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INTRODUCTION

On December 10, 2012 The first President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”.

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created [1, 22].

Last years the imperative need of using a foreign language appears in all areas of a science, manufacture and culture.

Among these problems, difficulties and lacks of a traditional technique of teaching there are the following basic problems:

- Low authority of a subject because of shortages of a present technique of teaching.
- Low intensity of pupils' speech activity.
- Absence of good practical recommendations on elimination and the prevention of gaps in pupils' knowledge and skills.
- Weakness of existing system of appreciation of pupils' work.
- Spontaneity of a choice and application of evident support, their low didactic efficiency.

The actuality of the theme of investigation. Importance and openness of the problem of effective teaching foreign languages have caused its actuality, and consequently the choice of a theme for the given work.

The aim of the research work is to distinguish the most rational techniques of teaching a foreign language which can be used.

The subject of this work is variety of methods and ways and their effectiveness of using in teaching a foreign language.

The object of research is the process of teaching and pupils who are the subjects of this teaching process.

In this work it is necessary to solve the following primary tasks:

1. Theoretically to comprehend and approve in practice available approaches to teaching a foreign language.
2. To analyze the basic contents of a teaching material and principles of its organization in a rate of foreign language.
3. To compare suggested approaches and to choose the most comprehensible.

During the work the following methods of research were applied:

1. The analysis of the scientific literature on a theme of work;
2. The analysis of programs and textbooks on the English language of various authors;
3. The analysis of experimental training on the basis of experience of the teachers using innovative techniques, results of supervision.

Theoretical value of the research is in its results, having received which it will be possible to organize effectively teaching process, using in practice methods and ways of teaching which were offered in this work.

Practical value of the research is in given methodical recommendations and great number of tasks and exercises which can be applied by teachers of any subjects in primary and secondary schools.

The novelty of the work is in research of imperative need of using a foreign language and showing present practice of teaching foreign languages, where some typical problems forcing the teacher to address to experience of the colleagues, to innovative ideas, to a science, although in superficiality in forming of base skills and haste of transition from reproductive to productive kinds of work.

The degree of the study is in elaborations of various innovators for amplification of a traditional technique of teaching that can increase essentially quality of teaching foreign (in particular English) language. Imperfection of the existing approach to teaching foreign language in the high school, which is focused

only on communicative purposes to the detriment of such kinds of language activity as reading and the writing, that has led to the low level of knowing a foreign language of graduates of secondary school.

The structure of the work. The work consists of Introduction, two chapters, conclusion and list of used literature.

Introduction gives information about general view of the theme, reveals the aim, methods, theoretical and practical value of the work. In the first chapter the development of methodology, modern and traditional methodology described; the second investigates Theoretical and Practical aspects of effective methods of teaching. In the conclusion sums up the done work. The list of used literature shows books, scientific works and some online sources used for the work.

CHAPTER I

THE DEVELOPMENT OF METHODOLOGY

The demand for English has been sweeping almost all the fields of national life like politics, international relations, and media, Communication, travel and education. Most of the earlier scientific innovations were made in Britain and are now continued in America.

The advancements in Science and Technology and their use of new terminology have been showing an immediate impact on the language, adding tens of thousands of words to the English lexicon. As these innovations come down from the English-speaking countries, those who wish to update their knowledge and learn about new inventions need to learn English well. This need has resulted in a dramatic increase of the expository material in the English language. Besides all the dictionaries, encyclopedias and books of knowledge are written and printed in English. Hence, the access to new knowledge is only through the English language. The English language has been an important medium of the press for nearly 400 years. With the introduction of new printing technology and new methods of mass production and transportation, by the end of 19th century, there were nearly 2000 newspapers in the English language. According to the data compiled by the Encyclopedia Britannica, about a third of the world's newspapers are being published in the countries where the English language has a special status. A review of the influence of the individual newspapers says that the top five papers are in English: the first is New York Times, followed by The Washington Post, The Wall Street Journal, and the two British papers, The Times and The Sunday Times. The importance of the English language in educational field is clear from the fact that many countries have made English as an official language. Consequently, the English language teaching (ELT) has become one of the major growth industries around the world in the recent years. For instance, by 1998, the British Council had a network of offices in 109 countries promoting cultural, educational and technical cooperation. In 1995-96, over 4, 00,000

candidates worldwide took English language examination administered by the Council.

1.1. Growing demand for English in the context of modern day development

There are thousands of students learning English and other skills through the medium of English in the teaching centers of the Council. Another widely quoted statistics is: about 80 percent of the world's electronically stored information is currently in English. This includes two kinds of data: information stored by the individual firms, organizations and libraries etc., and the information made available through the internet. This is so because the first protocols devised to carry data on the Net were developed from the English alphabet. It is an accepted truth that if one wants to take a full advantage of the internet and World Wide Web, it is possible only by learning English; because most of the browsers are still unable to handle multilingual data presentation. Thus, the English language provides the chief means of access to high-tech communication and information. This makes us conclude that English will retain its role as the dominant language in the modern world. Further, it continues to remain as the world's language for international communication as the whole world is heading towards the formation of a global village.

1.2. The development of methodology

The development of methodology is connected with the development of methods and approaches in the foreign language teaching as we know them nowadays and as it was presented by scientists in the past.

In the definitions of the term 'method', Webster's Third New International Dictionary often uses expressions such as "a procedure or process for attaining" a goal or "a systematic procedure, technique" or "a set of rules" very often related to

a science or art [37, 506]. In agreement with this Webster's definition, Henson claims that "methods have form and consistency," and later on draws attention to the form by stating that methods "have definite steps or stages and sub-behaviours that are recurrent and applicable to various subject matters" [7, 258]. As Henson states, some examples of methods are: a lecture, a simulation game, a case study, or an inquiry. Method is a well staged procedure to teach new language.

The second step is to define the recurrent term 'methodology.' According to Webster's Third New International Dictionary, methodology is "a body of methods, procedures, working concepts, rules and postulates employed [...] in the solution of a problem or in doing something" [37, 505]. This expression can be used as an equivalent to the words teaching and strategy. Henson states, that "strategies represent a complex approach to teaching which often contains a mixture of teaching methods, utilizing a number of techniques with each method" [7, 58]. To summarize, we can say that methodology, or teaching in this sense, is a set of methods based on the same rules and having a common aim, e.g. to encourage students to use the language, involve the students in the lesson, or explain the language to students who have to listen attentively.

1. 3. Traditional Methodology

Now we can turn our attention to the comprehensive description of the key term 'traditional methodology'. Traditional methodology, its aims, philosophy, and procedures, and some examples of its methods. Clearly, one of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student. However, traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation. Following on from this, traditional methodologies are strongly associated with the teaching of language which is used in a certain field related to the students' life or work.

A very typical feature of traditional methodology, as Broughton and his colleagues claim, is the “teacher-dominated interaction” [3, 89]. The teaching is deeply teacher-centred. Traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers. The traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher’s explanations and examples, they will be able to use the knowledge.

Let us now turn our attention to the teaching of grammar in line with the traditional methodology. Tharp, in his article “Modern Foreign Languages,” introduces us to this issue by pointing out that the “emphasis was placed on the formal side of the language” [17, 85]. After analysing the way people speak, the professionals came to the conclusion articulated by Broughton et al in their book *Teaching English as a Foreign Language* that “the actual choice of words and their arrangement is new virtually every time we produce an utterance ([with] a very small list of exceptions).

The only way to explain the process of making new sentences by analogy involves the notion of observing the regularities (rules, patterns, structure) underlying them and working out how to operate them to generate new sentences” [3, 56]. Richards adds that “it was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation” [10, 6].

Based on the above mentioned opinions is “the traditional view that the English language consisted of a battery of grammatical rules and a vocabulary book” [3, 39]. On the basis of this conclusion, the traditional methodology arose. The traditional approach shows language primarily from the rule-governed point of view and concentrates on the knowledge of grammar and items of vocabulary. It is supposed that a person who knows the rules and the lexis is able to understand and speak the target language.

Another important aspect of traditional methodology in Tharp’s statement that in language teaching the essential issue was “rules to be memorized,

grammatical text analysis, and literal translation” [17, 29]. The students were expected to memorize the grammatical rules and to practice using them while translating sentences and analyzing English texts.

Besides the grammar, one needs a knowledge of vocabulary to be able to translate. The way of learning new vocabulary and using it according to the grammatical rules by stating that “vocabulary lists, printed grammar rules, and sample sentences are provided for the students to translate. Plainly, students are explained the grammar, they receive lists of isolated words, and they are expected to translate sentences and create the correct forms.

Some advantages and disadvantages of the traditional methodology. As all methods, it has some positive as well as negative aspects, which are highlighted by professionals in their publications.

One opinion is that “doing a little bit of translation and using students’ native language in class is both economic and effective in explaining a concept” . Classes can be taught in students’ native language. Using students’ native language as a good way of saving students’ precious time. Briefly, the translation of sentences from or to their mother tongue and communicating in the students’ first language reveals whether the students have really understood the main point, the concept of a new word or a grammatical relationship between the words.

Another advantage of Grammar-Translation Method. Grammar translation can cut down on chances that some students, when trying to express themselves in English, are likely to produce English like language. From the very beginning, the teacher should bring the students’ attention to the conceptual differences in the two languages and help them establish correct concepts in English . If an error still occurs, the teacher is advised to correct it as soon as possible. Concerning error correction, Broughton asserts that “by making mistakes the learner is practicing the wrong thing and developing undesirable habit” [3, 46].

Good habits are formed by having students produce correct sentences and

not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogues and performing drills the chances for making mistakes were minimized.

One more advantage of the traditional teaching should be mentioned here. Some authors agree that in no circumstances should some routines be broken. The teacher starts the lesson with revision of the previous lesson. He examines the pupil individually by asking them to come to the blackboard, they are asked to do an exercise, respond to teacher's questions or sometimes the whole class takes a written test. According to the same book, the next step is the examination the teacher explains a new subject matter and practices it with exercises.

The very last thing the teacher does during the lesson is that "he sums up the topic and sets assignments for the next lesson. We can see that the students always know what follows. First, the previous lesson's subject matter is revised either collectively or by one student, who is examined, or possibly in a test that all the students take. The second component is the new subject matter: the teacher's explanation of it, followed by exercises, mostly translations as practice. The last component is revision and the assignment homework.

Traditional methodology, however, also appears to have some disadvantages. According to some authors, there is not enough attention paid to teaching the basic skills, reading and writing, speaking and listening. As mentioned above, "reading" in a foreign language seems to have more to do with deciphering than with reading in one's mother tongue [18, 23]. The student tries to understand every single word and its grammatical form, because he believes it is essential for understanding the text.

Other authors agree on the lack of speaking and pronunciation practice in traditional teaching methodology. Instead of trying to speak and get the meaning through, the students are smothered with linguistic information, "rules with examples, its paradigms and related exercises" [3, 39] .

The traditional methodology teaches the written language as the highest priority in learning a foreign language. However, it presents writing in a very

unpleasant way. This forms a significant contradiction in the students' attitude to the foreign language itself: writing in the language is essential and it is highly appreciated; if one can write in the language he is considered to have reached the goal; yet on the other hand, the same activity is a form of punishing students. For the students, this approach can be highly demotivating.

To sum up the above mentioned ideas, we can say that traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional methodology thus focuses on grammatical structures and isolated items of vocabulary. Jim Scrivener adds that "the teacher spends quite a lot of class time using the board and explaining things – as if 'transmitting' the knowledge" [13, 16]. Students are expected to learn the rules and the items of lexis, and it is supposed that they will be able to use the language. However, students mostly explore only narrow avenues of the language, because, according to Broughton and Scrivener, the syllabuses are grammatical and the language is grouped by purpose.

The primary skills, such as reading, writing, listening and speaking, are generally taught at an insufficient level. Nevertheless, as Scrivener says, this method, with all its potential disadvantages, has been used very often in schools worldwide, "and is still the predominant classroom method in some cultures" [14, 38].

1.4. Modern methodology

Unlike traditional methodology, modern methodology is much more student-centred. The teacher's main role is to "help learning to happen," which includes "involving" students in what is going on by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc. The language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its

context, that his teacher's skills are moving him forward to a fuller competence in a foreign language. Briefly put, the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc.

Thus many professionals refer to this methodology as the Communicative Language approach. Briefly put, some people learn a foreign language most importantly to be able to communicate with foreign people and other people learn a foreign language above all to see the world from a different point of view, to discover new approaches to life or to find out about other cultures. Since modern methodology is aiming for something different, also the way to achieve the goal has changed. Attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs and so on.

Teachers' methods, courses, and books had to be adjusted to new needs of the learners to fulfill their expectations. Instead of grammatical competence, communicative competence became the priority. Three principles of modern methodology: firstly, "the primacy of speech"; secondly, an emphasis on "the centrality of connected text as the heart of teaching-learning process"; and thirdly, an "absolute priority of an oral methodology in the classroom" [18, 26]. Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop skills.

Let us now focus on one important part of modern teaching – teaching skills. The main skills are listening, speaking, reading, and writing. They can be classified into two groups: receptive (listening and reading) and productive (speaking and writing). These skills consist of sub-skills; for example, reading includes skimming (reading for gist), scanning (reading for specific information), intensive reading, and extensive reading. While listening, students can listen for gist, or for specific information: for some details, like numbers, addresses, directions etc. In real life

we do not normally listen for every word spoken. Therefore, as many professionals today agree, the task should be realistic too.

The tasks should improve skills, not test memory. The tasks should be graded from the easiest to the most difficult, or, in other words, from the most general to the most detailed, and the students must know what the assignments are before the listening or reading itself is done. If the students do not manage to accomplish the task, the teacher should play the listening again or give them more time for reading.

Concerning productive skills, writing and speaking, there are some important issues to mention too. While students practice production skills, a teacher using modern methodology is aware of a contradiction between accuracy and fluency. According to Jack C. Richards, “fluency is natural language use occurring when a speaker engages in a meaningful interaction and maintains comprehensible and ongoing communication despite limitations on his or her communicative competence” [10, 13].

Students should be encouraged to speak the language, though with errors, to get the meaning through. Modern methodology tries to keep a balance between the fluency and accuracy practice [10, 14]. There is another aspect important in speaking activities. This vital aspect is context and purpose. Activities which mirror real life situations and which have a goal, for example finding a rule, are “more interesting and motivating for the learners [6, 4]. We can recapitulate the above mentioned ideas by stating that skills should be taught in a context which is close to real life situations in which students might well find themselves, the practice should be involving and the activities should be well aimed and executed. This approach helps learners to be motivated and interested in the subject matter.

Teaching grammar in a modern way is an essential part too. Unlike the traditional method, however, the presentation of new grammar also involves students very much. Students of the methodology courses are advised to remember and observe four conditions of a good grammar presentation which are: the creation of a safe atmosphere, the feeling among the students that tasks are

achievable, that the students show understanding, and that the students actively listen to, speak, read and write the new language (advisably in this order). Jim Scrivener also makes a good point by stating “Keep it short” [14,267]. Keeping this rule in mind when teaching is essential, since long explanations often become confusing and boring.

Some ways to involve students in the grammar presentation are elicitation and personalization. These two methods appear to be very useful tools. Students always seem to be interested in their teacher’s personal affairs, friends, etc. In fact, situations that the teacher presents as personal do not always have to be true. Elicitation meanwhile invites students to be active, to take part in the lesson, to present their knowledge and ideas.

Modern methodology includes a number of methods. One of the effective methods for presenting new language is so called ‘guided discovery.’ Leading people to discover things that they didn’t know they knew via a process of structured questions . The teacher can also introduce a situation, a context, and elicit the language from the students. A suitable reading or listening can be used as a source of the new language. Yet another valuable method is Test-Teach-Test, in which the students test themselves, or in other words discover what they already know, revise or learn something new and then practice the new language . These methods seem to be interesting, involving, efficient and probably highly successful.

Vocabulary or lexis is a very important part of learning a language. The students and teachers agreed that the important issues are its meaning(s), its pronunciation (both individually and in a sentence), its spelling, its various forms (tenses, plural, etc.), its uses (position in a sentence), its connotations, and its collocations (among others). All of them do not have to be taught in one lesson, of course [19, 27].

The most popular or the most common methods in modern teaching are:

- Match the words with the pictures.
- Check the meaning of these words in the dictionary.

- Match the words with the definitions.
- Brainstorm words on a set topic (i.e. collect as many as you can).
- Divide these words into two groups (e.g. food words and hobby words).
- Label the items in a picture with the right names.
- Complete gapped sentences with words from a list.
- Discuss a topic (that will feature in the text).
- Say which words (from a list) you expect to be in a text about...

Including these methods, the training at Masaryk University offers other ideas too:

- miming, drawing or showing a flashcard to indicate the meaning of a word.
- using timelines or percentage (in comparison with some similar words).
- eliciting some words for a short preferably funny or personal (possibly repetitive) dialogue or story.
- letting the students get the meaning from the context.
- using synonyms and opposites.
- crosswords, riddles.
- for some difficult words, such as abstract items or verbs, translation is useful too; however, it is preferable to elicit the translation from the students.

These lists definitely do not include all the methods a teacher can use. However, these methods can be used in a variety of activities, such as pre-teaching, listening for lexis, reading for lexis, using a dictionary, etc.

To sum up the modern methodology principles, we can highlight the student-centred interaction which is connected to the involvement of the students in everything going on during the lesson. This shifts the teacher's role to not causing the learning, but helping learning to happen. The teacher's task is to choose activities suitable for their learners, to guide them in the lessons and to encourage them to experiment with the language.

The modern methodology comprises a rich variety of methods which should have some common features: activities involving students and close to the real-life situations. To be effective, the methods follow after each other in a suitable order, and there should be a balance of teaching focused on different aspects of the language.

Conclusion on chapter I

To conclude, the main differences between traditional and modern methodology. When comparing the names, we notice the basic difference. The traditional Grammar-Translation Method focuses on teaching rules and practises it in translating. The aim of modern Communicative Language Teaching is to teach the learner to communicate – simply put, to get the meaning through. The Grammar-Translation Method prefers routines and a limited number of methods, such as lectures, translation activities and drills. By contrast, Communicative Language Teaching consists of a great number of activities with different aims which are (or should be) balanced. The Grammar-Translation Method relies on memorizing rules and isolated items of lexis. However, Communicative Language Teaching employs more contextualized information and practice similar to real life situations, which is attractive for learners. The Grammar-Translation Method claims that students learn well if they listen to the teacher and do not make mistakes. In contradiction to that, the Communicative Language Approach suggests that one has to experiment with the language, to learn using it. These two methodologies used in schools are very different.

CHAPTER II

THEORETICAL AND PRACTICAL ASPECTS OF EFFECTIVE METHODS OF TEACHING

2.1. Grammar-Translation Method or so-called “classical method”

The Grammar-Translation Method (further on referred to as the GTM) is considered to be one of the oldest methods and approaches in foreign language teaching. Stern says that it has its roots in the late eighteenth century. This suggests that we have many “younger” or “more modern” methods nowadays and that perhaps this one is not used so frequently. In my opinion, this is not the case. The GTM is still being widely used nowadays. Many teachers consider the GTM imperfect although they use it much.

They try to avoid using this method in their teaching practice but this avoidance is sometimes very difficult; moreover, it seems to be very practical to use the GTM from time to time, e.g. it is very quick when checking the learners’ knowledge of vocabulary. This is one of the few occasions when the GTM may be suitable and effective. However, it is much more helpful to have the students say a particular sentence in other words because once they manage this it is clear that they understand the meaning of the sentence, not just individual words.

Richards and Rodgers summarize that “it is hard to decide which is more surprising - the fact that this method has survived right up until today or the fact that what was essentially a method developed for - the study of ‘dead’ languages involving little or no spoken communication or listening comprehension - is still used for the study of languages that are very much ‘alive’ and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication.” [39, 69].

It was historically used when people of the western world wanted to learn foreign languages, so called “dead” languages such as Latin and Greek. Also the group of ESL teachers points out that “the GTM was developed for the study of ‘dead’ languages and to facilitate access to those languages’ classical literatures.

That's the way it should stay. English is certainly not a dead or dying language, so any teacher that takes 'an approach for dead language study' into English language classroom should perhaps think about taking up Math or Science instead.

The GTM is still common in many countries. The GTM requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises.

Some teachers agree with his opinion about the requirement for the specialized skills of the teachers and about the simpleness of constructing tests. That is the reason why it seems that the GTM is one of the easiest methods for teachers. On the contrary to the previous opinions, Stern's idea is that if the teacher teaches a monolingual class, translation is an excellent technique, but the teacher has to be fluent in students' language. The main advantages of translation he sees in the fact that it is quick and efficient. Based on my experience, the teacher does not necessarily have to be fluent in students' language; it may often be the case that her/his knowledge of a particular word in the students' language is sufficient enough to translate, explain or express something.

The GTM became popular as the principal practice technique in the late eighteenth century. There is evidence that the GTM was the regular combination of grammar rules with translation into the target language. At that time it was called Classical Method and its aim was reading literature in the target language. Now it is more commonly known as the GTM. Its focus is on "accuracy and not fluency"; on learning the rules of grammar and their application in translations from mother tongue into the target language and vice-versa so that the skills to be practiced are only reading and writing. It is necessary to practice all four skills (speaking, reading, listening and writing) if we, as teachers, wish to have pupils who take active part in the process of communication.

The foreign language studying is not a study of isolated words. Even though a person has established a wide range of vocabulary in a foreign language, s/he is not able to make a sentence or understand a context of a given situation and then s/he is not able to communicate with other people in a foreign language which is the aim of today's teaching. Also the teachers from the University of Wales say that: "this method gives pupils the wrong idea of what language is and of the relationship between languages. Language is seen as a collection of words which are isolated and independent and there must be a corresponding word in the native tongue for each foreign word he learns. Worst effect of this method is on pupil's motivation. Because (s) he cannot succeed – leads to frustration, boredom and indiscipline. It is not a rewarding or satisfying activity.

Language learning should be fun and bring some joy and pride in achievement with it. The goal of the language learning is for it to be fun and enjoyable for the learners as it raises their motivation for studying. Having some associations among the activities, grammar and new words covered in classes, they are able to recall/retrieve them more quickly than when learning them by heart. On the other hand, it is very often the case that there is no word for direct translation between the target language and the learner's native language. This may lead to the learner's frustration and despair that despite her/his effort, s/he will never be able to express her/himself the same way s/he does in her/his mother language.

When the new words are studied, bi-lingual lists of vocabulary are usually presented, e.g. guide- гид, hardly-трудно, how about-как на счет . But not all words can be translated into a native language, e.g. What's the time?-Сколько время?, Where are you from?-Откуда ты? There are two disadvantages to the use of translation: "the first is that it is not really possible with groups of different nationalities, and secondly it is not always possible to translate exactly - not all languages have words for exactly the same concepts," and it happens very often that one language does not have a word exactly with the same meaning as a word in another language.

The use of the learners' mother tongue should be eliminated but it is sometimes very hard or even impossible; when teaching beginners using the target language only it is often the case that the learners do not understand everything and would like to use Russian books. In this case, it is the teacher's task to explain the learners the advantages of this way of teaching and to support the learners' motivation. It seems that the GTM is, similarly to the Audio-Lingual Method, a suitable method for beginners to "become familiar" with the target language and to listen to how the "new" language "sounds". The teacher should use the target language right from the beginning since the students will start to "think" in it, e.g. think about its structures etc.

Regarding the use of the native language during classes, there is a group of learners that really "loves" Russian- English textbooks together with the GTM, and they are usually adult beginners. They may be very disappointed and confused seeing "only English" and no Russian language in their textbooks. This initial disappointment can be very harmful to their motivation and their future studying. The teachers had better prevent this situation, discuss the books with the learners in advance if possible, and explain them why the English books are more suitable than the Russian books. For instance, as the Russian books are written by Russian speakers, the language used will never be the original native speakers' English. On the contrary, not every English book is excellent either and their greatest disadvantage is the lack of authors' knowledge of the Russia, its culture, its sense of humour etc. Another disadvantage of the Russian books is that as the trend in foreign language teaching is to use the Communicative Approach which is to develop the learners' ability to speak fluently and correctly in everyday situations and to understand the speech of native speakers, the CA is seldom stressed in Russian books.

Errors are usually corrected immediately, which is considered to be very important for the learner to realize what s/he has done wrong. From my point of view, this interrupts the continuity of process of speaking. It can also cause the learner's feeling that everything s/he says is incorrect. Grammar is taught with

tiring explanations in the native language and later applied in sentence making. This kind of grammar teaching is called overt and is probably good for the learners' knowledge of grammar but the students should also be capable of producing their own sentences and not be limited to translation of individual sentences from their native language to the foreign language and vice versa. A typical procedure in class usually includes "presentation of the rules of a particular item of grammar, illustration of its use by using the item several times in a text, and practice of using the item through writing sentences and translating it into the mother tongue" [2, 87].

Teacher who uses the GTM is dominant and strict; a controller of everything. Students are quite passive; they do not produce their own sentences very often and common ways of testing are translations, dictations, cloze tests etc.

2.2. Direct Method

The Direct Method (further on referred to as the DM) is also known as Reform Method / Natural Method / Phonetical Method / Anti-grammatical Method. According to Stern the DM is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. The idea that the teachers should never tell the children anything they can find out themselves was suggested by Jesperin.

Its aims are only speaking, reading, understanding and having good pronunciation. The learners are encouraged to speak, yet not forced and such freedom of speech appeals to me very much. Writing is postponed as much as possible, but it is not considered to be a good idea because all four skills should be practiced in balance if teachers wish students to be competent part of today's foreign language speaking society. DM is a method suitable for the practice of communication but it should not be used throughout the whole course. Another negative of this method is that books are not much important during teaching but

some teachers consider them essential in the teaching process because it is profitable for students to know the structure of a lesson in advance, to see a written structure of a language etc. Moreover, the grammar is not taught directly but only inductively. Finally, there is a disadvantage for the teacher for whom the lesson planning is very demanding. Nevertheless, the students may find very interesting and refreshing using some features of the DM in classes. Stern mentions that the language teaching reforms from 1850 to 1900 attempted to make language teaching more effective by a radical change from grammar-translation and integrate more use of the target language.

The development of the DM is associated with Francois Gouin and Charles Berlitz. They say that “the second language learning should model first language learning in that it should be learned ‘directly’ ” [40, 28]. It faded in the early 1900s as it was not practical in classroom settings, and then saw a comeback under the name of the Audio-Lingual Method after World War II.

There are everyday vocabulary and sentences usually used but the formal language may be included as well. On teaching new words their meaning can be explained in the target language, drawn or acted out. Concrete vocabulary can be taught through demonstrations, objects and pictures; abstract vocabulary may operate with association of ideas. When the teachers use the DM “primacy should be given to spoken word and practice of speaking” and “great stress should be put on correct pronunciation.” The stress that is put on correct pronunciation is important because if we want our learners to speak as if they were native speakers, their pronunciation must be accurate and precise. However, the primacy of spoken word is not correct because other skills are necessary to be practiced as well.

The teaching in the DM includes lots of oral interaction, spontaneous use of language, no translation between the first and the second language, and little or no analysis of grammar rules. Oral communication skills are built up questions-and answers exchanges between teachers and students in small intensive classes.

Classroom instructions are given in the target language. Mother tongue has no place in classes and it should never be used. The teachers ought to avoid it as much

as possible. Grammar learning and translating skills should be avoided as they involve the application of the mother tongue as well.

The lessons usually begin with a dialogue using a modern conversational style in the target language. Material is first presented orally or using pictures. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Students usually take active part in lesson; they should be much involved. The teacher is very friendly and an excellent speaker to start the discussion. A successful teacher of the DM needs competence in his language, stamina, energy, imagination, ability and time to create own materials and courses, immense vitality, robust health, real fluency in the modern language he teaches. He must be resourceful in the way of gesture and tricks of facial expression, be proof against linguistic fatigue in the language teaching day and be able to sketch rapidly on the board. But if the teacher can not draw or sketch it does not indicate his incompetence of being a good teacher.

2.3. Audio-Lingual method or “army method”

This method was developed by professors at Michigan and Pennsylvania University and it became known as Oral, Aural-Oral or Structural Approach. Nunan’s opinion is that the Audio-Lingual Method (further on referred to as the ALM) “has probably had a greater impact on second and foreign language teaching than any other method. It was the first approach which could be said to have developed a ‘technology’ of teaching and based on ‘scientific’ principles.”

It is also known that while the GTM and the DM had developed in the European school systems, audiolingualism is of the American origin and it was widely used there in 1950s and 1960s. The dominant emphasis is placed on listening and speaking. While reading and writing are not neglected, they are given priority and in the teaching sequence precede reading and writing. The audiolingualism tries to develop target language skills without reference to the mother tongue. It could be concluded that the ALM enhanced using only the target

language in the classroom in order to reach its overall goal which is to create communicative competence in learners.

The ALM seems to be a suitable method for beginners to “become acquaintance” with the target language and to listen to how the “new” language “sounds”. Therefore, there is a need for a wide use of language laboratories, tapes and visual aids which have a positive influence on the process of picking up a foreign language. Its objectives are accurate/precise native-like pronunciation and grammar, an ability to respond quickly and accurately in any speech situations and knowledge of sufficient vocabulary to use the grammar patterns. The ALM resembles the DM in favour, mainly in focus on communication and avoidance of the learners’ native language.

This method developed during the Second World War in the United States as a real scientific method called the Army Specialized Training Program when there was a need to teach people the language quickly and effectively. The results of this program are generally regarded to have been very successful - the learners were in small groups and were highly motivated, which undoubtedly contributed to the success of the approach.

The ALM is still used nowadays as my research confirmed – the ALM was usually around the fifth place among those eight methods included in my research. Many teachers use dialogues and drills in today’s teaching and these are also central to this approach.

Most teachers will at some point require learners to repeat examples of grammatical structures in context with number of aims in mind: stress, rhythm, intonation, ‘consolidating the structure’, enabling learners to use the structure accurately through repetition, etc. Question and answer in open class or closed pairs to practise a particular form can also be argued to have its basis in the audio-lingual approach, as can, without doubt, any kind of drill.

Having recommended avoiding the mother tongue, only everyday English and vocabulary connected to the topic are used and errors should be corrected immediately.

The reason may be that if the learner says a sentence incorrectly, the teacher corrects her/him and then s/he repeats the correct sentence. It may greatly help her/him to remember this correct version of the sentence and I cannot agree more with that.

The ALM is based on drill which can be considered boring, e.g. the repetition drill – see number three in the following quotation, yet there are several types of drills some of which may be amusing, e.g. see number seven – the transformation drill. The boredom and fatigue should be prevented by using very brief alternative activities to intersperse short periods of drill. The periods of drill should be short - about 10 minutes [3, 63].

1. Dialogue Memorization – students memorize an opening dialogue using mimicry and applied role-playing.
2. Backward Build-up (Expansion Drill) - teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and ‘expanding’ backwards through the sentence, adding each part in sequence.
3. Repetition Drill - students repeat teacher's model as quickly and accurately as possible.
4. Chain Drill – students ask and answer each other one-by-one in a circular chain around the classroom.
5. Single Slot Substitution Drill - teacher states a line from the dialogue, and then uses a word or a phrase as a ‘cue’ that students, when repeating the line, must substitute into the sentence in the correct place.
6. Multiple-slot Substitution Drill - the same as the Single Slot Drill, except that there are multiple cues to be substituted into the line.
7. Transformation Drill - teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.
8. Question-and-answer Drill - students should answer or ask questions very quickly.

9. Use of Minimal Pairs - using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words.
10. Complete the Dialogue - selected words are erased from a line in the dialogue - students must find and insert.
11. Grammar Games - various games designed to practice a grammar point in context, using lots of repetition.

The role of a teacher who uses the ALM and drills seems to be quite similar to the roles of teachers who use some other methods, mainly the teachers of the Communicative Approach. S/he should not stand in one place, s/he should move around the room standing next to as many different students as possible to monitor their work. S/he is expected to be friendly, to say examples, to say what to do, to correct students etc. All in all, s/he is a leader and so-called choir director. The students are her/his followers and imitators.

And here is a typical procedure in an audio-lingual course:

- Students hear a model dialogue.
- Students repeat each line of the dialogue.
- Certain key words or phrases may be changed in the dialogue.
- Key structures from the dialogue serve as the basis for pattern drills of different kinds.
- The students practice substitutions in the pattern drills.

This pattern may be very effective. The practice of dialogues and drills can lead to the ability to produce own sentences and that is what the aim of today's foreign language teaching should be.

2.4. Task-Based Method

It may once in a while be stimulating and refreshing to use the Task-Based Method (further on referred to as the TBM) in classes to avoid boredom, break stereotypes and prevent fatigue. This method very much improves the effectiveness

of the teaching process. The learners find it amusing and interesting, and will much more easily retain gained knowledge in their mind rather than working it out themselves. Harmer also highlights that “there has been an agreement that language has to be acquired as a result of some deeper experience than the concentration on a grammar point.” On the other hand, such self-study as exploring, investigating, listening, writing and speaking may be rather time consuming if not organized properly. In most schools the children are offered optional foreign language lessons twice or three-times a week and the TBM could be used in these lessons to show the learners how the process of learning can be interesting, amusing, refreshing and taken from a different point of view.

These are advantages of the TBM:

- The students are free of language control. They must use all their language resources rather than just practising one pre-selected item.
- A natural context is developed from the students’ experiences with the language that is personalised and relevant to them.
- It is a strong communicative approach where students spend a lot of time communicating.
- It is enjoyable and motivating.”

The communicative competence of a foreign language learner is one of her/his best and most appreciated abilities if s/he desires to be an adequate part of communication process in today’s world.

The TBM “offers the student an opportunity to be taught more naturally. The primary focus of classroom activity is a task and language is an instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning; they are free to use any language they want.” [2, 77]. This learners’ freedom of using any language they want, is very productive because the learners are very often anxious about making mistakes and speaking in front of the whole class but such speaking in small groups and in front of only a few of their schoolmates can help them to lose their boundaries and improve their courage.

Some activities in the TBM : an activity in which students are given a list of words to use cannot be considered as a genuine task, nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. In many role plays students simply act out their restricted role. For instance, role plays where students have to act out roles as company directors but must come to an agreement or find the right solution within the given time limit can be considered a genuine task in TBL.

The typology of the TBM can be the following:

ORDERING

SORTING/CLASSIFYING

LISTENING COMPARING/

MATCHING

PROBLEM SOLVING CREATIVE TASKS/PROJECT

WORK

SHARING PERSONAL EXPERINENCE/ANECDOTE TELLING

An example of activities for this typology can be: the topic can be “cats”, a listing task might be – list three reasons why people think that cats are good pets, a comparing task might be to compare cats and dogs as pets, a problem-solving task could be to think of three low budget solutions to the problem of looking after cat when family is absent, an experience sharing or anecdote telling tasks could involve sharing stories about cats.

The traditional model for the organization of language lessons has long been the PPP approach (“presentation” of a language item by the teacher, “practice” in the form of exercises, “production” of the sentences). An alternative to the PPP model is the Test-Teach-Test approach (TTT) in which the production stage comes first and the learners are thrown in and required to perform a particular task.

The TBM was presented as a TBL=task based learning model by Jane Willis in 1996.

During the lessons based on the TBM, the learners’ mother tongue should be

avoided because the learners ought to be able to describe everything, express themselves and their opinions, and to communicate only in the target language. Both forms of the target language are used – formal and informal.

The self-teaching is a basis for the TBM lessons, this means that the students work out things themselves; they explore, investigate and contribute to the lesson. In the task-based lesson the teacher does not pre-determine what language will be studied; the language studied is determined by what happens when the students complete the central task. He also shows that the TBM lessons are typically based on three stages:

1. Pre-task phase - the teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The students can make notes and spend time preparing for the task.

2. Task-cycle - Task - students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

- Planning - students prepare a short oral or written report to tell the class what happened during their task. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

- Report presentation - students then report back to the class orally or read the written report. The teacher may give the students some quick feedback on the content.

3. Language focus - Analysis of new features - the teacher then highlights relevant parts from the text of the recording for the students to analyse. The teacher can also highlight the language that the students used during the report phase for analysis.

- Practice - finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

A balance should be kept in the TBM between fluency, which is what the task provides, and accuracy, which is provided by task feedback. Grammar is usually explained right after the task is finished and error correction takes place afterwards as well. The reason may well be that the continuity of the teaching process should not be interrupted.

The teacher's role is to be an advisor and initiator; the students are called explorers and investigators.

2.5. Communicative Approach

There are a lot of origins of the CA. It could be said that it is the product of educators and linguists who had not been satisfied with the ALM and the GTM. It was developed by Robert Langs MD, in the early 1970s.

If we want to characterize the pedagogy of language teaching over the past ten years or so in one word, we can say that it is “communicative”. Widdowson says that it is of course the Communicative Approach (further on referred to as the CA) which is in current fashion in methodology. It concentrates on getting learners to do thing with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined not in terms of forms, words and sentence patterns, but in terms of the concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform.

As far as the CA is concerned, it is the most complex approach to the foreign language teaching because it focuses on the use of language and meaningful communication which is one of the key ability of a person in today's world. The syllabus of the CA lessons is not based on structural development (past tense, conditionals, etc.) but on functional development which means asking for permission, asking directions etc. as a result; students are given tasks to accomplish using language instead of studying the language. The abilities mentioned above are essential skills of a person who intends to be an adequate part

of today's society. Its goal is a communicative competence which requires a correct use of the language appropriate to the given situation, complete and fluent speaking in a foreign language, and finally an ability to explain, express and describe ideas. We can sum up a methodological approach to the learning of languages which takes account of categories of input and output. Because of the focus on communicative activities and the concentration on language as a means of communication such an approach has been called the communicative approach. When two people are talking to each other it is sure that they are doing so for several reasons.

Language is an interaction of two or more people; it is an interpersonal activity with a clear relationship with society and its study has to look at the use of language in contexts – linguistic, social or situational. Besides improving their knowledge of the foreign language, they also become acquainted with the culture of the foreign country and uplift their motivation for studying.

Emphasis in CA lessons is put on using the language in communication with other people and on learning to communicate through interaction with other learners in the target language. These reasons stand behind the necessity of all four skills (speaking, listening, reading, and writing) and as such they ought to be practiced in balance. A person has to practice language at medium level first in order to be able to exercise it at message level and the problem is that a great number of teachers never used to go beyond medium level and use the language for true purposes of sending and receiving messages; they are teaching pupils 'about' the language, about its patterns and rules, rather than using it actively for real purposes. Many teachers think that the CA is the best method and that they use it in their teaching practice a lot but they think that the other teachers use the GTM. This fact seems to suggest that they use it frequently themselves but they are afraid to admit it. The teaching process should consist of other methods and approaches as well but the CA can be the basis.

The teachers are advised to often use idiomatic words and everyday vocabulary since they are vital for communication and understanding native

speakers' speech. Formal language is necessary to be practiced as well for the learners should manage to communicate with other people at a formal level. The learners' mother tongue is used in 5% of the lesson because of the learners' needs.

Interesting activities from the real life should also be included in a teaching process in that they help the learners engage themselves more easily. Games are significant for they as well remind of real life situations. Materials used in classes must relate to pupils' own lives, must be authentic, real, and fresh and connected to nowadays topics. In lessons based on the CA, the emphasis is on practice of oral and listening skills in pair work or group work as a way of developing communication skills. Grammar is not of a great importance in this approach; practice of grammar is powerful when the intention is to create a correct sentence so it is recommended pointing out at least a few examples of each grammar pattern. However, having made a correct sentence while being afraid of saying it in real life is not desired either. The CA tends to prevent this by practicing dialogues in real-life situations pretended in class.

The teacher should facilitate the communication among all participants and yet act independently. He is also an advisor and a counselor. Students are active participants who learn to communicate by speaking, who apply their knowledge of language forms, meaning and functions through the interaction between speaker and listener, they figure out the speaker's intention and should be capable of saying one sentence in several different ways.

Errors are tolerated in the CA because students can learn from them. They are seen as a natural outcome of the development of communication skills.

2.6. Lexical Approach

This method was invented 10 years ago by Michael Louis as an alternative to grammar-based approaches because it is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases or

‘chunks’ and they become the raw data by which learners perceive patterns of language traditionally thought of as grammar.

The key principle of the Lexical Approach (further on referred to as the LA) is that ‘language consists of grammaticalized lexis, not lexicalized grammar’. What this means is that lexical phrases offer far more language generative power than grammatical structures. LA is very useful approach to the foreign language teaching. If we want our learners to communicate naturally and fluently and to understand the native speakers’ speech they must have knowledge of the lexical units, collocations and the way the native speakers speak which is the aim of the LA. On the contrary if the target language is taught this way only it is certainly insufficient. It would mean practicing only speaking, but the need is for all four skills to be used in balance in order to make the learning as much effective and complete as possible. Probably it is sensible to combine the LA with other methods.

As it was already mentioned, the aim of the LA is to build the learner’s lexis, to draw learners’ attention to lexical units and collocations and their use. The mind is able to store large amounts of information in long term memory but its short term capacity is much more limited; it is much more efficient for the brain to recall a chunk of language as if it were one piece of information. But on the other hand it is not possible or even desirable, to ‘teach’ an unlimited number of lexical chunks. It is beneficial for language learners to gain exposure to lexical chunks and to gain experience in analyzing those chunks in order to begin the process of internalization. Encouraging learners to notice language, specifically lexical chunks and collocations, is central to any methodology connected to a lexical view of language. The aim of the foreign language studying is not plain memorizing, but being able to participate fully in the foreign language conversation and understand native speakers’ speech. Teachers use the target language only; the mother tongue is used in translations. Pronunciation is important; it should be accurate and precise as the native speakers’ one, but yet not great emphasis is placed on it in the LA.

The teacher should include practicing of all four skills (reading, speaking, listening and writing) in her/his lessons because all of them contain lexical units necessary for the learners.

Teachers are organizers, guides or facilitators and a source of information. Learners are encouraged to participate fully in lessons through speaking, listening, noticing and reflecting. They are discoverers and data analysts. When teaching in the LA, grammar is prioritized because it is a receptive skill involving perception of similarity and difference. Error correction highly depends on the aim of the exercise; errors that may cause misunderstanding are corrected immediately.

Activities used to develop learners' knowledge of lexical chains usually include:

- “- Intensive and extensive listening and reading in the target language.
- First and second language comparisons and translation - carried out chunk-for-chunk, rather than word-for-word.
- Repetition and recycling of activities, such as summarizing a text orally.
- Guessing the meaning of vocabulary items from context.
- Noticing and recording language patterns and collocations.
- Working with dictionaries and other reference tools.
- Working with language corpuses created by the teacher for use in the classroom or accessible on the Internet.”

There are plenty of amusing and useful activities that can be realized in the LA based lessons, such as first and second language comparisons and translation, and guessing the meaning of vocabulary items from context

The typical classroom procedure usually involves:

- teaching individual collocations,
- making students aware of collocations,
- extending what students already know by adding knowledge of collocations,
- storing collocations through encouraging students to keep a lexical notebook.

2.7. Practical aspect of ways of teaching

In a theoretical part of this work it was spoken about various effective ways of teaching a foreign language. But if teacher wants effectively put them into practice, it is necessary to know how to use these methods at each separate lesson. Therefore, in a practical part of the given paper the examples of various exercises will be shown for each of the methods, which were listed in a theoretical part. The teacher can adapt and make variations of them for his lessons.

Some traditional methods:

a) Vocabulary and grammar lesson without a text book:

Prepare handouts and give them to the students in the class (See Fig. 1). The first handout include ten vocabulary items on vegetables in the format ‘Russian word – English word – ’; on the other side of the handout is an exercise to write ten sentences about themselves “I like/don’t like...” with Russian instructions and one example. After the introduction, read the words and translations; then explain the ‘I like/I don’t like’ grammar, the pupils do the exercise and the teacher check it.

Fig. 1 – Page 1:

морковь – carrot
помидор – tomato/-es
фасоль – bean
салат латук – lettuce
паприка – paprika
лук – onion
чеснок – garlic
огурец – cucumber
гриб – mushroom

Fig. 1 – Page 2:

Написать предложение с “I like/don’t like...” с использованием названий овощей.

1. I like carrots.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

b) Create a text according to the model:

After presenting the vocabulary on fruit and vegetables and the grammar - present tense of the verb “to like”, a revision of fruit and vegetable vocabulary and the grammar followed.

c) Another handout which includes a short text about a boy who describes what he likes and dislikes and what his family like and dislike. To read the text, practise pronunciation, and translate it, and then the pupils were expected to write a similar text about themselves and their family. Before the end of the lesson check their texts and correct mistakes.

d) Hello. My name is Robert. I like apples and oranges. I don't like carrots, lettuce and beans. My brother likes melon and strawberries. He doesn't like bananas and pineapples. My mother likes grapes and pears. My father likes raspberries and strawberries. They don't like lemon. We all like peas, tomatoes and garlic.

Напиши подобный текст о себе и о своих родных:

e) Translation from English into Russian

The children receive a handout with an English text. All the vocabulary items, phrases, and grammar have already been taught in the previous lessons. The pupils are expected to translate the passage into their mother tongue.

Bob: Hello. I'm Bob. What's your name?

Lucy: Hi! I'm Lucy. How are you?

Bob: Fine, thanks.

Lucy: Who is this?

Bob: It's Fred.

Fred: Come and play skittles in the garden.

Bob: Here are 9 skittles and one ball.

Fred: 1, 2, 3, 4, 5, 6, 7, 8, 9

Lucy: Ok!

Fred: 9, 8, 7, 6, 5, 4, 3, 2, 1.

...

Lucy: Bye-bye, Bob and Fred

Bob+Fred: Bye Lucy, see you tomorrow.

f) Reading

In the class book, there is a letter . The pupils were told to read it aloud – each pupil one sentence, one by one. There were quite a lot of new vocabulary items

which were read aloud and translated during the reading by the teacher. The pupils were expected to note the new words and pronunciation in their glossaries. The letter was read two times aloud, all the words were explained and then the pupils' task was to translate the text into Russian. This was done only orally, in the same way as the reading. The homework was to write a similar letter as a reply to the one in the book.

g) Listening

The pupils were told in Russian that they were going to listen to a conversation. Then the listening followed.

Tape script:

Greg: What's this? Is it a car?

Jack: No. Wait and see!

Greg: I know! It's a robot!

Greg: Is it a robot, Daisy?

Daisy: I don't know!

Greg: Is it a robot, Jack?

Jack: No, it isn't!

Greg: It isn't a car... and it isn't a robot... hmmm.

Greg: Is it rocket, Polly?

Polly+Jack: Yet, it is! It's a rocket!

Computer: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, BLAST OFF! (end of tape script)

After the listening finished, the children were asked two questions: What were Polly, Jack and Greg talking about? What was it? If there were no correct answers in Russian or English, the conversation was replayed once or twice again. After most pupils agreed on the answers, the pupils were instructed to open their class books, where the story is in a form of comic strip, and to work in pairs and translate the text into Russian.

h) A Mini Test

This was a very short test which occurred quite often. Its aim is to check the knowledge of recently learned vocabulary. The format of the test had 3 versions:

A. On a piece of paper write 10 colours in English.

B. Dictation

C. Short translation from Russian into English (for example on the instructions “Stand up, Sit down” etc.)

Some modern methods:

a) Presentation of New Words - Flashcards

Children are sitting in a circle. The teacher is holding a Flashcard covered, for example a picture of a car, gradually revealing it bit by bit and asking ‘What’s this?’ When the class call out the word in their native language, or even better in English, the teacher says ‘Yes, it is a car’ and shows the complete picture. This procedure is repeated for all the target words.

b) Recognition of Items of Vocabulary– Song

Pupil’s can see all the flashcards with pictures of the target words. Teacher instructs them to listen to the song and remember which of the words they could hear. Teacher plays the song and pauses it after each verse (there is one of the target words in each verse). In the pauses, children are supposed to put the flashcards in the right order – according to what they hear in the song .

c) Contextualization of Items of Vocabulary

Pupils are introduced to a well known situation and they can see the words they have learned in context. Pupils can either read the story on their own or listen to it . Teacher checks understanding or helps by asking questions

d) Pronunciation Practice – Say the Chant

Children open their class books and look at the pictures of a dog and a cat. At first they listen to the chant to understand it. Then they repeat it with the CD player and

then the pupils say it alone. It is important to keep the rhythm and pronunciation. If needed, the teacher can invite some pupils to say the chant individually.

e) Controlled Practice

Pupils open their class books on the particular page; listen to the model follow in their books . Then teacher plays the model again and this time children repeat the utterances. The correct pronunciation and intonation are important. Then teacher elicits the rules of this game from the children. Then demonstration and a class game follow. When all children pronounce the dialogue correctly, teacher allows children to play the game in pairs.

f) Correct Spelling Practice – Creating a Puzzle

Teacher shows a handout with a ten by ten table and a few lines. He tries to elicit what are the pupils going to do. If nobody knows, he or she explains the rules. Children have to think of English words, write them in the table (only one letter in each square) in any direction and copy the same words or make a picture of the word on the lines below the table. After writing a set of words in the table, the free squares are filled in with random letters. Then the puzzle can be just exchanged with a class mate or copied and distributed some time later.

g) Wordpool

There are some words, which have been taught before, in a “pool” (see Fig. 16) and pupils are expected to use them in sentences. Each sentence should include more than one word from the pool. After creating the sentences as individual work, pupils compare their handouts and try to find mistakes in each other’s work. At the end all class has a short feedback.

WORDPOOL

I	He	don't	Bob	likes	Mum	doesn't	She
My	sister	You	Lucy	We	They	like	

Make sentences with words in the pool + 1 kind of vegetable or fruit.

1. I like pineapple

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

h) Find Someone Who...

Teacher introduces the activity by asking questions from the handout (see Fig. 17), for example “Do you like apples? Do you like potatoes?” etc. and waits for pupils’ answers. Then he or she says affirmative sentences, such as “Johnny likes apples. Peggy likes potatoes.” Then handouts are distributed and instructions given. If needed, teacher can go through all the questions with the pupils together. Then the mingling activity starts. Teacher monitors whether pupils use the target structure, correct question and answer, possibly helps or participates in the activity. After a suitable time period, there is a feedback session where pupils have the opportunity to present what they have found out about have learned.

FIND SOMEONE WHO:

Do you like ...?

...likes apples: _____

...likes potatoes: _____

...doesn't like melons: _____

...likes lemons: _____

...doesn't like tomatoes: _____

...doesn't like onions: _____

...likes carrots: _____

...likes pineapples: _____

i) Piece the Dialogue Together:

Teacher prepares a dialogue , prints it on coloured papers and cuts it into words and letters. Then he mixes them up. In the class, students are encouraged to work in pairs, find all the pieces in their colour and piece the dialogue together. After the lesson, each child gets one colour and as homework is assigned to piece the dialogue together again and paste it on a piece of paper.

TOM: HELLO. I'M TOM. WHAT'S YOUR NAME?

BETTY: HI! I'M BETTY. HOW ARE YOU?

TOM: FINE, THANKS.

BETTY: WHO IS THIS?

TOM: IT'S SAM.

SAM: COME AND PLAY SKITTLES IN THE GARDEN.

TOM: HERE ARE NINE SKITTLES AND ONE BALL.

BETTY: OK!

BETTY: BYE BYE, TOM AND SAM.

TOM+SAM: BYE BETTY, SEE YOU TOMORROW.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. Games encourage, entertain, teach, and promote fluency.

Grammar games

Competitive games

Speed

Grammar:	Collocations with wide, narrow, and broad.
Level:	Intermediate to advanced
Time:	15-20 minutes
Materials:	Three cards, with <i>wide</i> on one, <i>narrow</i> on the second

	and <i>broad</i> on the third
--	-------------------------------

Preparation

Prepare three large cards with *wide* on one, *narrow* on the second and *broad* on the third.

In class

1. Clear as much space as you can in your classroom so that students have access to all the walls and ask two students to act as secretaries at the board. Stick each of your card on one of the other three walls of the room. Ask the rest of the students to gather in the middle of the space.

2. Tell the students that you're going to read out sentences with a word missing. If they think that the right word for that sentence is ***wide*** they should rush over and touch the ***wide card***. If they think the word should be ***narrow*** or ***broad*** they touch the respective card instead. Tell them that in some cases there are two right answers (they choose either).

3. Tell the secretaries at the board to write down the correct versions of the sentences in full as the game progresses.

4. Read out the first gapped sentence and have the students rush to what they think is the appropriate wall. Give the correct versions and make sure it goes up in the board. Continue with the second sentence etc.

5. At the end of the strenuous part ask the students to take down the sentences in their books. A relief from running! (If the students want a challenge they should get a partner and together write down as many sentences as they remember with their backs to the board before turning round to complete their notes. Or else have their partner to dictate the sentences with a gap for them to try to complete.)

Sentences to read out

They used a ... angled lens	WIDE
-----------------------------	------

He looked at her with a ... smile	BROAD
The socialists won by a Margin	NARROW/BROAD
She is very ... minded	BROAD/NARROW
He speaks the language with a ... London accent	BROAD
You were wrong what you said was ... of the mark	WIDE
You had a ... escape	NARROW
Of course they're ... open to criticism	WIDE
They went down the canal in a ... boat	NARROW
She opened her eyes ...	WIDE
The news was broadcast nation ...	WIDE
The path was three meters ...	WIDE
The light was so bright that she ... her eyes	WIDE

Variation

You can play this game with many sets of grammar exponents:

- Forms of the article; *a, the* and zero article
- Prepositions

Cognitive games

Spot the differences

Grammar:	Common mistakes
Level:	Elementary
Time:	20-30 minutes
Materials:	One copy of Late-comer A and Late-comer B for each student This activity can be adapted for use with all levels

In class

1. Pair the students and give them the two texts. Ask them to spot all the differences they can between them. Tell them that there may be more than one pair of differences per pair of parallel sentences. Tell them one item in each pair of alternatives is correct.
2. They are to choose the correct form from each pair.

LATE-COMER A	LATE-COMER B
This women was often very late	This woman was often very late
She was late for meetings	She was late for meeting
She were late for dinners	She was late for dinners
She was late when she went to the cinema	She was late as she went to the cinema
One day she arrive for a meeting half an hour early	One day she arrived for meeting half ah hour early
Nobody could understand because she was early	Nobody couldn't understand why she was early
'Of course,' someone said, 'clocks put back last night.'	'Of course,' someone say, 'the clocks were put back last night.'

3. Ask them to dictate the correct text to you at the board. Write down exactly what they say so students have a chance to correct each other both in terms of grammar and in terms of their pronunciation. If a student pronounces 'dis voman' for 'this woman' then write up the wrong version. Only write it correctly when the student pronounces it right. Your task in this exercise is to allow the students to try out their hypotheses about sound and grammar without putting them right too soon and so reducing their energy and blocking their learning. Being too kind can be cognitively unkind.

Variation

To make this exercise more oral, pair the students and ask them to sit facing each other. Give Later-comer A to one student and Late-comer B to the other in each pair. They then have to do very detailed listening to each other's texts.

Feeling and grammar

Typical questions

Grammar:	Question formation-varied interrogatives
Level:	Beginner to elementary
Time:	20-30 minutes
Materials:	None

In class

1. Ask the students to draw a quick sketch of a four-year-old they know well. Give them these typical questions such a person may ask, e.g. 'Mummy, does the moon go for a wee-wee?' 'Where did I come from?'. Ask each student to write half a dozen questions such a person might ask, writing them in speech bubbles on the drawing. Go round and help with the grammar.

2. Get the students to fill the board with their most interesting four-year-old questions.

Variations

This can be used with various question situations. The following examples work well:

– Ask the students to imagine a court room-the prosecution barrister is questioning a defense witness. Tell the students to write a dozen questions the prosecution might ask.

– What kind of questions might a woman going to a foreign country want to ask a woman friend living in this country about the man or the woman in the country?

And what might a man want to ask a man?

– What kind of questions are you shocked to be asked in an English-speaking country and what questions are you surprised not to be asked?

Picture the past

Grammar:	Past simple, past perfect, future in the past
Level:	Lower intermediate
Time:	20-40 minutes
Materials:	None

Class

1. Ask three students to come out and help you demonstrate the exercise. Draw a picture on the board of something interesting you have done. Do not speak about it. Student A then writes a past simple sentence about it. Student B write about what had already happened before the picture action and student C about something that was going to happen, using the appropriate grammar.

I got up at eight a.m.

I've just got off the bus

I'm going to work today

2. Put the students in fours. Each draws a picture of a real past action of theirs. They pass their picture silently to a neighbor in the foursome who adds a past tense sentence. Pass the picture again and each adds a past perfect sentence. They pass again and each adds a *was going to* sentence. All this is done in silence with you going round helping and correcting.

Umbrella

Grammar:	Modals and present simple
Level:	Elementary to intermediate
Time:	30-40 minutes
Materials:	One large sheet of paper per student

In class

Ask a student to draw a picture on the board of a person holding an umbrella. The umbrella looks like this.

1. Explain to the class that this ‘tulip-like’ umbrella design is a new, experimental one.

2. Ask the students to work in small groups and brainstorm all the advantages and disadvantages of a new design. Ask them to use these sentence stems:

It/you can/can’t...

It/you + present simple...

It/you will/won’t...

It/you may/may not...

3. For example: ‘It is easy to control in a high wind’, ‘You can see where you’re going with this umbrella’

4. Give the students large sheets of paper and ask them to list the advantages and disadvantages in two columns.

5. Ask the students to move around the room and read each other’s papers. Individually they mark each idea as ‘good’, ‘bad’ or ‘intriguing’.

6. Ask the student how many advantages they came up with and how many disadvantages. Ask the students to divide up into three groups according to which statement applies to them:

I thought mainly of advantages.

I thought of some of both.

I thought mainly of disadvantages.

7. Ask the three groups to come up with five to ten adjectives to describe their group state of mind and put these up on the board.

8. Round off the exercise by telling the class that when de Bono asked different groups of people to do this kind of exercise, it turned out that primary school children mostly saw advantages, business people had plenty of both while groups of teachers were the most negative.

Note

Advantages the students offered:

In a hot country you can collect rain water.

It won't drip round the edges.

You can use it for carrying shopping.

It's not dangerous in a crowd.

It's an optimistic umbrella.

It's easy to hold if two people are walking together.

With this umbrella you'll look special.

It'll take less floor space to dry.

This umbrella makes people communicate. They can see each other.

You can paint this umbrella to look like a flower.

You'll get a free supply of ice if it hails.

FAIRY TALE FUN – JIGSAW STYLE! [1]

Divide students into five equal groups. Each group will get one fairy tale to read. The stories are *"The Ugly Duckling," "Snow White," "Hansel and Gretel," "Jack and the Beanstalk,"* and *"The Three Little Pigs."* Each group is responsible for collecting the following information:

- Who are the characters in the story?
- Where does the story take place?
- What are the major events of the story?
- Are there any magical or supernatural events? If so, what are they?

After the students read, discuss, and record the above information, split them into jigsaw groups. One person from each fairy tale assemble in a new group. In their new groups, students are each given three minutes to tell the other group members about the story they had read as well as the information they have collected. After that, the group has to create a poster and give a presentation that addressed two points:

1. What do all five stories have in common?
2. Using what you found in common, write your own definition for a fairy tale.

Debate Activities



INTRO

This is a well known theatre exercise which is extremely effective for encouraging controlled but spontaneous interaction in ESL classes.

STEP 1 PRESENT

Begin by presenting a list of debate expressions such as those listed.

STEP 2 MODEL

Model a discussion. Choose yourself as conductor and 4 other students to be conducted. First, the conductor presents a topic. He then selects a student and an expression for the continuation of the discussion.

Conductor: Elephants shouldn't be allowed into Bangkok. Student B "Furthermore"

Student B: Furthermore, the government should fine their owners.

Conductor: Student A "On the other hand"

Student A: On the other hand, people in Bangkok are very generous when they see elephants.

Conductor: Student C "For example".

Student C: For example, when they see elephants they feel compassion and give them food and money.

Conductor: Student D "You may have a point".

Student D: You may have a point. Nevertheless, the pollution and traffic are terrible for the elephants' health.

STEP 3 WRITING

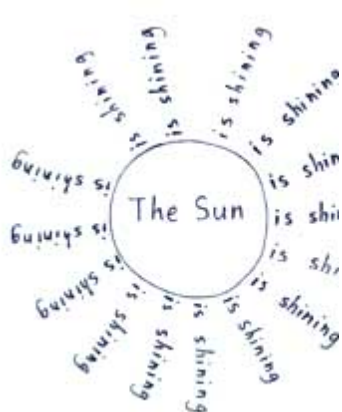
To reinforce the use of these expressions further, follow this activity by a debate or writing exercise

Project method Activity



Pic.1

№1. My Favourites. Children prepare at home material (press-cuttings, pictures) which illustrates their interests, hobbies. At the lesson on the lists of colour paper they design the album where every pupil tells about his favourite things and pastime (about favourite colour, sport, town, etc.)



Pic. 2.

№2. Picture poem. Children are suggested to draw picture – poem, so that its shape is concerned with its meaning.



Pic.3

№3. Washing Line. Children draw different kinds of clothes, write the names on it and then hang them on the clothes-line with the help of the pegs.

Brainstorming

<p>Questioning Authority</p> <p>Divide the class into small groups (4-6 students). Have each group make a list of ten unwritten rules that they seem to follow each day. Examples might be where they buy groceries, what time they get up in the morning, and what television programs they watch. Have the groups discuss why they follow these "rules" and what it would take to get them to break them. <i>Alternative:</i> Try the same sort of activity, this time having students list beliefs they accept without question-truisms like "Recessions are bad" or "It takes money to make money."</p>	<p>New Devices</p> <p>Break students into groups of three. Have each group member draw a picture of someone doing something. (The ideal subject will be someone caught mid-movement.) After all the drawings are complete, have the students study them with the object of creating for each a device that will support the position shown in a steady state. Explain that the devices the students create can be made of paper, wood, plastic, or metal. (What the students will end up with are various forms of furniture, but they will have designed their creations without limiting themselves to their prior knowledge of furniture. The object of the exercise is to show the value of ambiguity in stimulating creativity.)</p>
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<p>Troubleshooters</p> <p>Once again, break the students into groups of three. Name a problem with which everyone is familiar—say, how to reduce the number of homeless people on the streets. Then assign each group a familiar figure from history, fiction, or current events, and have them determine how that person would solve the problem. For example, what if Martin Luther King, Jr. were to tackle the homeless problem? What if the Ninja Turtles were to try it? Barbara Walters? General Schwarzkopf? As a starting point, suggest that the students consider what particular expertise the person would bring to the problem and what his or her objectives would be.</p>	<p>Not Just for Breakfast</p> <p>Place a box of ready-to-eat cereal (like Cheerios or Trix) on a desk or ledge at the front of the room. Ask the students to generate as many uses for the product as they can in two minutes. (Some of the more creative suggestions students might come up with—using the cereal as fertilizer or a component in jewelry.)</p>
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Housemates Roleplay

Duration: 20–25 min

Aim: Oral fluency practice; politely disagreeing

Summary: Two housemates try to resolve their conflicts.

Introduction

This short roleplay activity requires no materials apart from a blackboard. The situation is actually roleplayed twice, with some phrases for "politely disagreeing" introduced before the second round. The idea behind this is that the first round will hopefully help the students realise the importance of being polite in order to avoid arguments, and so they will be more receptive to the new language which helps them achieve this.

Preparation

Write this on the blackboard before the activity:

A

- * I can't live without music!
- * I have a bad memory.
- * I'm a bit short of money right now.

B

- * I can't concentrate on my study.
- * I'm always tripping over your things.
- * Didn't we agree to take turns buying food?

Procedure

Explain only that these sentences are from two different people, A and B. Ask, "Who are these two people, and what are they talking about?" Give the students a minute or two to discuss it with a partner (make it clear that they should only discuss your question, not attempt to roleplay the situation yet!).

Elicit the fact that A and B are housemates, and then explain the situation in more detail: they are not close friends, but they are living together in order to save money. However, lately B has been quite annoyed by some of A's habits. Write these habits on the blackboard, explaining them at the same time:

A: * plays loud music (all the time!)

* leaves his/her things all over the house (books, clothes, bags, etc on chairs, tables, and even the floor)

* doesn't pass on messages (if one of B's friends calls and leaves a message, A never remembers to pass it on)

* never buys food (when they moved in they agreed that A would buy the food one week, B the next week, and so on)

Ask who probably starts the conversation. B, of course. Suggest a polite conversation starter, such as:

"Could I have a word with you please?"

Then get the students to role play the situation in pairs. Afterwards, get some feedback from a few pairs. Was the conflict resolved, and if so how?

Now introduce and drill some phrases for politely disagreeing:

* No offense, but... (I don't like your music)

* I see your point, but... (I have a bad memory)

* I understand your feelings, but... (I can't concentrate)

Now get the students to swap roles and repeat the activity, making use of the new phrases. It's a good idea to get them to swap partners too—this should help keep the momentum up. At the end, get more feedback on how their conversations turned out.

Notes

If you intend to ask the students to swap roles and also swap partners before the second round, you should plan it carefully to avoid wasting time. In most of my classes, the desks are arranged in three columns which are each two desks wide, so here is the way I managed it: for the first round, I assigned roles so that everybody on the left-hand desk was A and the others were B (check that everybody knows

their role by getting them to put their hands up). Then for the second round, I simply asked all the "A" students to stand up and move to the desk in front of them.

Variations

Short Roleplays, each character's three prompt sentences could be written on a roleplay card instead of on the blackboard. In this case, the 4 conflicts still need to be written on the board.

Find the Differences

Duration: 10–15 min

Aim: Oral fluency practice

Summary: Students speak in order to find the differences between two similar pictures.

Introduction

This is a well-known activity, and a classic example of the principle of an "information gap" in communicative activities. If you put two pictures in front of a pair of students and tell them to talk about the differences, there is not much to motivate them. But if you arrange the activity so that each student only sees one picture, then an information gap is created. Cooperating with their partner to identify the differences becomes an act of genuine communication.

Although suitable pairs of pictures are provided in many modern textbooks, this activity is included here to remind teachers that it is not too difficult to create picture pairs by oneself, especially with access to the internet. For example, cartoons can be adapted. A suitable picture can be found to fit with almost any theme-based lesson.

Preparation

The first step is to find a suitable picture. These might come from books and magazines, or from the internet. For example, try a search on Google Images (note that the Advanced Image Search allows you to limit your results to black and white, or a particular size). There are also several websites which sell cartoons online, such as CartoonStock.



**"I have to remove
all your teeth."**

AEI



**"I have to remove
all your teeth."**

AEI

In *Discussions that Work* (Cambridge University Press, 1981), Penny Ur writes:

"The preparation of such pictures is fairly simple and fun to do. You need a black and white line drawing (not photograph) with a fair amount of detail but without shades of grey (these do not reproduce well). The content of the drawing should not entail vocabulary beyond the level of the students. You photocopy it and then make the requisite number of alterations to the original drawing, using either a black fibre-tip pen (for additions) or white type-correcting fluid (for erasures)."

Alternatively, the modifications could be done on a computer using even the simplest "paint" application. If you create any picture pairs in this way, please send them to us for inclusion on this page.

See the Resources section for examples.

You need to make enough copies so that each student will receive either one copy of "Version A" or one copy of "Version B".

Procedure

If the students are already familiar with the concept, then you just need to repeat the "check" questions. But the first time you do this activity, it is helpful to explain the concept using the blackboard: draw two simple pictures with one or

two differences and explain that partners will each receive one version. They must not show their pictures to each other, instead they have to talk to each other and circle the n differences. Check:

- * Are these pictures the same? (no)
- * How many differences are there? (n)
- * Can you show your partner? (no)
- * What do you do when you find a difference? (circle it)

After the activity, you can either provide the answers, or elicit the answers from the students, or simply tell the students to put the pictures side by side so that they can check whether the differences they found really exist or not.

Conclusion on chapter II

In a theoretical part of this work it was spoken about various effective ways of teaching a foreign language. But if teacher wants effectively put them into practice, it is necessary to know how to use these methods at each separate lesson. Therefore, in a practical part of the given paper the examples of various exercises are shown for each of the methods, which were listed in a theoretical part. The teacher can adapt and make variations of them for his lessons.

All things considered, almost every method has some positive and negative features and it obviously depends on each teacher to select the positive elements, to combine them favourably and effectively and, as a result, to create own way of teaching s/he considers to be the best.

CONCLUSION

From all above-stated it is possible to draw the following conclusions. The purpose of this research was to discover the most effective ways of teaching a foreign language to children. For achievement of the purpose the works of home and foreign authors on the given problem have been studied.

In formation of interest to a subject the huge role is played by the person of the teacher. Therefore a pledge of successful mastering a foreign language by the pupils is professionalism of the teacher which should in the work not only take into account the methodical principles underlying teaching, but also to be in constant search of new receptions and means of teaching which will recover a lesson, will make it fascinating, cognitive and remembered.

The most useful for this purpose are the following receptions and methods: Grammar-Translation Method, communicative methods, methods of projects and discussions, games and role games, etc.

In work have been analysed all these methods and the receptions raising quality of training to foreign language on the basis of studying of various techniques of teaching, used in work with children. Many of receptions can be applied with success at teaching children of younger and more advanced age. The resulted techniques are interesting from many points of view, simple in application and can add essentially existing operating time of teachers foreign (including English) language.

While some of the methods are let be omitted by the teacher (like silent way, synthetic or analytic (every teacher choose his own way to work with students) all of these must be included in the learning process. They act like general concepts giving you a full length of techniques to apply within one method. They don't give strict directions of how to apply them but a wide space for creative work.

Finally, I would like to point out that much has changed in the our educational system in recent years mainly during the period of last twenty years

but even so many changes are yet ahead of us not only in the educational system but in other spheres of life as well and it will always be true that “Learning is a treasure that will follow its owner everywhere.” - Chinese Proverb -

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