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**Кваліфікаційна робота**  
**СУЧАСНІ ТЕНДЕНЦІЇ У ВИКЛАДАННІ МОВИ**

**МАР'ЯН НІКОЛЕТТА ВАСИЛІВНА**

Студентка 4-го курсу

Освітня програма 014 Середня освіта. Мова і література (англійська)  
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## **CURRENT TRENDS IN LANGUAGE TEACHING**

Bachelor's Thesis

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014 Secondary education. Language and literature (English)

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## ЗМІСТ

ВСТУП.....	5
РОЗДІЛ 1. Теоретичні основи викладання мови.....	7
1.1. Історичний та загальний огляд підходів та методів вивчення іноземної мови.....	7
1.1.1. Тенденції до 20 століття.....	7
1.1.2. Граматично-перекладний метод та прямий метод.....	8
1.1.3. Ситуативний та афективно-гуманістичний підходи.....	10
1.1.4. Комунікативний та природний підходи.....	11
1.1.5. Метод повної фізичної реакції та аудіомовний підхід.....	14
1.1.6. Сугестопедія та «Мовчазний» метод.....	15
1.2. Дидактичний принцип.....	19
1.3. Найпопулярніші тренди у викладанні мови.....	21
1.4. Новітні технології як новий метод у викладанні мови.....	26
РОЗДІЛ 2. Вплив та ефективність нових трендів на вивчення мови.....	29
2.1. Планування дослідження.....	29
2.2. Учасники.....	29
2.3. Процедура проведення аналізу.....	29
2.4. Методи аналізу даних.....	30
2.5. Результати дослідження.....	30
2.6. Інтерпретація та аналіз дослідження.....	31
2.7. Результати використання нових трендів у вивченні мови у 9-му класі.....	31
ВИСНОВКИ.....	35
СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ.....	37
РЕЗЮМЕ.....	38
ДОДАТОК.....	39

## CONTENTS

INTRODUCTION .....	5
PART 1. Theoretical bases of language teaching.....	7
1.1 A historical and general overview of FLT approaches and methods.....	7
1.1.1 Pre-20th-century trends .....	7
1.1.2 Grammar-translation and direct approaches .....	8
1.1.3 Situational and affective-humanistic approaches .....	10
1.1.4 Communicative and the natural approaches .....	11
1.1.5 Total physical response and the audio-lingual approach.....	14
1.1.6 Suggestopedia and the silent way .....	15
1.2 Didactic principle .....	19
1.3 The most popular trends in language teaching.....	21
1.4 Modern technologies as a new technique in language teaching .....	26
PART 2. The influence and effectiveness of new trends in language teaching .....	29
2.1 Planning the study .....	29
2.2 Participants.....	29
2.3 Procedures of research .....	29
2.4 Data analysis method .....	30
2.5 Findings.....	30
2.6 Discussion and interpretation of the results of the research.....	31
2.7 The results of using new trends in 9 <sup>th</sup> grade language teaching.....	31
CONCLUSIONS .....	35
REFERENCES .....	37
SUMMARY IN UKRAINIAN.....	38
APPENDIX .....	39

## INTRODUCTION

Language is a way of communication between people, so its learning in the school system is given special importance. The aim of teaching a foreign language in a modern school is to help students develop their personalities through a system of language knowledge and skills in different forms of speech activity. Achieving this target seems to be unlikely without the development of communicative ability, which, in turn, cannot be developed independently from other language aspects.

The issue of broadening the teaching process, activating students' cognitive function, and trying to expand the range of their interests is an important issue for pedagogical theory and practice. Modern students have access to a wide range of sources of information, but the quality of ready-made information also leads to the creation of passivity. The desire for learning, understanding, and inspiration disappears. Students may find learning content "dry" and uninteresting, so it is the teacher's responsibility to arouse their attention. This is possible with modern approaches.

It is well known that the way of delivering the information influences students' knowledge and assimilation of awareness. Instead of increasing the learner's desire for more information, discovering something new, education follows a trend that delays them and causes hesitation to learn the subject or anything at all. The same is so when it comes to learning English. The biggest reason is that teachers prefer old approaches to new ones so lessons lack comprehension, thoughts, movement, and activity hinder the learner's ability to work.

A substantial amount of academic literature has been written on the effectiveness of old and new approaches and techniques in teaching English. The major contribution to the field was made by Richards J. C. & Rodgers T. S (2014) and others. The role and effectiveness of innovative approaches and techniques was studied by Nunan D. (2004), Thonbury S. (2009), Shea T. (2014) etc. However, little empirical evidence has been provided to support the argument that using modern methods and strategies in language teaching is effective.

The object of the thesis paper is current trends in teaching English.

The subject of the thesis paper is the role of new approaches and techniques in studying English and its effectiveness.

The aim of the thesis paper is to study modern methods of teaching the English language.

The tasks of the thesis paper are as follows:

- 1) consider the importance of new teaching approaches and techniques in English lessons;
- 2) get acquainted with different teaching methods;
- 3) test the use of innovative teaching methods.

Both theoretical and empirical methods are employed in the study, such as analysis and comparison. In order to evaluate the effectiveness of using new trends in teaching English, observation is the most suitable.

The practical value of the study lies in the general characteristics and development of instructional materials and in providing empirical evidence proving the effectiveness of using new trends in teaching English.

The thesis paper is made up of an introduction, 2 parts, conclusions, resume, references and an appendix. Part 1 provides a theoretical and conceptual framework for the study by reviewing literature on different approaches in foreign language teaching. Part 2 provides the influence and effectiveness of new trends in English teaching towards learners, and presents the procedure, results and discussion of the empirical investigation.



# PART 1

## THEORETICAL BASES OF LANGUAGE TEACHING

### 1.1 A historical overview of FLT approaches and methods

In this part one can learn about the general historical aspects of different language learning techniques, as well as their development over centuries. This section also mentions characteristics and relevance of the approaches used in language learning.

#### 1.1.1 Pre-20<sup>th</sup> century trends

There were conflicts in language teaching methodology, as was common in the twentieth century, between 2 categories of approaches, one based on using a language (speaking and understanding) and the other on analysing a language (learning grammar rules). (Larsen & Anderson, 2001, p. 2)

In the classical Greek and medieval Latin periods, teachers or tutors used informal and more or less direct approaches to explain the type and nature of language, just as they used simple and more or less explicit approaches to convey the form and significance of language.

- Classical languages were used as lingua franca all over the world.
- Elites were expected to learn classical languages.
- Since textbooks were not used, hand-copied manuscripts were used to help the process.
- Formal education was only available to the aristocracy.
- Outside of monasteries, there was no school-based programme. (ibid, p. 2)

The formal study of grammar became popular among teachers later in the Renaissance. Some characteristic features of teaching language in this period of time:

- It was the cause for the formal study of classical languages.
- Because of universities, the focus has changed from language usage to language analysis (Latin-vulgate vs. Classical Latin)
- The printing press opened the way for mass manufacturing of books.

It is not uncommon for people in one country or region to feel it necessary and useful to learn the language of another country or region as the prestige and prominence of European vernaculars increased. As a result, the focus in language learning returned to usefulness rather than meaning during the 17<sup>th</sup> century. Jan Comenius, a Czech who published a book on his teaching methods between 1631 and 1658, is perhaps the most prominent language teacher and methodologist of the twentieth century. (ibid, p. 2)

Thus, Comenius strongly demonstrated for the first time an inductive method of learning a foreign language, with the aim of teaching use rather than understanding the language being learned. Comenius' theories dominated for a while, but by the early nineteenth century, systematic study of Classical Latin grammar and classical texts had retaken over in schools and universities throughout Europe. (ibid, p. 2)

Comenius' method in teaching language:

- It was inductive.
- It employed imitation rather than rules.
- The importance of Ss repetition was highlighted.
- Initially, it used a limited vocabulary.
- It encouraged ss reading and speech practice.
- It made use of images to make it interesting.

### **1.1.2 Grammar-translation and direct approaches**

#### ***Grammar-translation***

As the title suggests, the Grammar-Translation Approach emphasizes the directions of second language grammar, with translation from and into the target language supplying as the main strategy. Reading and writing, in particular, take priority over speaking and listening, with no systematic consideration paid to any of them. The student's native language is used as a primary instrument of second language acquisition. Because the approach is teacher-centered, language learners are passive in language learning, and teachers are called supervisors. (Richards & Rodgers, 2001, p. 65)

The Grammar-Translation Approach has been criticized by researchers on many occasions. Some critics claim that this technique often frustrates students by requiring them to memorize an

endless list of useless grammar rules and vocabulary, and that the disadvantages of practice approaches never release the learner from the influence of the first language; others claim that this method pays no attention to the student's communicative abilities. (Richards & Rodgers, 1986, p. 25)

Despite the severe drawbacks, the Grammar-Translation Method is still widely used. Since there are no implicit differences between grammar instruction and the communicative method, a type of explicit grammar instruction will support communicative language teaching to improve learners' self-awareness of the target language's structure and function. Furthermore, as a comparative tool, the first language can discount misunderstandings in the second language learning process. The learner is then situated in an intensive problem-solving environment in which he or she must talk about formal elements of the second language and use translating as a practice technique. (Richards & Rodgers, 1986, p. 27)

### ***Direct approach***

The direct approach differs from the Grammar-Translation Approach in that it uses target English as a way of teaching and involvement in the language classroom, while avoiding the use of the first language and translation as a technique. It is a transition in the object of early instruction from literary to spoken everyday language. In this approach, language learning was viewed as analogous to first language acquisition, and the learning process was often interpreted in terms of an association's psychology.

The direct approach was the first step in developing a language acquisition case study that included language usage. It allowed for more innovative teaching, which resulted in the introduction of innovative language approaches such as image and object presentations, an emphasis on questions and answers, spoken narratives, dictation and imitation, and so on. Furthermore, two questions about this technique will inevitably be raised: how to defend against misunderstanding without translating (especially such abstract ideas) or returning to the first language; and how to apply this strategy beyond the elementary stage of language learning. (Richards & Rodgers, 1986, p. 17)

Its key characteristics are as follows:

- Only the target language is permitted in class;
- Students are required to think in the target language;
- Grammar should be taught inductively;

- This approach is based on sound educational concepts. It specializes in bringing the specific before the general, the concrete before the abstract, and practice before theory.
- The teacher should demonstrate rather than explain or translate.
- Rather than memorizing word sets, vocabulary can be taught in complete sentences.
- Pronunciation should be worked on from the beginning.
- Language acquisition is supported by self-correction.
- Speaking is taught first, followed by reading and writing.
- The learner should be actively interested in using the target language in practical real life.
- The syllabus is generally focused on situations or subjects rather than on linguistic structures
- Objects should be used to assist students in understanding the meaning. (Larsen & Anderson, 2001, p.63)

### **1.1.3 Situational approach**

“The situational teaching approach appears with a dual purpose structure, including cultivating and enlightening functions. According to certain studies, the cultivating feature manifests as situational learning emotionally nurtures and purifies students’ emotions. Education is a discipline that entails the modification of one’s psychological state with the goal of increasing one’s potential. Students’ ideological consciousness is nurtured in situational teaching, granting them a positive impact. This role of situational teaching serves as a filter, purifying and sublimating people’s emotions.” (Li, 2011, p. 48)

“Empirical studies on the situational teaching methodology and its effect on teaching and learning have been developed by researchers. According to some of them, the situational teaching approach provides a physical and psychological environment that is conducive to teaching and learning. Students are inspired to learn and are excited by the joy of curiosity in such an atmosphere. As a result, learning habits shift from passive to self-motivated, a critical step toward obtaining desired quality education.” (Richards & Rodgers, 2014, p. 36)

“The use of situational approach in the educational system broadens students’ understanding of modernization and globalization. The teaching strategy includes exercises that help students become aware of their surroundings and the larger world. As a result, students’ ability to balance the creation of two signal systems; variable closed outputs and open-ended broad-based knowledge, are expanded.” (Pennington, 1996, p. 26)

### ***Affective-humanistic approach***

“The humanistic approach is based on the amount of data concerning human society, examines mental issues concerning analytical and creative challenges, seeks to explain its referents, and employs mainly heuristic approaches. A humanistic approach focuses on the growth of the entire student, with an emphasis on emotional elements of the student. The learning focuses on the students’ self-concept growth. If the student feels confident about himself or herself, it is a good start. Feeling confident about yourself generally requires an appreciation of your abilities, capabilities, and weaknesses, as well as faith in your capacity to progress.” (Richards & Rodgers, 1986, p. 62)

“Students will understand what they want and need to know better if teaching and learning are discussed out of a humanistic approach. That is, after they have mastered the ability to analyse what is important to them and why. So apart from that, they must be able to guide their actions against certain desires and needs. As a result, they can learn more quickly and effortlessly. Most studies from the humanistic approach seems to support this argument, and this is one field where humanistically motivated teachers are making important contributions to the knowledge base. (Larsen & Anderson, 2001, p. 95)

#### **1.1.4 Communicative approach**

It can be assumed that the communicative style arose from the dissatisfaction of teachers and linguists with audiolingual and grammatical-translation teaching approaches. It is claimed that the students were not studying an actual language and that they understood so little about the relationship between culture and the language being learned. The communicative method views teaching communicative skill, or the ability to use language for constructive communication, as its aim.

The following elements of language acquisition are included in communication competence:

- Knowledge on how to interpret the expression based on the statement’s purposes and functions.
- Understanding on how to use the expression properly in relation to the situation and participants (for example, when to use formal and informal speech).

- Capability to construct and comprehend various types of texts (for example, descriptions, reports, interviews, conversations).
- Ability to continue a discourse despite limitations in their understanding of the language (for example, through the use of various types of communication strategies).

The communicative strategy implies:

- a communicative orientation in practice, in which language acts as the interface of communicating in real-life circumstances demanding communication.
- intertwined teaching in all ways of oral and written communication;
- accurate quality of teaching materials, original texts are chosen for teaching even in the early stages without simplifications or adaptations;
- in the classroom, the situational principle is used as the teacher recreates conditions that students may experience in real life, such as interactions in shops or on the street, discussions about current events, everyday situations at work or school, and so on. The simulation of scenarios varies from day to day, providing students with new communication challenges.
- a learning orientation based on one's personality. The student shares his opinion, speaks about himself, and addresses topics and things that are important to him during a discussion. Working in pairs or groups helps learners to be more imaginative and actively participate in class.

Thus, by using this approach, the student not only develops the language, but also integrates the socio-cultural component: habits of behaviour in society, norms, and information about the culture of the target language's nation, allowing him to communicate effectively with native speakers in situations of real communication.

The weaknesses of this technique are mostly due to teacher's competence, because much depends on it in this strategy. Unfortunately, numerous teachers sometimes hide behind lovely words about the communicative method, with having no idea what it really is. (Richards & Rodgers, 2001, p. 17)

### ***The natural approach***

“The Natural Technique focuses on a communicative understanding of words. The communicative viewpoint stresses that language is made up of many components that can be interpreted. The

primary benefit of the Natural Approach is that it distinguishes between learning a language naturally, as children do, and learning a language intentionally, as in a standardized language course where the target language's rules are taught and applied. The Natural Approach is also effective because it employs the Natural Order hypothesis; by teaching grammatical frameworks in a specific form, language learners can understand increasingly complex grammatical principles as they internalize the language and develop a mental basis for memorization and correct location of lexical objects over time. The Natural Approach is beneficial because it places a premium on the language learner's confidence and emotional state as part of his or her language education." (McLaughlin, 1987, p. 118)

"According to McLaughlin (1987), he distinguishes the terms "acquisition," "learning," "conscious," and "subconscious" insufficiently, finding it impossible to decide if subjects are "learning" or "acquiring" words (McLaughlin, 1987). For language learners who are already professionals in grammar and lexical semantics, the Natural Approach may slow their language learning. For these people, learning dictionaries and grammar books prior to immersion can help them learn the target language much faster." (McLaughlin, 1987, p. 121)

Advantages of the natural approach:

- Students interact with one another in substantive situations at their own level. The Natural Approach classroom includes a teacher whose primary goal is to establish a net of speech that will enable students to begin communicating in the target language and begin the language acquisition process.
- Students are not compelled to answer in the target language immediately.
- The teacher prepares speeches that allow students to interact in the target language.
- For beginners, a classroom with learning activities may be an outstanding setting. The Natural Approach is an effort to recreate in the classroom an atmosphere similar to one in which children learn their first language as they develop utterances to convey their own thoughts.

Disadvantages of the natural approach:

- Many important considerations in second language course design are ignored by the Natural Approach.
- It actually borrows approaches from other systems.
- There are no proper natural solution approaches or procedures.

### **1.1.5 Total physical response and the audio-lingual approach**

“The Audio-Lingual approach, suggested by American linguists in the 1950s, was based on the idea that “a language is first and foremost a system of sounds for social communication; writing is a secondary derivative system for capturing spoken language.” (Carroll, 1963). Speech is prioritized in foreign language teaching according to this approach. The Audio-Lingual approach teaches language through dialogues that rely on students’ habit development. The Audio-Lingual approach regarded language as merely a type of action to be mastered by the development of proper speech patterns. The Audio-Lingual method’s aim is to use the target language communicatively. the goal of this method is to form native language habits in learners.” (Carroll, 1963, p. 1073)

“The Audio-Lingual approach emphasizes oral skills. Its aim is to help students develop their communication skills. Language objects are introduced to students in spoken form without reference to the mother tongue in order for them to successfully master language skills. The purpose of the Audio-Lingual approach is to allow students to respond easily and correctly in spoken language by teaching vocabulary and grammatical patterns by dialogues. Repetition is used to master the dialogues, and exercises such as repetition, backward build-up, chain, substitution, transition, and question-and-answer are used to reinforce the trends in the conversation.” (Larsen & Anderson, 2001, p. 45)

The Audio-Lingual Method aims to improve students’ communicative skills through dialogues and exercises. Dialogues and exercises are useful in foreign language teaching because they encourage students to generate expression. Students will be able to answer rapidly and correctly in spoken language as they practice the dialogues and exercises.

#### ***Total physical response***

Total Physical Response, was developed by American psychologist Dr. James Asher, a professor of psychology at San Jose State University. It is focused on how humans understand their first language. When infants master their mother tongue, their parents and teachers are very physically active in language delivery. They show and teach, and the child responds to that as well. No one expects or wants very young children to talk at all: just to listen and understand, that is, to comprehend.

As a result, we absorb our mother tongue rather than learning it as we do other languages. In a lot of ways, the goal of TPR is to establish a neural connection between speech and behavior.



This approach is most suitable for young learners. Young students always move and they have a lot of energy. They have a tendency to have poor cognitive skills. Children are very connected to their world and are most interested in the physical and visible. Children's perception derives from their paws, eyes, and ears, and their physical environment is still dominant. When TPR exercises are sports, they are appropriate for individual learners, who learn better by physically doing something or relating to memory by behaviours. TPR also refers to visual adolescents, who take visual clues from watching the behaviour associated with the directions provided. (Reiley, 1997, p. 78)

Total physical response has numerous advantages:

- The combination of action and language is inherently linked to successful learning.
- Specific and group responses are expected from students.
- Students use both the left and right sides of their brains aggressively.
- It can be used in both small and large classes.
- It improves students' listening abilities.
- Students are not expected to talk until they are able, providing a "secure space" that significantly reduces inhibitions and tension. (Richards & Rodgers, 1986, pp. 73-80)

The comprehension approach to language teaching is exemplified by total physical reaction. In TPR, teachers issue orders in the target language to students, and students answer with whole-body acts. Students may answer to the teacher in their native language during the early stages of instruction. TPR is a useful collection of procedures that can be used in conjunction with other instructional methods.

### **1.1.6 Suggestopedia and the silent way**

"Suggestopedia is a teaching method that is focused on the concept of how the human brain functions and how we learn more effectively. It entails a rich sensory learning experience, a positive vision of performance, and the use of a variety of approaches such as romanticized texts, lyrics, active participation in songs and games, and so on." (Richards & Rodgers, 1986, p. 143)

G. Lozanov, a Bulgarian psychotherapist and educator, developed Suggestopedia in the 1970s. Suggestopedia is based on his early-1960s "suggestology" analysis of suggestion. He presented the theory that students instinctively create psychological barriers to learning, based on

concerns that they will be unable to perform and that their ability to learn is limited. Based on extrasensory perception studies, Lozanov started to create a language learning approach that centred on “desuggestion” of the weaknesses that learners believe they have, as well as offering the kind of comfortable state of mind that would enable material retention to its fullest potential.

Lozanov does not describe a language theory; instead, he emphasizes:

- the significance of experiencing language material in entire substantive texts communication
- The term most often refers to the language to be learned as the material.
- the importance of language memorization and lexical translation
- recommends the use of emotional elements in stories

There are some key theoretical components that allow desuggestion and suggestion to function and provide access to resources:

- Authority
- Infantilization
- Double-planedness
- Intonation
- Rhythm
- Concert pseudo-passiveness

Suggestopedia’s main features:

- A comfortable atmosphere

In the school, the seats are placed in a semicircle and face the black or white board to encourage students to pay attention and relax. The atmosphere in the classroom is dark in order to calm the students’ minds.

- The use to music

During the learning process, Baroque music is used. With its 60 beats per minute and specific rhythm, Baroque music created the kind of relaxed states of mind required for maximum retention of material.

- Learning on the periphery

Students learn English not only through direct instruction, but also through indirect instruction. It is facilitated by the use of posters and decorations featuring the target language and different grammatical material in the learning environment. They are changed on a regular basis.

- Errors are free

Students that make errors, such as pronouncing a phrase incorrectly, are accepted throughout the teaching learning process. The emphasis is on the material rather than the structure. Teachers present and evaluate grammar and vocabulary, but they do not dwell on them.

- Homework is limited.

Students reread classroom documents once before going to bed at night and once before getting up in the morning.

- Music, theatre, and art are also incorporated into the educational method.

They are applied as often as possible.

The advantages of suggestopedia:

- Students have the option of raising their fluency.
- Classes are held in regular rooms with comfortable seats, which can help them to relax.
- Students remember and are motivated more by learning that comes from an official source, such as teachers.
- Theory of double-planedness: it applies to the learning from two aspects. They are the intentional and subconscious aspects. Students may learn the goal of teaching learning by both direct instruction and the atmosphere in which the teaching occurs.
- Suggestopedia helps students to apply language more independently, to take more personal responsibility for their own learning, and to gain confidence. Peripheral input may also enable students to be more creative and seek language information from sources other than the teacher. (Richards & Rodgers, 1986, p. 145)

Suggestopedia's disadvantages:

- The following are the key disadvantages of suggestopedia:
- Environmental constraint: The majority of schools in developed countries have large student numbers. Each class has 30 to 40 students. The class should have 12 students.
- The use of hypnosis: Some claims that since suggestopedia employs hypnosis, it has negative long-term consequences for humans. Lazanov strongly denied it.

- Infantilization learning: The Suggestopedia class is set up in a child-like environment. Any students disagree to being treated in this way because they believe they are mature. (Richards & Rodgers, 1986, p. 150)

### *The silent way*

Silent Way was the brainchild of the late Caleb Gattegno and founded in the early 1970s. The silent way is a language teaching technique focused on the principle that teachers should be as silent as possible during a lesson while motivating students to talk as much as possible. The Silent Way is distinguished by its emphasis on experimentation, innovation, problem solving, and the use of supporting resources. (Richards & Rodgers, 1986, pp. 81-89)

There are three fundamental principles:

- Learning is facilitated as the learner discovers or produces something. The Silent Way is a teaching concept that favors a hypothetical style of teaching (as opposed to an expository mode of teaching) in which the teacher and learner collaborate to achieve learning outcomes. The learner is not a passive observer, but an active participant in the learning process.
- Physical objects that surround (mediate) learning are beneficial. The Silent Way makes use of vivid maps and rods of different lengths. They are used to add vocabulary (colors, numbers, adjectives, and verbs) as well as syntax (tense, comparatives, plurals, word order)
- Learning is facilitated by problem solving involving the material to be learned.
- A good problem solver is a good silent way learner. The teacher's task is limited to providing minimal repetitions and correction while being quiet the majority of the time, allowing the learner to struggle to solve problems with the language and develop an understanding of its process.

The disadvantages:

- The Silent Way is often criticized for being a harsh method. In a Silent Way classroom, the learner acts alone, and communication is severely lacking.
- The Silent Way method, which requires little assistance from the teacher, can jeopardize the learning process itself.

- The materials used in this approach (the rods and charts) would almost definitely fall short of introducing all elements of vocabulary. Some materials must be added.

The advantages:

- Learning by problem solving appears interesting, especially because it fosters: creativity and discovery
- Increased intelligence and long-term memory.
- The teacher's indirect role emphasizes the importance and centrality of the learner, who is responsible for finding out and checking theories about how language functions. In other words, teaching is subordinated to learning. (Richards & Rodgers, 1986, pp. 81-89)

## 1.2 Didactic principles

Principles are the starting point that reflect the necessary aspects of cognitive and practical activities. Language teaching is organized in accordance with the principles of general teaching and linguistic methodology. Two general principles and methods in teaching language can be distinguished: didactic and methodic principles.

Didactic principles of teaching include the principles of clarity, expediency, strength, awareness, science, activity, learning, individualization, accessibility, system and consistency, collectivity, problem-solving skills and development in learning.

Creating appropriate conditions for sensory perception of a foreign language environment, clear principles are provided in the process of learning foreign languages. Therefore, intelligibility plays an important role in the formation of skills and abilities of foreign languages, as well as in the study of language and phonetic materials.

There is a clarity of hearing and vision. In the process of teaching speaking, providing students with auditory and visual aids is a necessary condition for the formation of the speech mechanism, as language is mainly sound, which is determined by written codes. In the process of mastering a foreign language, visualization of hearing and vision are inseparable. Visual clarity can be in the form of text, graphics, photographs, diagrams, maps, etc. Movies, videos, theatre performances and other means combine auditory and visual visualization. Thus, the introduction of the principle of clarity in the process of learning foreign languages can successfully master the oral activities of foreign languages orally, learning, reading and writing, as auditory and visual clarity can serve as a model of foreign languages and stimulate students' speech.

The principles of expediency of teaching language include a careful selection of teaching materials and types of exercises performed using materials, taking into account the level of preparation of students. The tasks set before to the students should be clear to them.

To successfully complete the task, students need to take into account the level of knowledge of a language and the level of special learning skills. The ability to cope with tasks in a foreign language can be affected because of the progress of the task and the mismatch between the actual level of qualification of students and the skills required to complete the task.

Strength refers to the degree of readiness of students to perform the task and the complexity of the task. The principle of strength is especially important in foreign language teaching, as language acquisition is associated with the accumulation of acquired language and speech materials. To communicate in foreign languages, students must keep a certain number of vocabulary units, phonetic patterns, phrases, and colloquial clichés. During the speech process, the necessary language units to participate in this process will be deleted from memory. The strength of assimilated language and speech material can be ensured in the learning process by increasing the content of learning materials, good first exposure to new material to create vivid images, finding specific associations that act as a “hook” in the memory, mobilizing thoughts and feelings. conducive to memorization, performing numerous training exercises, systematic repetition of what is in memory, working all analyses (auditory, visual, motor and speech-motor) in the process of assimilating material, performing a large number of creative tasks, systematic control of the material and knowledge skills.

The principle of awareness in teaching language is considered one of the main principles in language teaching methodology. This principle involves the purposeful selection of educational, language and linguistic materials, which ensures the development of students’ cognitive abilities. The awareness principle is also implemented by the whole learning organisation in which learning activities take place in order to unite them.

Awareness of the linguistic phenomenon to be mastered is ensured:

- a) by modelling communicative situations in which pupils, through some mental work, better understand the purpose of the phenomenon and the specifics of its use;
- b) by informing pupils of rules-instructions that facilitate the acquisition of the form, meaning and function of the phenomenon;
- c) by referring to the context and other linguistic means.

In general, this principle means that learning is more effective if the learner understands the meaning of what he or she is learning, rather than mechanically repeating new material. In the methodology of language teaching, the application of the principle of awareness is defined, on the

one hand, as the conscious and overcoming of the skills and abilities of the mother tongue that cause the interference of another - as a comprehensive use of the mother tongue experience.

### **1.3 The most popular trends in language teaching**

The world of language education is changing at a fast pace. Traditional notions of learning are giving way to modern, more creative approaches to how we learn, educate, and develop skills. Some of new popular techniques are:

#### ***The flipped classroom***

A flipped classroom is a form of integrated learning in which students learn about content at home and practice working on it at school. This is the alternative of the more traditional method of presenting new material at school and then assigning homework and projects to be done individually at home by pupils. Face-to-face contact is combined with individual study—usually by technology—in this integrated learning approach. In a typical Flipped Classroom situation, students will watch pre-recorded videos at home before coming to school with questions and at least some background information to complete homework.

The flipped classroom idea is to reconsider when students have access to the information they need the most. If the dilemma is that students need assistance completing the work rather than being exposed to the modern thinking the underpins the work, the flipped classroom approach reverses the trend. As a learning paradigm, critics point to decreased opportunities for self-directed critical analysis, decentring the position of the pupil, promoting a lecture-driven march through education, and, in general, merely standardizing an already industrialized approach to learning.

And, much as in a normal classroom, progress is heavily dependent on the competence of the teacher, the continuity of communication, and the consistency of the program, evaluation, and guidance provided. Furthermore, diversity remains a significant concern, and it does not fix the outdated approach to instruction that most school institutions take.

#### ***Dogme – English language teaching method***

In general, the Dogme ELT approach is more than a method; it is a level of teaching that focuses on unlocking students' abilities through communication, interaction with students and teachers, active use of personal experience, use of personal knowledge, and situational presentation of

language. Furthermore, this approach to learning has the significant benefit of reducing the time needed to prepare for lessons.

Adult learning has distinct characteristics attributable to the peculiarities of their motivational sphere, which is a nuanced internal phenomenon resulting from a person's subjective-personal involvement in a certain action. Their motivation takes the form of goal, aim, ambition, as well as the type of need, degree of significance, size, activity content, and other factors. All of this necessitates the pursuit of new ways, processes, and technology of foreign language instruction for university students.

The key condition for the emergence of the Dogme ELT approach was a rethinking of the educational framework and its subjects' roles. Thus, while learning was formerly regarded as a computational mechanism whose aim was to translate intelligence, the emphasis today is on psychological aspects of information acquisition. As a result, the learner is viewed not as a passive receiver, but as an active participant in the cognition process, capable of organizing, directing, and even changing the direction of instructional events.

The Dogme approach first gained popularity in 2000 as a result of Methodist Scott Thornbury's "A Dogme for ELT", in which he criticised the overuse of supplementary resources in foreign language instruction, which he said complicates and complicates the learning process.

Among the main features of the new method Dogme are:

- establishing optimal circumstances ("the right conditions") that will aid in the creation of a favourable position conducive to communication;
- organisation of the dialogue process ("managing conversation"), which refers to the relationship of teacher and students, their live random communication on matters that affect all participants, in which the teacher serves not only as the conversation's organizer, but also as a direct active participant;
- choosing a prompt to share necessitates teacher proactivity as an essential component of effective communication focused on the use of the present situation as a subject of conversation;
- concentrating on form or language study that occurs immediately during the dialogue - referring to the previously learned content ("learning from lesson to lesson") and combining it with different techniques and exercises.



Below are the rules for organizing educational activities using the Dogme method:

- 1) The direct way for students to integrate knowledge in the classroom is by contact with the teacher and with one another, while studying with prepared pedagogical resources implicitly accomplishes the same goal.
- 2) The public, not the author, is the primary source of content from which lessons are organized, and the material should pique the audience's attention and promote learning.
- 3) Learning is a relational and dialogical mechanism that brings knowledge together. As a result, the student consciously obtains material rather than passively receiving it from the instructor or textbook.
- 4) Educator dialogue promotes learning.
- 5) Language (including grammatical components) is not mastered; it emerges spontaneously under desirable circumstances.
- 6) The teacher's primary duty is to attract students' attention to various correct variants of language types for expressing opinions.
- 7) The listener should be able to express their thoughts, impart their insights, address their questions, and articulate their wishes, all of which will be covered in the lesson.
- 8) Avoiding post instructional tools broadens the skills of both students and teachers.
- 9) Texts should be used if possible, but only those that are appropriate to the participant, and the texts should be evaluated critically.

In general, the Dogme ELT approach is more than just a method; it is a level of teaching that focuses on accessing students' ability through communication, contact with students and teachers, constructive use of personal experience, use of personal knowledge, and situational language presentation. Furthermore, teachers see the benefit of this approach to learning in terms of reduced training time.

The biggest disadvantage of the Dogme approach, according to its critics, is the omission of a lesson plan and the teacher's transition of initiative to a learner who lacks proper language skills. It is assumed that the technique is aimed at those studying a foreign language at the intermediate and advanced levels, since it is difficult to completely learn communicative ability without an understanding of the language's structure. Furthermore, most students cannot comprehend studying that is not centred on the curriculum and textbooks, which can lead to groups thinking that the instructor is actually unprepared to perform. (Thonbury & Meddings, 2009, p. 104)

### ***Task-based learning approach***

Task-based learning is a form of “learning on the basis of tasks” or “method of communicative tasks” that developed from the communicative method of learning foreign languages and strongly encourages the development of 21st century skills (critical thinking, communication, teamwork, creativity). Task-Based Learning which was established in the 1980s, shares many core concepts with communicative teaching in that it emphasizes on students and regularly involves them in purposeful real-world activities that concentrate on collaboration and material, thus speeding up the process of learning a foreign language.

TBL is a teaching method that relies on the student by encouraging them to do practical exercises or tasks. These tasks may be as simple as getting a cup of coffee, going to the hospital, or talking on the phone. Instead of a language structure or function to be learned, students are given an assignment to complete or a problem to solve

TBL is increasingly becoming a part of many school curriculum today, but it is also a new concept for most English teachers. As a result, foreign language teachers are likely to be looking for the most innovative and successful approaches that will help them to engage students, inspire them to work and be imaginative, to develop and expand their skills in a limited amount of classroom time. Teachers’ ability to modernize the practice of teaching foreign languages contributes to a deeper investigation and improvement of emerging technology. (Nunan, 2004, p. 5)

Task-Based Learning technique has greatly increased in recent years and is still a recommended approach in classroom teaching. Learning via communicative exercises allows students to use language both spontaneously and intentionally, which contributes to improved memorization. Since language is a method that students use to accomplish a task and produce a concrete goal, the task is the central topic of this approach. That is why the developers of TBL decided to create a pedagogical solution that is in accordance with the process of language learning.

TBL considers a valid communicative activity to be a role-playing game in which you must find the correct solution to an issue or reach an agreement on such problems. However, the game’s behaviour and knowledge sharing can be considered an imperative challenge for TBL only if we shift our attention away from the complete focus on systems and shapes. Tasks should be of an acceptable degree of difficulty, and their implementation should require the use of all learned experience and skills in a foreign language, while still allowing students to choose language resources freely. (Nunan, 2004, p. 17)

The task-based learning method's key concept is to put the student in a communicative situation and challenge him to perform a communicative task. A communicative situation is any circumstance in which speech is used, so small talk falls into this category as well. TBL is a student-centred method in which students learn the target language through self-motivation, group work, and project preparation. Task-based learning requires students to use their current level of speech skills, and the use of vocabulary becomes a key to accomplish the goal. Thus, TBL employs collaborative activities that encourage constructive communication and cooperation among students in the group. All aspects of language (listening, speaking, reading, and writing) must be considered. Students must assess their own progress and performance. TBL is thought to be more successful than conventional approaches based on these ideas. (Nunan, 2004, p. 22)

It should be noted that the TBL technique is difficult to adopt in classes with a poor level of English (Pre-Intermediate), a limited vocabulary, and a low level of communicative skills. The components of the TBL strategy should be used at the final stage of free practice in such situations. When selecting strategies and methods of learning, it is important to consider the individual and personal characteristics of students, as well as the group's overall level of English language proficiency. It would be best to merge various approaches to learning English, each of which will supplement and fill in the gaps left by the others, resulting in maximum production of learning English. (Nunan, 2004, p. 35)

### ***Gamification***

Gamification is the concept of transforming something into a game by incorporating game thinking and game mechanics to involve the audience and solve problems. Gamified learning is the practice of incorporating elements of the game process through standard training courses in order to attract learners, motivate their actions, and promote learning. Gamification helps in the realization of social relations in the learning process, improves skills, also shouldn't forget about competition, and is connected with achievement the goals.

Gamification is a relatively new approach, so there is little information, but it has a wide educational potential. It can be found in a variety of contexts, but in the last decade it has been regarded as one of the most exciting innovative approaches to high school classroom teaching.

The aim of gamification is to raise enjoyment and participation by stimulating learners' imagination and encouraging them to continue learning. Desired student activities in educational settings that can affect gamification include class participation, emphasis on concrete learning outcomes, and initiative.

Gamification in education has a number of possible advantages, including the following:

- Students are more in control of their learning;
- a more relaxed atmosphere about failure so students can simply try again;
- more fun during the lesson;
- learning becomes visible and captured by progress indicators; learners can demonstrate intrinsic motivation to learn;
- learners can use different learning strategies for different avatars / characters; students often feel more comfortable.

The method of introducing and applying gamification in the learning environment has many distinguishing characteristics. It is important to consider certain particular aspects of the approach as well as refer to its key concepts. Only professional methodological support for gamified classes would allow you to obtain the best outcomes in learning through the use of cutting-edge technology.

The role types used in the gamified teaching strategies do not require a specific order of performance in such educational acts. In other words, students should be creative in completing tasks, which will not only maintain long-term motivation and interest but can also optimize outcomes and satisfy the basic mental needs of teenagers at their age. (Shea, 2014, p. 57)

Gamification is not about creating a full-fledged game, but using elements of the game. Working at the element level, gamification has more flexibility than a game. As a result, the task of gamification is to successfully incorporate elements that usually function in the world of games in the real world. There are three compelling reasons why gamification should be used in language teaching. They are as follows:

- participation: our brains need problem-solving, feedback, and more of what games have.
- experimentation: mastering the range of possibilities;
- Effectiveness: Gamification is extremely useful and effective.

#### **1.4 Modern technologies as a new technique in language teaching**

Students find it more appealing to use new technology, especially the Internet, in the study of foreign languages because they have unrestricted access to fascinating country content, which varies favourably from static outdated texts in textbooks. Future foreign language teachers now have access to an infinite amount of authentic knowledge in a foreign language thanks to the

Internet. Along with the use of the Internet, software and the use of specific programming applications have become an important part of the learning experience.

This category of technology includes advanced services such as:

- computer courses (Reward, The Business);
- electronic dictionaries and translators (Macmillan English Dictionary, Linguo Prompt);
- test shells, which enable teachers to develop their own assessments.

The use of the Internet and other technologies gives great opportunities to the teacher in:

- finding additional material - the teacher can turn to existing specialized sites and find more material, saving time
- preparing tasks - for example, use e-dictionary Macmillan English Dictionary for composing lexical exercises and interpreting words in English
- checking individual tasks - for example, students write a fax, e-mail or business letter and send it electronically to the teacher or another student with a possible answer;
- developing methodological work, such as producing a textbook of audio content, capturing the voice, or including native speakers, using specialized software such as AdobeAudition. (Yarmuhamedova, pp. 100-106)

Project technique is one method for engaging students in the process of studying foreign languages, in which the student individually prepares, designs, and defends his project, — in other words is directly engaged in the process of communicative tasks.

Primary goals of the system design are as follows:

- students' self-expression and self-improvement, increased motivation for learning, and the formation of cognitive interest;
- implementation in practice of acquired skills, speech development, skills competently and argumentatively present the researched content, and lead a debatable controversy;
- demonstrate the level of culture, education, and scholastic achievement.

Today, in the process of studying foreign languages in classrooms, a demonstrative approach focused on the use of specific programming programs that aid in the creation of slide

presentations is commonly used. This type of knowledge is increasingly being used in the learning process. Slide lectures generally pique the audience's curiosity and motivate them to learn more about the subject. (Buran, 2011, pp. 29-31)

**PART 2**  
**THE INFLUENCE AND EFFECTIVENESS OF NEW TRENDS**  
**IN LANGUAGE TEACHING**

### **2.1 Planning the study**

The aim of the study is to show the usage and effectiveness of new trends in teaching English and point out the main advantages of their use during the lessons at school.

The observation is used as a research instrument, with the intention of learning the attitude of the participants towards using new trends during the lessons instead of traditional ones.

### **2.2 Participants**

The participants have been guaranteed confidentiality and anonymity in the research. Great attention has been paid to the issue of sensitivity as well, avoiding any types of exercises which might have intruded upon the privacy of the participants. One classroom was chosen for the experiment. It consists of 23 pupils, 13 girls and 10 boys. The average age of the class is 14 years. All of them had different English level. 5 of the pupils had Elementary level, 8 – Intermediate and the others Pre-Intermediate English level.

All the participants were representatives of one educational background and shared the same age range. The names of the participants were not needed for this type of research.

### **2.3 Procedures of research**

The procedure of the research started in November 2020 during the practice teaching at school. The research was held in one school in Vynogradiv. The teacher allowed me to conduct research during the lesson

The observation was held in 3 lessons in the period of 4 weeks. As the survey was conducted anonymously the pupils were able to feel free in participation during the lesson. Few pupils were afraid to answer during the lessons freely but the teacher made comfortable atmosphere so till the end of the lessons they felt more comfortable.

## **2.4 Data analysis method**

Since the main task of the observation was to investigate the effectiveness of using new trends in teaching English to 9<sup>th</sup> graders, one type of analysis has been used: qualitative.

This type of analysis has been applied to describe the situations and problems which learners and teacher may face during the investigation.

## **2.5 Findings**

### *The qualitative analysis of the observation*

Thus, the Task-based approach was the first relatively new trend. According to my observations, the majority of the learners were interested in this challenge because many of them like being creative. The class was split into pairs and mini-groups at the pupil' request. All selected a country to visit and began discussing and writing a story about it. The most interesting element was that the pupils were not scared to ask the teacher questions, and the teacher was able to answer them and help in the case of a problem.

Pupils were able to show their creative skills, language skills, and vocabulary through this process. This approach is suitable for 9th grade because it allows you to quickly assess each student's English strong and weak points.

The pupils preferred the Dogme approach to others. The most important aspect of this approach is the development of speech. The teacher's task was to either provide a topic for discussion or to let the students choose. The teacher encouraged the pupils to select a topic that they were interested in, what they did in just 5 minutes. The pupils selected the topic "The Importance of English in Our Lives and Its Effect on the Future". Since they did not want to discuss anything, not all pupils were involved in the conversation from the beginning. However, the teacher started to ask a number of leading questions, engaging all of the other pupils in the discussion.

Gamification was the third approach. The name itself fascinated the pupils' attention. After explaining all of the task rules, everybody eagerly began to solve those "puzzles". Quite a few pupils had questions about the knowledge of relevant words or grammar rules. At the end of the task, each pupil started to present their answers. The most significant thing was that everybody paid close attention to each other, and the conversation mainly focused on the topic, rather than on



any other criterion, such as hostility against one another. Most of the other pupils completed this task successfully.

## **2.6 Discussion and interpretation of the results of the research.**

The present study was conducted in order to examine how students react to using new approaches during the lessons, how they understand its tasks and cope with it.

Firstly, classroom atmosphere was examined, paying attention to the pupil's reaction towards using new techniques.

Secondly, linguistical tools were evaluated, paying attention to the surroundings of the pupils. The findings showed that most learners were confused at first with the fact that there were other more interesting techniques in learning language.

Lastly, the study concentrated on the attitudes of students towards new approaches in the lessons. According to the results, all of the pupils were interested in learning the language in some new ways and enjoyed it.

## **2.7 The results of using new trends in 9<sup>th</sup> grade language teaching**

9th graders from school №8 in Vynohradiv had been used for this empirical experiment, where I had my teaching practice in November 2020.

I used the observation technique to collect all of the data about teaching English to 9th graders as they are in a stage of life where it is not easy, but not complicated, to teach them. They may be as interested as the younger learners, but they still face the same difficulties as the senior classes.

### ***Task-based approach***

The use of TBL approach consists of many steps that lead to the series of functional instruction. It is also divided into three stages:

During the first stage (known as "Pre-task"), the teacher describes the subject of the communicative task, assigns pupils a problem or task to solve during the discussion, and provides specific instructions for the task. The teacher will also go through the appropriate lexical and grammatical material with the pupils. This stage can also involve listening to a tape of other people doing a similar role, giving pupils a clear example of what is expected from them.

The second stage (named “During the task”) entails carrying out the task in pairs or small groups, using appropriate language forms, while the teacher only watches and guides the discussion process. At this point, pupils create a task plan, choose the necessary language resources, and practice reproducing their ideas in groups or pairs. If they face any difficulties, they should ask for help from the instructor.

Learners propose their solution to a problem or task to the whole group in the third stage (“Post-task”). The teacher will provide immediate feedback and assesses the quality of the pupil’s speech. The final stage entails an examination of the language instruments chosen by pupils to complete the assignment, as well as a review of the appropriateness of their use and further consolidation and creation of used language systems.

There are different activities for learning English with the help of Task-based approach. However, not all of them were used; just the most effective ones. They will be described in more detail below.

The first exercise is called “Road trip.” The pupils’ task is to plan the ideal journey. It can be done in groups, pairs, or even independently. This exercise requires the use of maps in order for pupils to immerse themselves in the world of the trip and choose the location of their choice. The next step is to include details such as the country or city of destination, the number of travel days, the budget, and the number of items they will bring with them.

Pupils have the chance to present a story about their ideal trip after completing the mission to the whole class. Also, in the story of the perfect trip, there should be an explanation why they made such a choice of journey to a particular place. There is also a clarification in the task of the tale of the ideal trip as to why they want to go to a certain location. After listening to all of the travel stories, pupils are given the chance to choose the best “trip” and explain why they choose it; this can be a personal “trip” or one with other students.

Homework may be a continuation of the story of the perfect trip, such as postcards that pupils can send to friends or family about a specific day of journey. Or they can keep a diary, where they will tell more about their days during the trip.

### ***Dogme approach***

The Dogme approach is primarily concerned with the development of speech. There is no right strategy for the lesson and there are several schemes that can be used to have the lesson. One of the basic schemes of a Dogme lesson is as follows: the teacher introduces an idea, the pupils discuss it, the teacher identifies language weaknesses and provides hints, assisting with vocabulary and grammar. Likewise, pupils are offered the option of selecting a subject to discuss. While

preparation for the lesson is not needed, the teacher must consider potential problems connected with his idea.

Thornbury created his “ten commandments”, on which the methodology is based, to establish the limits of such an “unprepared” approach to learning and which teacher should use:

- The teaching process is based on students and teachers rather than books and printouts.
- There are no audio materials in the classroom. Everyone in the lesson talks to each other, and the only audio recording allowed is of students during pair conversations to examine and work on mistakes.
- The teacher must sit while the students do. When working in pairs in the field, it is better to sit on a chair next to them rather than standing over them for observation.
- Appropriate and genuine questions can be asked, which are used in live conversation.
- You cannot use a single method.
- Teacher cannot plan a lesson in advance, nor should he choose a grammar subject for the lesson. All teacher tell during the lesson should come from the conversation.
- Topics suggested by students are given priority over those suggested by the teacher.
- There is no levelling of learners. Any student is free to join whatever group they choose. It is common when students with different skills communicate, leading in a more natural environment. It is the teacher’s responsibility to balance out this difference and make such interactions as comfortable as possible.
- Students are informed of the type and requirements of assessment.
- A teacher’s only duty and criterion is to avoid being boring. (Thonbudy, 2009, p.104)

Such lessons would allow pupils to “speak up,” use grammar, and analyse whether they have a sufficient vocabulary on the subject.

### ***Gamification***

Since 9th grade pupils were chosen for the experiment, completing assignments with the help of games becomes a challenge. Since students at this age will normally avoid playing. They may get the idea that they are doing nothing. They do not really care to write 10 questions or play a game because that is exactly the same thing for them. In my opinion, different games that develop other competencies in students can be seen in such types of game: debate, role play, reasoning

challenges, storytelling. The key aim is to place learners in new situations where they must use their experience to accomplish tasks.

I have selected two exercises that can be connected and therefore are interesting to ninth-graders. The game is divided into two stages:

In the first stage, similar cards (See Appendix on p. 39) with different topics, problems related to these topics, and solutions are provided. Since it is interconnected, pupils are given the task of connecting the cards to each other in any way possible.

The second stage's central purpose is debate. Each pupil's task in this debate is to explain how they linked the cards and defend their decision. And the task of those learners who listen is to express their own view on the choice of another, to debate over which choice is correct or incorrect.

The most important thing to remember is that there is no correct card combination since they are all interconnected. They just encourage pupils to think creatively.

I can draw the following conclusions by observing the use of new trends in learning English in the 9th grade:

- New patterns successfully excite the pupils' interest in learning.
- The pupils learn foreign languages and develop new abilities as a result of new approaches.
- The pupils' desire to learn is increased.
- The pupils' vocabulary is broadened.
- The pupils have no difficulties in expressing their own opinions.

It was also evident that pupils prefer new approaches to gaining new skills and developing what they have already learned over the traditional school program: that are school books and workbooks.

Also, by observing the teacher, I have noticed that it is better for him to teach pupils with the help of new approaches because it helps him to analyse their skills and notice the problems they face.

## CONCLUSIONS

Nowadays, there are many different methods by which you can learn a foreign language. As everything develops in the world, education also does not lag behind, and every year there are more and more new and interesting approaches and methods by which you can easily interest students and motivate them to learn the language. Techniques that combine communicative and cognitive strategies are becoming more popular in language learning.

Their main principles are:

- student-centered lessons;
- meaningfulness and quality of lessons;
- focus on achieving social interaction;
- language adaptation, and learning through knowledge from other sciences.

Exploring the topic of the variety of methods of teaching a foreign language, I found it extremely deep and interesting. With the involvement of leading scientists, linguists, psychologists, methodologists, teachers, and others, various trends and methods were created. Many of their approaches, strategies, and methods have made an outstanding contribution to the development of methods for teaching foreign languages. The progress of science, particularly psychology, as well as the development of modern technology, has boosted the development of non-traditional approaches that are now becoming popular and influential. Of course, each approach has advantages and disadvantages, but when they are used properly, they all function well. We can claim that non-traditional ways of teaching foreign languages have become a valuable resource.

The main contribution of this research was to determine if new trends in language learning are truly effective. The aim of the study was to demonstrate that one can learn a language by using modern techniques. I was able to prove via research that the use of new trends in language learning is extremely beneficial.

All pupils had the opportunity to express themselves and demonstrate their skills through the use of various, new techniques. They were also interested in new techniques to learning English, by the fact, many questions were raised concerning a particular method. Each student was informed that an experiment in the form of observation will be carried out in order for me to assess the effects and usefulness of teaching through these approaches.

For this experiment the following new trends were chosen:

- Dogme
- Gamification
- Task-based approach

So, in my opinion, modern methods and approaches to teaching a foreign language are better than old ones. Because most of the old methods of language learning are focused on basic criteria and aspects of language learning. While new ones, combine all the most important criteria into one method or approach.

At the beginning of this paper some tasks were provided. Main importance during writing this paper was to prove that those tasks are correct.

- 1) New teaching approaches and techniques are really important in the English lessons. As it is well known, during centuries a lot of different approaches and techniques were developed, but most of them have quite similar characteristics. With the help of new approaches and techniques, learners have more possibilities to improve both their knowledge and other personal qualities which also help in language learning.
- 2) This paper includes most of the teaching approaches and techniques, its characteristics, advantages and disadvantages and effectiveness while using it during teaching language.
- 3) In learned languages, new trends prioritize over old ones. Students develop a desire for learning and become more motivated which makes it easier to learn the material. They also have the opportunity to express themselves during lessons taught with the help of new trends.

The thesis can give a helping hand to those teachers and learners, who want to add some new colours to their teaching and learning. Teachers will be able to use this to obtain more lesson ideas and arouse students' interest in studying the language. Pupils may use this to discover more fascinating and useful approaches for learning a language, as well as to inspire themselves to learn a language.

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## РЕЗЮМЕ

Мова – це спосіб спілкування між людьми, тому вивчення мови в шкільній системі особливо важливе. Мета викладання іноземних мов у сучасних школах – допомогти учням розвинути власні особистості за допомогою системи мовних знань та навичок у різних формах мовленнєвої діяльності. Якщо навички спілкування не розвиваються, цієї мети досягти неможливо, а навички спілкування не можна розвивати незалежно від інших мовних аспектів.

Як відомо, подання інформації сильно впливає на засвоєння знань та свідомість учнів. Замість того, щоб відкривати щось нове і за допомогою цього збільшувати бажання учнів отримувати нові знання, освіта не розвивається і використовує старі методи викладання мови, які затримують розвиток та поповнення багажу знань в учнів. Більш за все, це стосується вивчення іноземних мов. Найбільша причина полягає в тому, що вчителі віддають перевагу старому методу викладання мови, тому уроки втрачають свій сенс, стають нудними та заважають працездатності учнів.

У цьому дослідженні використовуються теоретичні та емпіричні методи, такі як аналіз та порівняння. Для того, щоб оцінити ефективність використання нових тенденцій у викладанні англійської мови, спостереження є найбільш доцільним.

Практична цінність цього дослідження полягає у загальних характеристиках та розробці навчальних матеріалів, а також у забезпеченні емпіричних доказів ефективності використання нових тенденцій у викладанні англійської мови.

Дипломна робота складається з таких частин: вступ, 2 розділи, висновки, список використаної літератури, резюме та додаток. Розділ 1 забезпечує теоретичні та концептуальні основи дослідження шляхом перегляду літератури з різних методів викладання іноземних мов; забезпечує вплив та ефективність нових тенденцій на викладання студентами англійської мови. Розділ 2 представляє процес дослідження, результати та обговорення емпіричного дослідження.



## APPENDIX

Cards were used for the gamification technique.

### TOPICS:

AIR POLLUTION	POLLUTION OF RIVERS	“POLLUTION” OF THOUGHTS	„POLLUTION” OF OUR LIVES BY NEGATIVE PEOPLE
„POLLUTION” IN THE FAMILY	POLLUTION OF PUBLIC PLACES	“POLLUTION” OF LIFE BY UNFAITHFUL FRIENDS	ENVIRONMENTAL POLLUTION

### PROBLEMS:

IRRESPONSIBILITY	LACK OF MANNERS	EGOISM	PESSIMISM
INADEQUATE ATTITUDE	APATHY	DENIAL OF PROBLEMS	INABILITY TO OVERCOME DIFFICULTIES

### SOLUTIONS:

START WITH YOURSELF	POSITIVE THINKING	EXPRESSING LOVE TO EVERYTHING	CHANGE OF ATTITUDE
THOUGHTS ABOUT CONSEQUENCES	RESPONSIBILITY FOR YOUR ACTIONS	DESIRE FOR SELF-PERFECTION	DESIRE TO CHANGES

## NYILATKOZAT

Alulírott, Marjan Nikoletta Sándor angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.