



**«ԻՆՏԵՐԱԿՏԻՎ ԿՐԹՈՒԹՅԱՆ ԶԱՐԳԱՑՈՒՄ»  
ՀԻՄՆԱԴՐԱՄ**



**ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ  
ՈՒՍՈՒՑԻՉՆԵՐԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ  
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**ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ**

**ԹԵՄԱ**

**Անգլերենի՝ որպես օտար լեզվի, ուսուցման  
մեթոդները**

**ԱՌԱՐԿԱ**

**Անգլերեն-----**

**ՀԵՂԻՆԱԿ**

**Աստղիկ Տիգրանի Փաշիկյան-----**

**ՄԱՐԶ**

**Երևան-----**

**ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ**

**Երևանի Ս. Խանգաղյանի անվան հ. 184 ավագ  
դպրոց**

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# Ներածություն

## Հետազոտության թեմայի արդիականությունը:

Անգլերենի քերականությունը, ինչպես հայտնի է, դժվար է սովորել լեզվակիրների և որպես երկրորդ լեզու ուսումնասիրողների համար: Այնքան շատ նրբություններ, աղոտ կանոններ և բացառություններ կան, որ զարմանալի չէ, որ ուսուցիչների տարբեր սերունդներ կիրառել են տարբեր մոտեցումներ և մեթոդներ ուսուցանելու անգլերենի քերականությունը և ունենալու գրագետ անգլալեզու գրողներ: Անցյալում հիշողության վրա հիմնված տեխնիկաները, ինչպիսին են, օրինակ, պարբերաբար արագացող կրկնությունները, սահուն կերպով իրենց տեղը զիջում են ավելի կրեատիվ մեթոդների: Այսօր մենք ապրում ենք մի հասարակությունում, որը գնահատում է գրագիտությունը և ցանկանում է ընդունել ավելի արդյունավետ մեթոդներ՝ հասնելու լավագույն արդյունքների օտար լեզվի ուսումնառության հարցում:

## Հետազոտության նպատակը:

Հետազոտական աշխատանքի նպատակն է ներկայացնել անգլերենի ուսուցման մեթոդների հիմնախնդիրը ուսումնառության գործընթացում:

## Հետազոտության խնդիրները:

Հետազոտական աշխատանքի նպատակի իրականացման համար առանձնացրել ենք հետևյալ հիմնախնդիրները.

1. Ուսումնասիրել և վերլուծել թեմայի վերաբերյալ մասնագիտական գրականություն:
2. Ուսումնասիրել հիմնախնդրի դրվածքը:
3. Առաջարկել մեթոդներ և դիտարկել դրանց հաղթահարումը ուսումնառության գործընթացում:
4. Նախանշել տարբեր տարիքային խմբերի և տարբեր գիտելիքի պաշար ունեցող խմբերի համար օտար լեզվի դժվարությունների հաղթահարման արդյունավետ ուղիներ:

# Գլուխ 1

## Diagramming sentences

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19<sup>th</sup> century. This method involve visually mapping the structures and relations between different aspects of a sentence. Especially helpful for visual learners, this method disappeared from modern teaching at least 35 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 grammatical relationships between words. More recently diagramming sentences have 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

1.1 This method is often used in schools in the US and Canada. Students are encouraged

to explore the language through creative writing and reading, picking up correct grammar usage along the way. If there are specific problems with certain grammatical rules, they 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 student 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 iso 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 21<sup>st</sup> century should consider dropping outdated grammar teaching techniques in early education 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 the students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that the 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 the examples of the concept. The main goal of 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. The teacher gives an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson the students are expected to practise what they have just been shown in a mechanical way through worksheets and exercises.

This type of teaching, though common, has many people including, 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 rote learning and teacher-centered approaches.

## **Interactive teaching**

important thing to get right, and teachers should take extra care . 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 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 to understand how to use the English language.(1)

Because of the grammatical complexity of English , each method has its own 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. Teaching grammar is an essential part of school education or adult learning. Without good grammar, spoken or written words lose much of their meaning and most of their value. Grammar is a very impart proper grammar to all their students. Sadly grammar is often seen as a difficult or boring subject and one popular method of teaching is to just repeat the correct grammar for a certain situation over and over until it is memorized and able to be repeated, like a parrot. This dull for both teachers and students , and often only results in the students being able to repeat what they have learned rather than resulting in a complete understanding that can be applied to all situations. English grammar is very complex, and all its intricacies can not truly be learned by rote , they must really be understood -and understanding is

most easily achieved when students are engaged , interested and having fun during the lesson. To make sure you are covering all the necessary topics with your students , you can check out the Grammar Boost lesson plans here. Word puzzles are a useful and interactive method whereby students can learn all sorts of important parts of English grammar. They can be used to encourage students to identify and understand various parts of a sentence, grammatical concepts like synonyms. Tenses and conjugations or incorrectly uses grammar. Word puzzles such as crosswords are easily modified to suit all age and skill levels and introduce an element of fun competition into the learning process, so they can be invaluable in forging a full and lasting understanding of English grammar. Another game-based method of teaching grammar that you could use in teaching your students is Bingo. The game of Bingo is based on people marking off spaces on their card until they fill in a row or column fully. In normal Bingo these are numbers, drawn at random from pool. In grammar lesson Bingo they could be pronouns, verbs, nouns, sentence structures, antonyms, and so on: students could use a daily newspaper and attempt to find correct examples of these grammatical concepts faster than each other, thereby “ winning” the game and learning in the process. Short and fun grammar exercises like this can be included on a regular basis during your lessons to keep correct grammar usage fresh your students’ minds and improve their recall of the topics at hand. Advanced English grammar is an online lesson plan featuring quizzes and lectures to help you teach your students all the elements of good grammar.

1.2 In lesson where you are not incorporating some sorts of game , it is beneficial to consider inductive teaching. This is a method where you lead your students to the correct conclusion, rather than feeding them with the information straight away. Getting the students to think about what the correct answer might be and figure it out for themselves will leave a long lasting impression in their brain and result in better retention. In is worth getting your students to speak using the grammar that you are attempting to teach in the sentences that relate

to themselves. They will have to process the knowledge you have given them in a way that is relevant to them , and in doing so they will forge a clearer understanding of the context and a memory of how to use the grammar you have taught. You should also encourage your students to write down the important sentences and grammatical concepts that you teach them so that they have something to refer back if they need to, but also because writing something out improves contextual memory. One particularly useful lesson could be spent on highlighting common mistakes that people make , and incidences of grammar not fitting the expected pattern. By teaching your students what is incorrect in this way , you can help them avoid making these common mistakes.

Turning it into a funny or amusing session of picking out subtle mistakes or ways that poor grammar has led a normal sentence to become ambiguous , funny or wrong, can really help make your lesson very memorable, and one lesson of showing students what is wrong can often be more valuable than several lessons of trying to teach what is teaching English as a second language to adults or children is a more involved process than teaching native English speakers as ESL\ EFL students have in-depth knowledge of their native language's grammar rules most of which are completely different from English.

You may need to focus more deeply on sentence structure , pronouns, descriptions and tenses to help them become fluent in English grammar because of this innate difference between English and their native language.

The Elementary Course in English as a Foreign Language can help you to plan your lessons to accommodate any non-native speakers in your classes and more in-depth detail can be found here , a course on Listening Skills for English as a second language , which might help you troubleshoot any issues you come across with any more advanced learners in your classroom.

In summation, all the education depend on the foundation of good grammar. If students can not understand grammar they will struggle to read , write or speak clearly in any other sphere of education , from mathematics to science to history



or geography. A good language is the basis on which other education aspects have to stand. Teachers can use a variety of ways to make their grammar lessons memorable and enjoyable for students. Students who enjoy their lessons will pay closer attention and you will then have an easier time while teaching. This is why great lessons are important for everyone involved, and why you should take the time to ensure you are teaching grammar in the best and most engaging way for the skill level and requirements of your individual students. Grammar is the central to the teaching and learning of languages . It is also one of the most difficult aspects to teach well.

Many people, including language teachers , hear the word “Grammar” and think of a fixed set of word forms and rules of usage. They associate “good” grammar with the prestige forms of the language such as those used in writing and in formal oral presentations, and “bad” or “no” grammar with the language used in everyday conversation or used by speakers of non-prestige forms .

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling sentences on them. This results in bored, disaffected students who can produce correct forms of exercises and tests, but consistently make mistakes when they try to use the language in a certain context. Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition , tend not to teach grammar at all, believing that children acquire their first language without overt grammar instructions , the expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. The communicative competence model balances these extremes. The model recognizes the overt grammar instruction helps students acquire the language more efficiently , but it

**incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication .**

## Գլուխ 2.

### Teaching grammar and vocabulary

2.1 Traditionally grammar is taught first; it has primacy over vocabulary. Vocabulary items were just vehicles to explain grammatical structures. In other words this kind of teaching gives primacy to form and uses lexical items simply as a way to give examples of the structures taught previously. That's why, in most traditional textbooks, grammar comes first, and it is only later that reading and vocabulary are introduced.

*Teaching which gives primacy to form and uses words simply as a means of exemplification actually denies the nature of grammar as a construct for the mediation of meaning. I would suggest that the more natural and effective approach would be to reverse this traditional pedagogic dependency, begin with lexical items and show how they need to be grammatically modified to be communicatively effective.(7)*

#### Why is vocabulary important?

First, it would be easier to communicate reasonably without many problems if you could use enough appropriate vocabulary in the context. However, one would undoubtedly be unable to communicate relying only on grammatical rules.

According to Michael Lewis fluency does not depend so much on having a set of generative grammar rules, as suggested by Chomsky, and a separate stock of words, as on having rapid access to a stock of lexical chunks. In the lexical approach, the latter is central in creating meaning, grammar plays a secondary role in managing meaning. The logical implication for teachers is that we should spend more time helping learners develop their stock of phrases and less time on grammatical structures. Secondly, a large inventory of vocabulary items is

prerequisite for reading and presumably listening ability. It is evident that one of the most inhabiting problems in reading activities is an insufficient number of familiar vocabulary items. While syntax may help with the construction of the text meaning, the cornerstone of any interpretation of the meaning of any text is without any doubt the lexicon. Try to read a text most of the words unfamiliar to you and you will get the idea that the lexicon is a major contributor to meaning.

### ***Grammar and vocabulary are connected***

As mentioned above in a traditional teaching grammar and vocabulary are taught separately as if they are separate areas of language teaching and learning. Many textbooks have separate sections of grammar and vocabulary. Grammatical structures are taught first and then lists of key vocabulary are presented separately. What this approach fails to show is the connection that exists between vocabulary and grammar. Susan Hunston, Gill Francis and Elizabeth Manning suggest in an article on Grammar and vocabulary: showing the connections that all words have patterns and that teachers should focus on teaching these patterns as:

*a way of encouraging for crucial aspects of learning language: understanding, accuracy, fluency and flexibility. Patterns contribute to the teaching of both grammar and vocabulary. They can form a part of any syllabus, but are most logically associated with a lexical syllabus.*

To conclude, a language must be viewed in its totality with different components constituting one whole. Believing that grammar must have supremacy over the other components is a fallacy that has to be corrected if we were to give an accurate account of how a language works and how it should be taught.

### **The stages of mastering a foreign language**

There are two key factors influencing language learning:

. Time

. Method

Acquiring a language takes time and a flexible learning method. Flexibility at the various stages of your language acquisition is essential to developing a solid “linguistic core”. Language learning is not merely a matter of learning words and phrases. You also need to develop other language skills with them. Language manuals, courses and tests divide languages into levels of linguistic abilities.

Language levels are generally divided into three main stages:

. Beginner

. Intermediate

. Advanced

Here is a brief summary of the situation for the learner at each stage of the language learning process:

#### Stage1-Beginner

Stage 1 is the most delicate phase. Everything is new. The sounds of the language can sound almost indistinguishable to our ears. Vocabulary and grammar can also be completely new to us and be unlike anything we know in our mother tongue

. It takes time for the brain to get used to the sounds, patterns, grammatical structures, vocabulary and rhythms of the new language. It takes time for the brain to process the huge quantity of information it is being exposed to. These pieces of information are stored in specific locations in the brain. Further time is then needed to ‘network’ this new information in the brain to join up the words to the sounds. At an even higher level, an overall and superior networking is required to put together everything. This whole process makes up the “linguistic core”.

#### Stage 2-Intermediate

The language no longer sounds so foreign now. It is possible to recognize the rhythm of the language and pick out its sounds. When a native talks about familiar topics, the learner can understand the bigger picture of what is being

said and can identify speech patterns in the language.

### Stage3-Advanced

During the transition period from the intermediate stage to the advanced stage something clicks. Suddenly everything that had been so far (in terms of comprehension and oral skills) becomes easier.

Understanding native speakers, following a TV show and reading newspapers are possible. Building sentences is done effortlessly. This is called the Epiphany point(E point).

After E point language learning continues without so much effort on the learner's part. You can use the language in real life situations to increase your knowledge and ability often without the help of course or language course books.

At this stage at the learning process you can begin to explore the rich tapestry and build on a deeper understanding of the workings of the language. The rate of one's learning must be adapted to the specific feature of each stage. Getting to grips with the challenges of each language is the key. Then it is a question of tackling the challenges presented at each stage of learning.

### *Teaching reading, writing, speaking and listening at English classes*

2.2 Before beginning the lesson create "have you ever?" search paper by dividing a piece of whitepaper into 16 equal squares. Draw four columns down and four rows across on the she sheet of paper. At the bottom of each square write something that at least one student in the class may have experienced or a quality at least one student may have such as " broken a bone" or "loves pizza" , " speaks two languages", " has been on an airplane" or "good dancer".

Photocopy one copy of the search paper for each student. (5)After watching the program talk about the experiences the student have had to ask questions or

follow directions. Ask them : Why is it important to give clear directions? What kinds of situations have you been in when you had to listen very carefully to someone talking? Why is it important to develop good speaking and listening skills? Have students describe situations when they didn't use good speaking or listening skills. What were the results. Explain to the students that they will play scavenger hunt-type game with their classmates. Hand out copies of "have you ever?" and tell the students that the object of the game is to be the first person in the class to complete the square. To do so, they must match a classmate's name to the criteria written in the square . each square must represent a different person so a "winning" "Have you ever?" sheet cannot have one student's name on it in more than one square. Tell the students that they walk around the classroom and ask their classmates questions to fill in the squares on their sheet such as " have you ever broken a bone?" If the classmates have broken a bone they meet the criterion , and the students should write the classmate's name in that square. If not, the student may ask the person a different question or move to a different classmate until they have found one who has broken a bone. Explain the students that they will also answer questions. For example, if Mary is asking John a question , she cannot leave him, when he is answering her question. She should wait until John asks his question and they are both ready to move to new classmates.

Remind your students that everyone in the classroom will be working on their scavenger hunt at the same time, so it is important that the students use indoor voices, listen carefully to what their classmates are saying and not to run. The first person to fill in all of their squares , without repeating a name, wins. Tell the students to raise their paper and call out if they think they have won.

Give students time to complete their scavenger hunt, walk around the classroom while the students are engaged to make sure everyone is playing fairly and nobody is running. Call time when a student has announced he/she has finished and have the students quietly freeze where they are standing while you check the

**possible winning sheet. If the student is mistaken, have the students resume the activity. If not, ask your students to return to their seats.**

**Discuss the scavenger hunt with students. Who learned something new about their classmates? What did they learn? Why was it important to use good listening and speaking skills during the scavenger hunt?**



## **Գլուխ 3.**

### **The stages of second language acquisition**

3.1 All new learners of English progress through the same stages to acquire the language. However, the length of time each student spends at a particular stage may vary greatly.(3)

#### **Stage 1: Pre-production**

This is the silent period. English- language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing the language but are parroting. These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and building a receptive vocabulary. English -language learners will need much repetition of English at this stage. They will benefit from a “buddy” who speaks their language. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to the English language all day.

#### **Stage 2: Early production**

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage students can usually speak one or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly. Here are some suggestions for working with students in this stage of English language learning.

- . Ask yes/no and either/or questions.
- . Accept one or two- word responses.
- . Give students the opportunity to participate in some of the whole class activities.
- . Use pictures and realia to support questions .
- . Modify content information to the language level of ELLs.
- . Build vocabulary using pictures.
- . Provide listening activities
- . Simplify the content material to be used. Focus on key vocabulary and concepts.
- . When teaching elementary age ELLs, use simple books with predictable texts.
- . Support learning with graphic organizers , charts and graphs. Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.

### **Stage 3: Speech emergence**

Students have developed a vocabulary of about 3000 words and can communicate with simple sentences and phrases. They will ask simple questions that may or may not be grammatically correct such as “May I go to bathroom?” . ELLs will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with the teacher support.

Here are some simple tasks they can complete:

- . Sound out stories phonetically.
- . Read short, modified texts in content area subjects.
- . Complete graphic organizers with word banks.
- . Understand and answer the questions about charts and graphs.
- . Match vocabulary word with definitions .
- . Study flashcards with content area vocabulary.
- . Participate in duet, pair and choral reading activities.
- . Write and illustrate riddles.

- . Understand teacher explanations and two-step directions.
- . Compose brief stories based on personal experience.
- . Write in dialogue journals.

Dialogue journals are a conversation between the teacher and the student. They are

especially helpful with ELLs. Students can write about topics that interest them and proceed at their own level and pace. They have a place to express their own thoughts and ideas.

### **Stage 4: Intermediate fluency**

3.2 ELLs at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share thoughts. These ELLs will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English. Students, writing at this stage, will have many mistakes as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and make inferences from that learning. This is the time for teachers to focus on learning strategies. Students at this stage will also understand more complex concepts.

### **Stage 5: Advanced fluency**

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Students at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been

**exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.**

# Եզրակացություն

Ամփոփելով ուսումնառության գործընթացում անգլերեն՝ որպես օտար լեզվի ուսուցման մեթոդների կիրառման վերաբերյալ սույն հետազոտական աշխատանքը՝ հանգել ենք հետևյալ հիմնական եզրակացություններին.

1. Հաղորդակցման սկզբունքի տեսանկյունից մենք բախվում ենք խնդրի, թե ինչպես կառուցել դասն այնպես, որպեսզի օտար լեզու ուսումնասիրողները տարբեր քերականական մեթոդների միջոցով կարողանան անկաշկանդ հաղորդակցվել թե բանավոր, թե գրավոր խոսքում:

2. Օտար լեզվի ուսուցումը ներկայիս կեսնապայմաններում առաջնահերթ ենթադրում է, որ այն լինի լեզվաֆունկցիոնալ, այսինքն ծառայի որպես իրական շփման միջոց այլ մշակույթներ կրող մարդկանց հետ:

3. Օտար լեզվի ուսուցումը ձևավորման և զարգացման խթանման տեսանկյունից համարվում է ամենաբարդ դիդակտիկ հիմնախնդիրներից մեկը Հայաստանի կրթական ոլորտում:

4. Աստիճանաբար ձերբազատումը ստատիկ, քարացած և անարդյունավետ մեթոդներից դասապրոցեսի ժամանակ, անցումը դեպի խաղային բնույթի մեթոդների, կիրառելով տարբեր տեղեկատվական տեխնոլոգիաներ, նպաստում է օտար լեզվի, որպես հաղորդակցման միջոց, արդյունավետ ձևավորմանը:

5. Օտար լեզվի քերականության ուսուցման մեթոդական փնտրտուքներ պետք է իրականացնել՝ կիրառելով դասի ոչ ավանդական ձևեր, որոնք միտված են զարգացնելու անգլերենի լսողական, բանավոր և գրավոր խոսքի, ընթերցանական կարողությունները և դրանց կատարելագործմանը:

6. Համակարգիչների կիրառումը օտար լեզվի ուսուցման գործընթացում համարվում է կարևորագույն գործոններից մեկը, որը թույլ է տալիս կատարելագործել և հարստացնել մեթոդական միջոցների և կիրառումների զինանոցը:

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