

Teaching Process in the Classrooms: Advanced Methods and Modern Technology

I. I. Ozarko, N. V. Moiseyenko

Ivano-Frankivsk National Technical University of Oil and Gas

Paper received 26.01.17; Accepted for publication 02.01.17.

Abstract. The article studies the peculiarities of teaching the English language in foreign countries. English is one of the most popular languages in the world. Great attention is paid to English language teaching in many countries. However, different approaches to teaching exist in different countries. The article examines the peculiarities of English teaching methods used and their effectiveness. The benefits of using modern technology to teach English in the classrooms have been studied.

Keywords: *business English, teaching method, Language Teaching Policies and Practices, communication skills, student.*

For imparting good quality education to the students the role of a teacher is very significant. A teacher should not only be a well-informed person but he/she should be skilled enough to educate students. Teaching is an art to educate the students which can be enhanced by training. In the contemporary time of language teaching, diverse innovations are brought in the field of ELT to come out from the conventional teaching approaches. At the present time, inclination is more towards communicative language teaching than traditional grammar teaching. Now the inevitability of learning new language has become a communicative need. As a result language is learnt as a means of communication, not as a subject. That is why with the changed requirement of learning language; the teaching method and approaches have also been adapted. Teaching language is not an easy task and it needs to be fascinating enough to eliminate the apprehension of the learners. For this cause, language teachers tend to adapt diverse methods to teach language more efficiently and more amusingly. With the fast expansion and accessibility of technology, language teachers are including various supplementary aids along with the textbooks to teach language. Different electronic boards, multimedia projector, computer, audio and video equipment are making the language teachers' duty easier and active.

A principles-based approach for English language teaching (ELT) policies and practices is built on the current work on language policy and practice, it identifies a set of principles that can help policymakers in diverse contexts develop locally appropriate language policies and practices. Previous work on the standards in relation to language teaching in a variety of contexts has enabled language policymakers and administrators to identify aspects of quality language teaching and delivery to measure the success of their programs again [3]. The application of a set of standards has to be based on assumptions related to the distribution of resources, access to knowledge, and appropriate infrastructure. In addition, the types of methodologies and assumptions about learning and teaching that underlie standards are also based on notions of language teaching approaches. Therefore, deciding which methodology is the most suitable and determining the limitations that such an imposition might pose in different contexts, with varying capacity for achieving these standards, professional organizations such as the TESOL International Association have attempted to collaborate with local ministries of education to develop contextually relevant standards[3]. The unique sociocultural, political, economic, and historical aspects of

Ukraine or setting need to be taken into account when developing language policies and ELT programs and standards appropriate to these contexts. In this respect, local consultants working and developing research in the country are best suited to determine what constitutes effective practices within the country. The ultimate goal of any government, organization, or institution involved in developing or using language in education policy is to ensure that students can use the language with the proficiency required to enhance their prospects in accessing better opportunities in education, community membership, and employment within their own contexts or globally. Identifying the impact of social, economic, and political forces on policymaking decisions on a macro-level and the needs of students, teachers, and community members within particular contexts on a micro-level, can enable policymakers, practitioners, and researchers to identify and engage with a range of issues that affect policymaking decisions. In addition, it can enable policymakers to predict any possible challenges in relation to implementation and to ensure that the process of policymaking takes into account these principles when developing ELT initiatives and interventions.

As stated earlier, all language learning, teaching, and other education practices take place within a broad sociopolitical and economic context. These factors influence the development of ideas, theories, and policies that influence what happens in a classroom, with what resources, and how. To understand and develop an appropriate set of principles, some of the key factors that relate to students' experience of language learning and teaching need to be unpacked.

According to academic research, linguists have demonstrated that there is not a single method for everyone in all contexts, and that no one teaching method is inherently superior to the others. Also, it is not always possible to apply the same methodology to all learners, who have different objectives, environments and learning needs. An experienced professional language teacher always decides on the most suitable techniques and applies the most appropriate methodology for that learner's specific objectives, learning style and context. Methods of teaching English have developed rapidly, especially in the previous years. It is important to understand the various methods and techniques because each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence [1].

The main methodologies are listed below in the chronological order of their development:

Grammar Translation – the classical method;

Direct Method – discovering the importance of speaking;

Audio-Lingual Method – the first modern methodology;

Humanistic Approaches – a range of holistic methods applied to language learning;

Communicative Language Teaching – the modern standard method;

Principled Eclecticism – fitting the method to the learner, not the learner to the method.

A focus on grammar rules is one of the most popular English teaching methods in traditional academic settings, perhaps due to the focus on grammar in native language courses. Teaching English as a second language, according to this approach, should not stray from the model. This approach can only work if the instructor speaks the first language of the students in addition to English, because much of it is based on the teacher's ability to translate. English grammar rules should be taught conceptually in the student's native language, with examples provided in simple English sentences that the teacher can translate back to the native tongue so that a solid parallel can be drawn. These grammar rules should be strictly enforced, and students should be allowed to practice proper structure and syntax through the use of examples and quizzes. Also important to this method is vocabulary, as students need a large knowledge bank of English words in order to interpret and form their own English grammar examples. Grammar and vocabulary quizzes fuel this approach, and should be at the forefront of instruction. The English language is examined in terms of grammar rules. This approach is best for students who natively speak a language with a dramatically different set of grammar rules from English. The instructor must have a strong grasp of the English language themselves, and the grammar rules of their classroom's native tongue, meaning it's best if all students are coming at English from the same first language.

In the Direct Method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student. For this method, neither the teacher nor the student should speak their native tongue at all during instruction. All instruction should be done in English only. Vocabulary should be taught first, as it is the easiest to grasp because it can be demonstrated with a visual aid. As the student builds vocabulary, the instructor can begin introducing abstract words and elements of the language, but without explaining or focusing on the actual grammatical structure. The complexities of the language will be learned inherently, with the student picking up on its patterns through practice and application only. At the end of each class period, there can be an optional question and answer session where students are allowed to ask the teacher about that day's lesson. This method works best for situations where the instructor does not speak the native language of the students they're instructing. It is also an ideal method for situations where there is a diverse set of students who don't share the same native language, all trying to learn English. This way, the barriers and constraints brought in by an inability to communi-

cate natively can be dismissed, and a stronger focus on the language at hand can be made.

The theory behind the Audio-Lingual method is that learning a language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form. It focuses on the most natural way to learn a language, which is by hearing it. Children who are raised to speak English learn it first by hearing it from their parents and others around them, long before they ever learn how to read or write. The aural approach is similar, meaning it's strictly audio-based and should not focus on the reading or writing until long after the students can grasp the language on a speaking level. The actual method involves dialogue. In the beginning, the students will be much spoken to. The teacher might use visual cues such as objects to give the students something to associate the words they're hearing with. Then, they will be instructed to speak the words themselves, coming to grasp vocabulary and basic grammar through hearing and speaking, rather than advanced instruction or writing. Teachers should not write the words they're saying, and let the bulk of the instruction exist in dialogue. For note taking purposes, students should be allowed to write words they've learned phonetically, in their native language, if applicable. This approach best used for younger students, as it most closely relates to the way they've been used to learning language. It's also great for students whose first language is of a writing system dissimilar to English. This way, the students can focus on learning the language in its purest, aural form, rather than be distracted and possibly confused by learning the written word as well. That segment of the instruction can come once the students have a firm grasp on the spoken language. Proper pronunciation is a huge part of this method.

Humanistic Approaches – 4 popular examples: The Silent Way; Suggestopedia; Community Language Learning; Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response).

The Silent Way emphasizes learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There's a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning. It relies a lot on the atmosphere and the physical surroundings of the class. It's essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there's a lot of art and music involved. Community Language Learning is probably one of the English teaching methods where the student feels the safest as there's a great emphasis on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching English as

a Second Language, a lot of the L1 (mother tongue) is used for translation purposes. English speaking delayed until students are ready; meaning clarified through actions and visuals. Total Physical Response is an approach that follows the idea of 'learning by doing'. Beginners will learn English through a series of repetitive actions such as "Stand up", "Open your book", "Close the door", and "Walk to the window and open it." The most important skill is aural comprehension and everything else will follow naturally later. The Structural method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example, the logical thing would be to teach the verb "to be" prior to teaching the Present Continuous which requires using the auxiliary form of the verb "to be." The main aim of Task Based Language Learning is task completion. Usually, relevant and interesting tasks are set by the teacher and students are expected to draw on their pre-existing knowledge of English to complete the task with as few errors as possible. The Lexical method is based on computer studies that have previously identified the most commonly used words. This approach in teaching focuses on vocabulary acquisition and teaching lexical chunks in order of their frequency and use. Teachers of this method place a great emphasis on authentic materials and realistic scenarios for more valuable learning [2].

Linguistic theories are abstract ideas about what language is and how it works; this knowledge is understood in terms of the study of language. These linguistic descriptions are then taken into account in developing texts and other material that students are exposed to in their learning environment. In short, different linguistic theories explain language in different ways, which result in different types of language descriptions and influence the choices of texts and grammatical components used in the pedagogical material that students learn and are taught through. Similarly, various theories of learning and teaching explain how (language) learning takes place and how this understanding can be used for teaching purposes. These theories are taught to the teachers during their training programs, and the teachers use them in developing their pedagogical practices. Frameworks of language in education policy also influence the curriculum, which in turn, shapes the syllabi, textbooks, and other teaching and learning resources that the students use in their classes. Thus, the three broad theoretical areas are operationalized in different ways to shape the learning-teaching behavior and material that students' experience. These different theories and areas are not necessarily independent of each other and may overlap or influence the other areas. Traditional approaches tend to focus on the policy and planning factors just described [7].

Each method has a different focus or priority. But grammar is the foundation for building language skills. Communication is a crucial part of language and so is grammar; they need each other. Effective lessons strike this balance between the two so that students can learn, enjoy and make progress in their target language.

Not only the people are indulged in teaching English but also the technology is giving a huge contribution in this work many hand held devices and computer games gadgets are entering in English teaching field. Technology

continues to set the agenda for bringing latest techniques and tools to raise the learning standard. As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, they are still proving to be useful. However, there are more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. This new era of information and technology is full of new choices, opportunities and challenges due to modern technology into all spheres of life. The classroom environment, today, is completely different from the traditional classroom. The traditional methods which are mainly based on lecturing reduce English language learning to mechanical memorizing. This can be changed by introducing ICT tools in ELT which comprises of communication devices as well as newer digital technologies such as overhead projectors, interactive boards, i-pads, blogs, E-mails, video conferencing and many more. These technologies try to make English language lessons easy and enjoyable through innovative ELT [6]. The 21st century teachers integrate technology into their classroom and build the confidence to learn how to use it. In fact, they are proving to be useful also but the need of the day is to equip people with proficiency in the English language and this is possible only with a proper blend of edification and e-learning tools (modern technologies). Technology can be a great asset in ESL classrooms, offering authentic writing activities and endless resources on grammar instruction, lesson plans and other central topics. Computers, tablets and e-readers can all be instrumental in learning English, offering interactive and motivating activities for students of all ages. The following are different ways that ESL teachers can use technology to teach English in a way that will make lessons more engaging and appealing. Thus using short and feature-length videos is an engaging way to work on skills like vocabulary and comprehension. Videos help to expose students to the use of natural English. Young children really enjoy short cartoons and animated movies, and older students can learn about current events through news broadcasts. ESL Partyland has free resources that include vocabulary worksheets and discussion questions to accompany films like 'Bonnie and Clyde', 'Vertigo' and 'Dead Man Walking'. The site also offers a film survey to assess your students' interests before choosing films, and film reviews that can be adapted for any level of instruction. Learning English can be very difficult and frustrating at times. Apps on iPads and tablets are great ways for students to practice English and have fun while doing it. For practicing grammar rules, apps like Grammar Up allow students to test their knowledge on specific topics (verbs, prepositions, etc.). The app also keeps track of students' progress and allows them to skip questions by shaking the tablet. Best Colleges Online offers a list of 16 apps for ESL students, ranging from basic letter instruction to pronunciation guides. Students can also play classic games like Scrabble and Boggle on mobile devices. Students absorb a great deal of information through experiential learning, but field trips

are not always an option with limited school budgets. Digital field trips provide more authentic ways for students to absorb new information. Young children can learn vocabulary through fun virtual trips via 4-H Virtual Farm, while older students can learn about the government on sites like Inside the White House. There are many options on the Internet to learn about virtually any topic. Middle School Net offers links to a wide array of digital field trip possibilities. Students can listen to podcasts to improve their comprehension. They can also create podcasts to practice their English speaking abilities. A free download of iTunes gives teachers access to hundreds of free podcasts on a range of topics. There are multiple podcasts tailored specifically for English language learners. Teachers can also have students create podcasts to give them opportunities to practice their speaking skills. With just a microphone and a computer, students can create reports and presentations. Video podcasts are an attractive option for students, and some classes even have their own YouTube channels. Since snail mail is becoming a thing of the past, students can have pen pals that they email or write to on a discussion board. Make an arrangement with an English-speaking class in another state or country and have students write to their pen pal on a regular basis. This is a great way for them to practice their English writing and reading comprehension skills, while making friends in the process. Web quests are a fun way for students to use the Internet to build English proficiency. Students are given a task and rely on their content knowledge and grasp of English language to complete it. Teachers can create their own or visit Web Quests to access tutorials and databases of pre-created web quests. Students can master spelling, grammar and other English skills by playing games on the computer or mobile devices. Funbrain has educational games and books for Pre-K to eighth grade students. StarFall has multiple games for younger students to increase English literacy skills. Digital versions of hangman, Scrabble and Boggle are also entertaining for all ages of students. Many of these games can be put up on interactive white boards to get full class participation. Class blogs provide great forums for students to practice their writing skills. Live Journal, Edublog and Blogger allow you to create blogs for free. One of the reasons that students find blogging appealing is that it is more of an authentic writing experience, as a wider audience typically has access to read posted entries, which means students tend to put more effort into their blogs. Teachers can get students to write about specific topics that they find interesting, or students can provide commentary on current events and social justice issues. The more they practice their writing skills, the more proficient they become, so regular blogging (weekly or daily) is recommended. Blogs also provide good opportunities for family members to see what their children are working on in class. Skype is a great way for students to practice their speaking and listening skills with other people from any location. Teaching Degree offers 50 suggestions on how to use Skype in the classroom. Students can have question-and-answer sessions with

authors of books, attend video-conferences and virtual field trips, interview professionals, and connect with students from other cultures and countries. Skype can even be used to conduct parent-teacher conferences or connect with students' family members who may be abroad. Dave's ESL Cafe has a page for students that provides easy-to-understand explanations of different grammar concepts, like tenses and verb forms. It also has an Idea Cookbook, which is full of resources for teachers to improve ESL instruction. Audio books can be used to supplement reading instruction and improve comprehension. Since technology is something that students interact with regularly outside of school and students need 21st century skills to be successful in college and their future careers, the more that technology can be integrated into instruction, the better. As the result the learner is given a lot of freedom to develop his own style. Learner autonomy means giving independence to students, to learners. Also giving chances to learners to choose the kinds of materials they want to use, the kinds of objectives they want to achieve. Students are able to take responsibility for their own learning, to function independently as learners, make their own decisions about their learning, their own choices. They do not depend exclusively on the teacher for their learning and learning outcomes, but take responsibility themselves and decide what it is that they need to learn. Teacher, thus, is just trying to help students take charge of their own learning, as much as possible, helping them being more independent and developing their own strategies. Autonomy is an opportunity to work independently.

The importance of effective teaching in global, knowledge-based societies cannot be overstated. In a world that is rich in information and communication technologies, and is characterized by complex social, economic, cultural and political interactions, young people need high level problem-solving skills and an ability to apply knowledge to new and different situations. But teaching is complex and challenging work. Teachers need in-depth knowledge of the subject areas they teach, how students learn that content and an understanding of classroom environments that optimize learning. They need access to ongoing, high quality professional learning opportunities to develop and enhance the necessary skills and understandings. Like the members of other professions, teachers need to be continuous learners who see their own learning as being fundamental to membership of the profession rather than something that is incidental or optional. The extent to which a school promotes the conditions for effective professional learning depends largely on its organizational culture – the beliefs, attitudes, values, knowledge and skills of its teachers and leaders. Investing in professional learning is the key to ensuring that schools become learning communities where teachers work together, learn from each other and share best practice on effective teaching and learning. It is only through the collective work of teachers and by creating a shared professional knowledge that sustained school improvement will be secured.

REFERENCES

1. Donaghue, H (2015) 'Changing Practice and Enabling Development: The Impact of Technology on Teaching and Language Teacher Education in UAE Federal Institutions', in Farrell, TSC (ed) *International Perspectives on English Language Teacher Education*, Basingstoke: Palgrave Macmillan, 142–159.

2. Moussu, L and Llurda, E (2008) Non-native English speaking English language teachers: history and research. *Language Teaching* 41/3: 315–348.
3. Ramanathan, V., & Morgan, B. (2007). TESOL and policy enactments: Perspectives from practice. *TESOL Quarterly*, 41, 447–463.
4. Scrivener, J (2013) *Learning Teaching: the Essential Guide to English Language Teaching* (3rd ed). London: Macmillan.
5. Tollefson, J. W. (2006). Critical theory in language policy. In T. Ricento (Ed.), *An introduction to language policy: Theory and method* (pp. 42–59). Malden: MA: Blackwell.
6. Tribble, C (2012) *Managing Change in English Language Teaching: Lessons from Experience*. London: British Council.
7. www.teachingenglish.org.uk

Современные методики преподавания английского языка

И. И. Озарко

Аннотация. Английский язык является одним из самых востребованных языков в мире. Его обучению уделяют большое внимание во многих странах. Однако в различных странах существуют свои подходы к обучению. В представленной статье рассматриваются вопросы обучения английскому языку, раскрываются особенности обучения, используя современные методики и технологии, а также их эффективность при обучении английскому языку.

Ключевые слова: профессиональный английский, методики преподавания, коммуникационные навыки, студент.