presentation and new contents. Students are expected to experience new content and integrate it into their own knowledge. At this stage, information is acquired. In the phase of reflection (R) students think about what they have learned in the context of their existing knowledge, rearrange the existing knowledge, build and create a link between the existing and new knowledge and create a new quality. In order to develop a practical understanding of the framework system for teaching and learning, this system must be tested in the context of teaching as part of guided instruction and each teaching unit passes through the aforementioned phases of the framework of the system. Estimated system for teaching and learning allows teachers to:

1. Organize instruction.
2. Identify purpose and objectives of teaching.
3. Plan additional activities.
4. Involve students in purposeful learning.
5. Establish a correlation between the subjects.
6. Watch the needs and interests of students.

CONCLUSION

Teaching a foreign language is complex and is a systematic process that involves different methods and techniques.

We have considered the main methods of FLT as models or paradigms of theory, research and school practice. Some of them may be considered obsolete from a scientific point of view, some others seem to be more current, but in fact, all of them have introduced innovations at a given moment, superimposing on the former ones in an eclectic way.

So, as far as we can see during all its history the English language teaching methods changed a lot of times emphasizing reading, translating or audition or combining these processes. Each method possesses its own certain importance and answers the specifically set pedagogical tasks, e.g. grammar and textual-translation methods are better suited for grammar material training before tests, direct methods are more appropriate for language medium immersion and for reconstructing the real communication situations, visual aids assist to represent visually and to systemize the unknown material. The teaching literature review makes it possible to state that nowadays there is no an ideal, universal method yet that would enable to cover all the aspects in such a short time given to the foreign language learning in a technical high school. The combination of the existing methods known and the teacher's qualification, therefore, enables to make the lessons interesting and effective.

Communicative language teaching is probably now the most popular teaching model for the English language teaching globally. In part because it aims to put students in a variety of real-life situations, so that they can learn how to use their language skills to communicate in the real world. However, none of the methods can be considered right or wrong. All of them have their benefits and drawbacks. It is a good idea to integrate different methods in the practice of language education.

Effective application of the methods and techniques recommended in this research paper can contribute to the development of students' language skills, as well as improving the skills of practical application of the English language.

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