Մանկավարդություն և դասավանդման ձեթոդիկա

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PROMOTING PROFICIENCY OF SPEAKING AND LISTENING SKILLS THROUGH CBI AND CLT APPROACHES
(On A SAMPLE OF AN ARMENIAN EFL CLASSROOM)

Language is now far from just being a simple model of inter-action inasmuch as employment requirements put a great asset on specific language skills. Moreover, the employability market in Armenia and worldwide pays a great attention to accurate and fluent speaking skills and it is considered a key prerequisite for recruit-ment. From this perspective, it becomes paramount to boost speaking and listening skills for better employability, therefore. The paper attempts to highlight the implementation of Communicative Language Approach (hereinafter, CLT) and Content –Based Instruction (hereinafter, CBI) as some of the effective approaches of enhancing students' speaking and listening skills. Additionally, best practices are prioritised for inclusion of more effective strategies and activities in the context of teaching English in the 21st century where ever–growing needs for fluent English are imperative. The research findings, as such, prove that teaching productive skills through CLT and CBI approaches intensifies and strengthens the overall speaking and listening performance among students.

Key Words: Methodologies, EFL students, diverse activities, listening, speaking, teaching and learning, techniques, Content–Based Instruction, Communicative Language Teaching.

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Introduction

English is currently spoken by millions of speakers for a number of communicative functions across the world. It has become the compulsory language in a number of ambits like international business or EU institutions and others. In this day and age, proficiency in English will facilitate communication and interaction among the world and will promote mobility and mutual understanding.

It should be assumed that nowadays university education has changed, and particularly the Armenian universities have been integrated in the European Space due to different international programs (such as Erasmus + Student Credit Mobility programs). So students need a second language assessment score (B2 in CEFR, at least) to succeed in their careers. Upcoming students are required to finish the school with a real A2 level to fulfill B2 in further university studies. It implies that the exam is not only going to assess reading and writing but also listening and speaking. As a result, implementation of various activities are needed for enabling language learners to improve and reinforce the mentioned skills. Consequently, speaking and listening are deemed to be the most challenging of the four macro skills, accordingly there are some issues that are encountered both by the teacher and the students during teaching–learning process. These problems can trigger the students' ability to speak fluently and give rise to fear of making mistakes and shyness expressing themselves in English. In the same vein, a study by Tuan and Mai (2015) claimed that low ability might be the result of inhibition, lack of topical knowledge, low or uneven application of the L1, native–language. In addition to investigating the EFL learners' common challenges in speaking English, several studies emphasised that oral language development has greatly been brushed off in the classroom, and frequently, oral language in the classroom is applied more by teachers than by students (Hosni, 2014,75–79).

Hereby, the education and teachers have a fundamental role in this process since the latter might be great motivation for students to increase the level of knowledge, to encourage to actively participate in thought–provoking discussions and to use activities that will broaden the spectrum of prior acquired knowledge. However, teaching students who have restricted exposure and comprehension of the English language is a tedious commitment. For this specific reason the emerged fundamental issues are to integrate and exploit listening and speaking skills as a supplement inside grammar/reading and as a way of improving the English level of our students through a series of engaging activities and techniques adduced below. Hence, Communicative Language Approach (CLT) and Content –Based Instruction (CBI) presumably are the most required approaches to avail students to refine their speaking and listening skills.

The presenting action research is based on the data collected by questionnaire and interview among EFL students at Yerevan State University. The results of data analyses attempt to supply the struggling EFL learners with some effective strategies to support them to get over speaking and listening challenges.

Herein, the study supposedly answers the following questions:

1) What are the effective means for EFL students to increase the proficiency of speaking and listening skills?

2) Which teaching approaches might be conducive to make EFL learners be actively engaged in the lesson process?

The outcomes of the research are expected to significantly foster the development of the participants' listening and speaking performance and as well to supply the teachers with more insight into alternative activities to improve receptive and productive skills (particularly speaking and listening competences) for EFL learners either in Armenia or other EFL contexts.

Theoretical Background

Speaking and listening enact core functions in the implementation of Communicative Language Teaching and Content–Based Instruction approaches. These two approaches have been discussed in the methodological literature since 1970s. CLT has been introduced as an effective way of enhancing student engagement in teaching and learning process. In turn, CBI has been described as an approach which posits not only learning over language in isolation but also that of the content. American scholar J. Richards (2006) categorizes CLT as "activities where practice in using language within a real communicative context is the focus, where factual information is exchanged, and where the language used is not totally predictable" (16). According to Richards, CLT is quite effective since its main domain is the improvement of the macro skills in which language and communication play essential role meaning that the very function of this approach is to promote EFL learners' competence in communication. CLT aims at offering learners increased opportunities to utilize the target language productively for every day interaction requirements (Littlewood 2007,32).

In this vein, it would be of great advantage to have an accurate reflection of CBI method either, since it focuses on key topics and skills of certain courses in language teaching process, which means that teaching and learning materials of the subject carry tremendous input for EFL learners. In this connection Stoller (2008:60) posited the view that in CBI classes students are encouraged to be involved in speaking and listening activities as much as possible.

The prominence of the aforementioned approaches of the listening and speaking skills in second language acquisition has been estimated by Tavil, (2010) who stated, that 45% of the competence learners gain is mainly from listening and 30% from speaking. In other words, the speaking and listening skills are of crucial importance in language learning and learners acquire more competence from these two skills than from the reading and writing skills.

Research Methods

The given research is an action research which aims at observing profoundly

a small group of individuals and drawing conclusions about the particular group in the Armenian teaching learning context. The study is a qualitative analysis of a collected data with a questionnaire responses of *agree, strongly agree and disagree* (Listening) and recordings of the structured interview (Speaking) with scripts. The objective of the study is applied mostly to explore and establish feasible outcomes that has been generated from the implementation of the suggested pedagogical approaches.

Context for the Research Study

This research is carried out in an intermediate English class at the department of Language and Literature at YSU in 2019. The faculty aims at preparing EFL learners who will eventually work as qualified English teachers in public and private schools in Armenia. The academic strengths and the pedagogical bases to accomplish such a job are greatly dependent upon the quality of preparation learners obtain. For that reason, learners' focus of study is the language in all its diverse manifestations, comprising the native language, foreign languages, translation theories, and those other systems applied from the communication and cognitive construction perspectives. This emphasis implies that learners have to be taught not only to learn English as a foreign language, but to be equipped with the pedagogical "armours" to teach it. Consequently, during this action research, learners are anticipated to get aware of the teaching approaches (CBI and CLT) used for increasing efficiency of speaking and listening skills, so that they might put into practice the aforementioned tools in their future teaching careers.

Research Participants

The participants involved in this study comprised two groups of 20 *intermediate* EFL learners each (total 40 freshmen, 37 females and 3 males), aged 18 to 20. All in all, the students' proficiency level is the same (B1+), otherwise it would impede difficulties to arrive at reliable results. In the first semester of English courses they had worked with the communicative English textbook Cambridge English *Empower*(Adrian Doff, Craig Theine, Herbert Puchta, Jeff Strunks, Peter Lewis–Jones 2015), which is a six–level course for international communication. Furthermore, they had worked on class projects to study cultural content of the U.S., the United Kingdom, Australia and Canada. The contents they studied were packed with factual information including celebrations, food, tourist places and historical events.

Pedagogical Procedure

As already stated, for the purpose of this research project, CLT (Communicative Language Teaching) and CBI (Content–Based Instruction) as the main approaches and different strategies for increasing productivity of students' speak-

ing and listening skills were included in intermediate English course as a means to assist learners to get over the complications related to communication and comprehension. The mentioned strategies were implemented in a period of 6 weeks, from the beginning of November till December 14 in 2019. By following the principles of the aforementioned approaches, learners were delivered one questionnaire containing ten main questions to specify if the application of the given approaches and strategies were beneficial to promote their listening skills (see Appendix A) and two structured interview questions (see Appendix B) which were delivered at the end of pedagogical intervention. Since it is a qualitative research study (which seeks people's points of view, perceptions and understanding), the whole procedure consisted of observing and exploring participants' feedback, active participation and reviews about the applied approaches.

Some Strategies and Activities for Promoting Listening skills

Teaching listening skills does not only happen while students are listening, but rather the learning process occurs before, during and after any listening activity. Bozorgian (2012:37) explains that teachers should make up their listening courses around the goals and levels of the students while also teaching students strategies for listening to English both in class and in the real world. Therefore, there are varied activities depending on the goal to arouse enthusiasm and involvement among students. The issue mentioned above can be illustrated by the following classroom activities that EFL teachers can implement to practise and improve students' listening competence (this activity is particularly appropriate for A1–B2 levels).

Activity 1: *Drawing Dictation*

This activity enables learners to practise listening to their peers speak English and instantly engages them in an activity to test their listening skills.

- Step 1: Split the class into pairs.
- Step 2: Give partner **A** a picture. Partner **A** describes the picture aloud in as much detail as possible to partner **B.**
- Step 3: Partner **B** draws what they hear.
- Step 4: The partners switch roles and practice with another picture. *Example:*

Partner A: "There is a man. He is wearing a white t–shirt with polka–dots, blue pants and green flip flops. He is sitting on the striped lounger. There is a half-cut coconut cup with an umbrella and straw in his right hand. There is a big striped umbrella with a white stick over his head, etc..."

Drawing Dictation Alternatives:

- The instructor can come up with more advanced hints and images related to the content of the lesson.

- The instructor can give specific criteria for stating the descriptions (ex. state the location of objects using prepositions of place., etc.)

Activity 2:_Listen and Show_

This activity can be used both for beginner and intermediate learners (pic–tures are chosen accordingly) for who are listening for key vocabulary words or phrases.

- Step 1: The instructor delivers students a picture with many objects, or several pictures.
- Step 2: The instructor states a vocabulary word aloud and explains the students to point to the object or picture that matches the word.
- Step 3: The students point to the object or picture

Example is given below.

Pattern:_Teacher:_"Point to the carrots."
Students point to the carrots in the bottom left corner
Teacher:"Where are the red bell peppers?"
Students point to the red bell peppers in the left hand corner.
　　The game goes on until students have learned the vocabulary.

Listen and Point Alternatives:
- After identifying vegetables, the teacher may ask students to practice "numbers" and the language of "how many." For example, "how many mushrooms are there?" "Are there two or three tomatoes?"
- The instructor can put the vocabulary words or images on large posters on the board. The students can come to the board and point to the pic–tures in a speed game.
- The students can get into groups using one handout. Students can per–form asking each other to listen and point.
- The instructor can stick vocabulary pictures all around the room. The instructor calls out a vocabulary word and the students have to run to the correct picture.

Activity 3:_Simon Says_

This activity is applicable for getting students move meanwhile carrying on listening skills for classroom instructions.

Step 1: The teacher gives the students instructions while also modeling the instructions (ex. give me the duster, touch your nose, pick up, look down, sit down, and stand up).

Step 2: Without uttering a word, the students are supposed to listen to the instructions and complete the action.

Step 3: If students perform an incorrect action, they have got to take their seats and are out of the game.

Step 4: The last student to continue standing is the winner.

Simon Says Alternatives:
- Notwithstanding the teachers' instructions, the students can also take a turn and give instructions.
- The class can be split into groups. Each group has a winner. The winners of each group compete against each other until there is only one winner remaining for the class.
- The teacher can give directions without modeling to test students' listening and vocabulary skills.

The instructor can assign different actions to various grammar points (i.e. give me the duster for a verb, touch your nose for a noun, and pick up the chalk for a phrasal verb). The teacher can call out different words and students can categorize them by assigning them to actions as they hear them (Cited from TESOL Methodologies Canvas MOOC course, 2019).

There are various ways of exploiting listening however educators must take into account that any kind of activity must be clearly and accurately delivered to students so as they get maximum understanding. Furthermore, incorporation of the various instructions exposes EFL learners to real language and motivates them to communicate naturally in the language. Hence, through CLT and CBI approaches teachers make their lessons more planned, productive and the educator's role becomes more shaded as a teacher but more highlighted as a facilitator.

Mechanisms for Stimulating Speaking Skills

Improving speaking skills seems to be more challenging than listening skills since EFL learners need to shift the language competence into a feasible performance when dealing with the productive skills. Therefore, with regard to effective solutions of the problem we stratify various communicative activities which will hopefully increase language usage by ensuring all students active participation and enrolment. Let's look at some specific examples of speaking mechanisms that can be used to teach any speaking genres and skills while providing students opportunities to interact and be socially active.

In this respect, CLT and CBI approaches are employed to design speaking activities, of which the focus is on the following issues:
- supplying with opportunities to utilize English
- improvement of the students' experiences as crucial simulating factors to classroom learning
- importance of speaking situations to real world English.

Let's consider some engaging activities which can be a good asset for improving speaking competence.

Activity 1.*InformationGap*

This activity aims at encouraging critical thinking skills and teamwork: during information gaps, students must frequently train problem–solving skills, specify what information is missing, classify and analyze data that is gained, search for details from others, and collaborate with classmates to successfully accomplish the activity goals.

Students must take turns asking questions to complete the activity.

Information Gap Activities:
- Require communication
- Maximize enrolment
- Scaffold production
- Practice grammar patterns, (i.e. change a sentence into a question. Where is? How much is?)
- May focus on Speaking and Listening
- May integrate all four skills (listening, speaking, reading, writing)

Here is a sample script for an information gap activity:

Student A	Student B
1. Dolphins can live up to _____ years. (How many...?)	1. Dolphins can live up to 50 years.
2. Dolphins never chew their food.	2. Dolphins (sometimes/often/never) chew their own food. (Do dolphins...?)
3. There are more than _____ species of dolphins. (How many?)	3. There are more than 40 species of dolphins.
4. Some dolphins can swim at 20 miles per hour.	4. Some dolphins can swim at_____ per hour. (How fast...?)
5. Dolphins can _____ if they do not have enough food. (What do dolphins do...?)	5. Dolphins can migrate if they do not have enough food.
6. Dolphins are very intelligent animals.	6. Dolphins are very _____ animals. (What kind...?)

(*Cited from TESOL Methodologies Canvas MOOC course, 2019*)

Activity 2. *Fluency Circles*

A fluency circle or "inside– outside" circle that enables all students to take part in speaking and listening activities by positioning them.

Here is a sample of a fluency circle activity:
- Students form an inside and an outside circle.
- Teacher explains: '1's you are going to be listeners, you will retell some–one else what your partner said.
- 2's tell your partner (use one prompt,) like: "one way to exercise" or "ask one question you have about exercising" or "tell about a time you last exercised".

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- After a few minutes, teacher signals to stop (e.g., clap, call and response).
- 1's move "2 steps" to the right to their new partner and retells them what their previous partner said and adds to it.
- This proceeds using different questions connected with the content. This activity can be implied during the introduction, throughout the lesson, and after the lesson.
- Students performing this instruction may do some reflective writing based on questions or discussions with their peers.

Activity 3. *Cooperative Learning Structures*
Cooperative Learning Structures are packed with opportunities for interac–tive and deep learning that:
- Foster student engagement
- Maximize participation
- Enable collaboration
- Can be used with any plot
- Motivate learners by providing social interaction and the opportunity to be active
- Support students variables

Patterns of Cooperative Learning structures include:
Think–Pair–Share: Think–pair–share is a collaborative learning strategy that makes students work together and respond to a question or give a solution to a problem. During this activity, students:
- (Think)Students listen to a question about the text or topic and 'think' about what information they have or what they have learned about this topic.
- (Pair) Students form pairs or groups
- (Share) Students share their responses with their partner or groups. They can also share with the whole class as part of a class discussion.

Another strategy suggested below is watching movies, news or TV programs in English, since these activities improve students' oral communication skills with less fear of making mistakes in the public.

Activity 4. Application of Audiovisuals (Movies, News, TV programs)

Movie can be an excellent resource for the EFL classroom, since the latter can serve as an effective tool both in teaching different grammatical structures and provoking students to get enrolled in the discussion. Students may be asked to describe the scene. That is, after watching the materials, they are re–quired to retell what happened during the sequence: what happened to the characters, their feedback, and description of the content. It is needless to say that the instruction must be given before the watching phase. Students can also

be asked to interpret the actions: for instance, why a character reacted in a given way? They may even be asked to imagine how they would behave if they were in the characters' shoes or come up with possible movie ends. This provokes developing their critical thinking and provides them with the opportunity of conveying their thoughts about a given context that they have just witnessed.

With regard to watching news, it must be mentioned that learners will not only get acquainted with current situations of the world but also they may refine their pronunciation. At first sight, watching news may seem boring, but afterwards the teacher may ask students to identify the new vocabulary. This particular instruction may stimulate student meta–talk and consequently student interaction. Moreover, some important events can be chosen from the news flow and become hot subjects for discussion (such as Coronavirus).

The significance of integrating TV programs strategy is undeniable, since they provide exposure to authentic English environment and the benefit of a more independent student–centred learning style. In addition, TV programs offer ample opportunity for dealing with original English vocabulary and may become a key solution to advancement of speaking skills proficiency. So, it should be noted that the above mentioned mechanisms are of comprehensive nature since they take in cognitive, meta–cognitive and psychological human dimensions.

Discussion and Data Analysis

After pedagogical intervention the results of analyses of the qualitative data were gathered from recordings of the interview session and responses of the questionnaires with 40 students. The data was analysed according to *coding process* (Patton, 2002) a technique applied to organise the data collected during pedagogical experience. The goal of the mentioned process is to identify similar information generated from all participants enrolled in the research. During the action research it became apparent that students' interest in CLT and CBI was highly rated considering its effectiveness towards improving speaking and listening skills in an engaging and interactive way. Afterwards, it was also underlined that the reduction of using L1 was noticeable which is chiefly connected with the teacher's fixed rules that prohibited them from using native language. It was also stated that teacher implemented HOTS during teaching process which triggered students' creativity through learning English. The action research explored that one of the ways to utilise particularly CLT was thinking skills, as students need to analyse and create conversations based on a topic (CBI). Moreover, students were encouraged to participate in group work and pair work most of the time during 6 weeks. They were very enthusiastic to use a chance to perform specific roles with their group–mates in front of the classroom. The students also supplemented that due to CLT and CBI approaches they could get over their psychological barriers to speak in front of the peers without fear of making mistakes or timidity.

In the result of the interview recordings, it became also evident that stu-

dents were also impressed by activities, where practice in implementing language within a real communicative context is the focus, due to which their communicative competence was advanced.

As the results of the questionnaire have shown 32 students out of 40 strongly agreed that the employed approaches and interactive activities promoted to their listening competences tremendously, moreover they claimed that those were quite inspiring and motivational. Albeit 7 learners out of 40 responded with "agree" explaining that the effectiveness of implementation of the aforementioned mechanisms is undoubtedly apparent and of great avail, they claimed that for reinforcing listening competence only in classroom setting is not ample, they would need to work hard on their own too. Finally, only 1student shed light on the usage of the given approaches answering with "disagree". She clarified the point declaring that being very reserved person, she was required to be more active and participate in all the suggested interactive strategies. She preferred traditional way of learning procedure.

Appendix A. Results of the Questionnaire
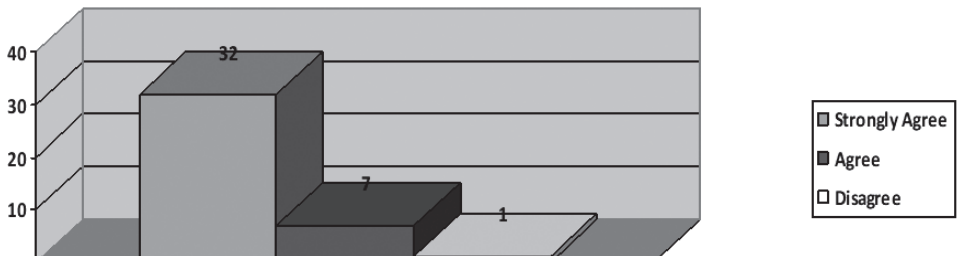
Appendix B. Scripts of the Interview Recordings

Therefore, according to Appendix 2, most of EFL learners expressed positive feedback and enthusiasm for the applied methods and mechanisms. The very finding was confirmed by the structured interview results, in which students demonstrated a high degree of motivation and engagement in a diverse mobile activity-based learning environment with situational and authentic contexts. Some scripts from the results of the students' recordings are adduced below.

Students Voices

Ann:"I really got pleasure of enriching my vocabulary and improving my speaking skills through Content-based instruction. It really helped me greatly to focus on the task and then deal with real life contexts and implement my knowledge into practice".

Nazeli:" The CBI and CLT methods encouraged me to participate in class activities. I have never thought that listening and speaking skills could be served

in such an engaging way. The teacher created such a student–friendly atmo–sphere that even passive students were enthusiastic to participate in the learning process. Watching Film "Tall Girl" was just fun and very useful, since we prac–ticed our grammar, comprehension and communicative skills. The teacher elicit–ed our personal views on main characters. "

Shushan: "I got acquainted with CLT method through which we practiced our knowledge of English in the real situation. So we got involved in role–plays and debates in such a natural manner, as if we had been the real heroes of those films. My favorite activity to develop my communicative skills is to watch films and TV programs".

Tatev:" I am impressed by Think–Pair–Share activity. This activity helped me to work in small groups and be responsible for your partner. We were to be very careful to complete the instruction in the right way without talking. I also got information about CBI and CLT methods which were very useful to develop our speaking and listening skills, as these methods gave us feeling of authentic En–glish classroom."

Conclusion and Some Suggestions to the Stakeholders for Further Research

To wrap things up, it can be stated that the presented action research was qualitatively conducted to explore the efficient mechanisms promoting the pro–ficiency of speaking and listening skills of Armenian EFL students. According to collected results (questionnaire and students' interview recordings), it is detect–able that albeit listening and speaking competences are complex and need ongo–ing improvement, those skills can be perfectly refined with interactive practice in classroom by means of different strategies through CLT and CBI approaches which foster interaction among students in real life situations. In this action re–search Communicative Language Teaching (CLT) and Content–based Instruction (CBI) approaches were greatly acclaimed by course participants in the result of which data collection received a new dimension to the increasing body of re–search relating to the positive feedback. These approved responses underline students' dramatically increased interaction and motivation to participate in speaking and listening activities during teaching and learning process.

This research implies a crucial insight to the EFL teachers for a better reali–zation of English speaking and listening challenges and the conducive strategies that the successful teacher should apply for a more proficient speaking and lis–tening performance. Moreover, these productive mechanisms provoke students' creative thinking and provide a platform for the teachers to adopt and adapt a myriad of means for improving language learning skills.

Eventually, the above–suggested approaches and mechanisms for teaching listening and speaking skills are extremely crucial in the modern educational scenario, since they serve as an incentive to increase proficiency of speaking

and listening competences or interwoven–skill pedagogy in EFL or other language learning contexts.

Therefore, in an attempt to acquire more in–depth results in promoting proficiency of L2, particularly speaking and listening skills, the following suggestions can be brought up:

- alleviate the psychological pressure of EFL students speaking publicly
- develop students soft skills
- stimulate students to be proactive in learning and practicing language competences
- reduce the usage of L1
- enable students to accelerate their language acquisition
- incorporate interactive strategies to increase entertainment atmosphere
- integrate game–based activities to expand students' stock of words
- facilitate students to listen to authentic English speech
- motivate students to use presentation method
- increase students critical thinking through CBI and CLT approaches

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Իրինա Մխիթարյան
*Եվրասիա միջազգային համալսարանի Օտար լեզուների և գրականության
ամբիոնի, Երևանի պետական համալսարանի
Եվրոպական լեզուների և հաղորդակցության Ֆակուլտետի ասպիրենտ,
բանասիրական գիտությունների թեկնածու
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ՀԱՂՈՐԴԱԿՑՈՒԹՅԱՆ ՎՐԱ ՀԻՄՆՎԱԾ ՈՒՍՈՒՑՈՒՄԸ ԵՎ ԲՈՎԱՆԴԱԿՈՒԹՅԱՆ ՎՐԱ ՀԻՄՆՎԱԾ ՈՒՍՈՒՑՈՒՄԸ` ՈՐՊԵՍ ԱՆԳԼԵՐԵՆԻ ԲԱՆԱՎՈՐ ԽՈՍՔԻ և ՈՒՆԿՆԴՐՄԱՆ ՀՄՏՈՒԹՅՈՒՆՆԵՐԻ ԶԱՐԳԱՑՄԱՆ ՄՈՏԵՑՈՒՄՆԵՐ (ՀԱՅԱՍՏԱՆՅԱՆ ԼՍԱՐԱՆԻ ՕՐԻՆԱԿՈՎ)

Լեզուն այսօր ոչ թե սոսկ հաղորդակցման միջոց է, այլ նաև ծառայում է որպես խոստումնալից աշխատանք ունենալու գրավական: Ավելին` ողջ աշխարհում, այդ թվում նան Հայաստանում, գործատուները խստագույնս կարևորում են սահուն բանավոր խոսքի հմտությունները: Այս համատեքստում անգլերեն լեզվի դասավանդման մեջ առաջնային են դառնում հենց բանավոր խոսքի և ունկնդրման հմտությունների զարգացումը ճշգրիտ մոտեցումներով: Սույն մեթոդական աշխատության մեջ շեշտադրվում են լեզվի հաղորդակցական մոտեցումը և բովանդակության վրա հիմնված ուսումնառությունը: Այս երկու մոտեցումներով դասավանդումը միանշանակ կերեն բարձրացնում է լեզվի ուսումնառության արդյունավետությունը, իսկ հետազոտության ընթացքում կատարված վերլուծությունը թույլ է տալիս եզրակացնել, որ նշյալ մոտեցումներով դասավանդումը լավագույնս խթանում է անգլերենի բանավոր խոսքի և ունկնդրման հմտությունների զարգացմանը:

Հիմնաբառեր. անգլերենը որպես օտար լեզու սովորող ուսանողներ, տարատեսակ վարժանքներ, մեթոդներ, ունկնդրման և բանավոր խոսքի հմտություններ:

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КОММУНИКАТИВНОЕ ОБУЧЕНИЕ И ОБУЧЕНИЕ НА ОСНОВЕ СОДЕРЖАНИЯ КАК ПОДХОДЫ К РАЗВИТИЮ НАВЫКОВ УСТНОЙ РЕЧИ И АУДИРОВАНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ (НА ПРИМЕРЕ АРМЯНСКОЙ АУДИТОРИИ)

Язык сегодня – это не только средство общения, но и гарантия перспек–тивной работы. Более того, во всем мире, в том числе и в Армении, работо–датели подчеркивают важность навыков беглой устной речи. В этом кон–тексте в преподавании английского языка первостепенное значение приоб–ретают подходы развития навыков устной речи и аудирования.

В данной методической работе подчеркивается важность коммуникатив–ного подхода и обучения языку на основе содержания. Обучение с исполь–зованием этих двух подходов определенно повышает эффективность изу–чения языка, а анализ, проведенный в ходе исследования, показывает, что обучение с использованием этих подходов лучше всего способствует разви–тию навыков устной речи и аудированию на английском языке.

Ключевые слова: студенты, изучающие английский как иностранный, различные упражнения, методы, навыки аудирования и устой речи.

Appendix   A

Listening Strategy Questionnaire

Is studying English important for you?
Agree   Strongly agree   Disagree

Do you feel your English skills improved during these six weeks?
Agree   Strongly agree   Disagree

Would you like to have listening instructions in class?
Agree   Strongly agree   Disagree

Was the teacher's listening instruction in this class useful?
Agree   Strongly agree   Disagree

Did the listening activities improve your listening skills?
Agree   Strongly agree   Disagree

Were the activities more engaging than other English classes you have taken?
Agree   Strongly agree   Disagree

Do you remember listening strategies used during your course?
Agree   Strongly agree   Disagree

Do you enjoy the implied strategies?
Agree   Strongly agree   Disagree

Do you think that the mentioned strategies has fostered your comprehen–sion?
Agree   Strongly agree   Disagree

Would you like to use the aforementioned strategies for improving listening skills permanently in this course?
Agree   Strongly agree   Disagree

Good luck

Appendix B

Speaking Strategy Structured Interview

1. Which strategies were the most effective for you to develop your speaking skills?

2. Were the utility of CBI and CLT methods useful for improving your speaking skills in this course?