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FOSTERING VOCABULARY DEVELOPMENT THROUGH CLT METHOD VIA ZOOM APPLICATION

(A case study on a sample of NUACA)

The breakout of pandemic COVID-19 has made the world take measures to prevent its dissemination. A myriad number of institutions, schools and universities had to be closed down and accordingly teaching, learning and assessment processes were totally swapped from in-person to online teaching.

The dire need to explore new online teaching methodologies led to alter viewpoints of the current teaching approaches to set motivational strategies to suit learners' aspirations and requirements. It is acknowledged that language teaching is concerned with enabling the learners to acquire an effective communication in the target language. From this view, developing vocabulary is fundamental both for the comprehension of texts and for proficiency to communicate fluently. Vocabulary learning is a significant field of language learning particularly for ESP learners. The expeditious modifications within the advancement of

technological and pedagogical aspects have proven to be fairly captivating for educators. The purpose of this action research was to evaluate the effectiveness of teaching and learning vocabulary through Communicative Language Teaching Method via ZOOM classroom at National University of Architecture and Construction of Armenia. To collect the necessary data for the study, two control groups were formed each encompassing 20 students. Data collection was realized through oral interview and 4 stages: observation, planning, action and reflection via ZOOM classroom the results of which are described and discussed qualitatively. Furthermore, based on the findings, the authors came into deduction that CLT Method is one of the beneficial approaches to motivate learners to develop and activate vocabulary in any type of communication.

Key words: Communication language teaching, vocabulary enrichment, interactive tools, Zoom platform.

Introduction

In accordance with Bologna process requirements higher education all over the globe puts a stress on expanding educational and cultural borders, boosting research-based experience, enlarging the scale of academic mobility, fostering the caliber of learning and teaching, stimulating the higher employability of graduates throughout their working lives. Therefore, all the aforementioned requirements are mostly based on competence in foreign language communication, on the development of which universities invest a great deal of their resources and energies. It is of great avail to ascertain the fact that despite the time and resources invested before in foreign language education, the success rate, measured as communicatively competent foreign language user is still inadequate. The drawback of it may be attributed to the point that the language learnt in traditional foreign language classroom is frequently inapplicable to real-life communication.

The prominence of English as a global-language particularly in the aspect of tourism has made it imperative for a tourism student to master in the language. Technical universities have realized its comprehensive significance and launched integrating diverse activities in their classroom concentrating on language development. These activities are prone to move away the monotonous practice of learning English in the conventional perspective.

As Lantolf (J., 2000) states the language learning is the valuable artefact that people possess so as to communicate with the rest of the world, to each other and efficiently to the self. The purpose of attaining communicative English can be acquired if the instructor provides learners with a supporting milieu wherein inklings from a proficient peer can encourage them to interact.

Hence, well-thought selection in choosing the way to teach is mandatory to succeed in proficiency of the language. In learning a foreign language, vocabulary plays an important role in communication both spoken and written. In this

connection, (Yuliawati, 2018) it is asserted that vocabulary mastery can be defined as someone's proficiency in implementing words and their meanings accordingly in language. With this regard, it is worth mentioning that most of the students in Armenian institutions do not have sufficient array of skills and vocabulary knowledge to converse and succeed in a given speech act. This fact per se is closely connected with the chosen method of the instructors which is of paramount importance. On that account, the immediacy of purpose of Communicative Language Teaching method comes to the fore as an alternative online teaching strategy from the vocabulary development standpoint (Firiady, 2018).

Theories Behind Communicative Language Teaching

Vocabulary enrichment enacts core functions in the implementation of Communicative Language Teaching approach. The very approach has been touched upon in the methodological literature since 1970s. CLT has been introduced as an effective way of enhancing student engagement in teaching and learning process. CLT is categorized (Richards, 2008) 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” . 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 /ESP learners' competence in communication. CLT focuses on students need to perform a language more frequently, generates an unrehearsed performance of language without teachers interference in correcting the grammatical error. Furthermore, Richards and Rodgers (2017) give much prominence to the incorporation of interactive and engaging activities which are compulsory to back up classes in which the CLT method is applied. They specifically underline the following:

- information
- gap activities,
- jigsaw activities,
- picture series,
- storytelling,
- information transfer activities,
- debates and group discussions,
- role plays or mini dramas.

Teacher can use media such as flashcards and games to make students rejuvenated and enjoy the process of studying. Games may add variety to a lesson and increase learners' motivation in utilizing the target language since the learners need a relaxed but focused state for learning. Additionally, flashcards will enable the students" to recall the words that they have learnt and it will make the teaching and learning process more attractive. Some studies about CLT have been done by some researchers such as (Kapurani, 2016) whose research result denotes

that implementation of CLT in teaching directly affects the motivation of students to learn English by creating security based on cooperation and interaction with the teacher or other students. CLT also impacts on accuracy and fluency of language and provides students with vocabulary, language structure, and functions as well as strategies to successfully interact and communicate.

CLT aims at offering learners increased opportunities to utilize the target language efficiently for every day interaction requirements (Littlewood, 2007). Moreover, CLT is an approach to learning English so that learners can interact effectively on daily bases. This approach is quite fundamental to carry out considering that the average Armenian student after learning English for years, still cannot communicate using English. On this vein, CLT has specific peculiarities, the most important pattern of which is the combination of functional and structural aspects language. Functionally, CLT puts more emphasis on the use of language per se, whereas structurally, CLT focuses on language systems or rules, so that in the implementation of CLT, the functional aspects are drawn up more than the structural aspects because the teaching material about language rules is not directly provided, but is only implicit in the language learning procedure.

Benefits of Applying CLT Method in Teaching Vocabulary

The core advantage of Communicative Language teaching is in teaching, learning as well as utilizing language as a communicative tool instead of teaching students a bundle of grammatical rules and fragmentary word usages. With a special focus on the primary role of students as well as the practicability of language, this method enables students to practice language better, promote communicative competence in a variety of activities. Moreover, this method possesses conspicuous benefits, such as emphasizing the cultivation of students' competences and skills to make use of language, underlining students' initiative, motivation and implementation of what they have acquired to practice and encouraging thinking in English instead of Armenian.

Drawbacks of Communicative Language Teaching Method

CLT is relatively new in foreign language teaching and learning and it is based on a considerable number of contemporary linguistic theories. In terms of preparation and sheer professional skill in obtaining information when and how to intervene productively, it requires more commitment, proficiency skills and adaptability from the teacher. Moreover, it does not provide the teacher with the security of the textbook, whilst with more conventional approaches, it is ample for the teacher to pursue the prescription recommended by textbook. Thus, it is desirable for the teacher to select, adapt and invent the materials he / she applies. Additionally, it may impede some obstacles for those students who are taught by other approaches, at least at the initial stages. Finally, it is more challenging to evaluate the performance of students.

Platform Zoom

Zoom is assumed as one of the most frequently used software aimed at web-based web conferencing and mobile meetings. Its applications are omnipresent on diverse platforms, both mobile (smartphone) such as Android and IOS, as well as desktops such as Windows and Macintosh. Moreover, a considerable number of participants with high definition (HD) quality is facilitated through this platform as it endows recording and scheduling features too. Zoom enables users to obtain information from recordings and as well as be able to schedule further activities. Enhancing English Vocabulary Using CLT Method Via Zoom Application as Interactive Learning Media is great opportunity in many instances. For example, it was a great alternative for teaching during the pandemic since the classes were either totally online or hybrid. It goes without saying that the technical issues must be prepared upfront so as not to run into pitfalls such as lagging or losing connectivity during the session. There many controversial views referring the benefits and drawbacks of Zoom platform. One group of instructors state that Zoom lesson can be carried out in a very similar way to the face to face classes, there are variations due to the technologies involved in providing the material, whilst others pinpoint aspects of Zoom's functionality that are unique to synchronous online tool when planning teaching events, delegating tasks for the CLT method. As a synchronous tool for teacher training, Zoom has a quite comprehensive set of features for teaching assets:

1. *Teaching tools*: audio, video, text chat, whiteboard, polls and breakout rooms (external and teacher created)
2. *Audio*: (all can speak if the microphone is unmuted)
3. *Video images* (through webcam): a maximized picture of the speaker and minimized images of all participants. Simultaneous screen sharing (selected or gallery view)
4. *Shared screen to another weblink* such as youtube, quizlet, Voki etc.
5. *The combined creation of text and images* (whiteboard)
6. *Parallel use of audio, video, text chat, and whiteboard possible*
7. *Demonstration of slides and videos*
8. *Automatic recording of sessions* (enabling participants to review)

Therefore, the educators become the chief tenets of the Communicative Language Teaching Approach implementing PowerPoint slides and videos before enrolling learners in the CLT activities. The automatic recording of sessions (if the instructor chooses this option) enables both the teachers and learners to review the lessons. In this connection, the application of Zoom to teach CLT may be taken for experimental learning on the basis of the assumption brought up by some scholars stating that they are more feasible approaches for students with first-hand experience themselves while engaging in the adoption of online strategies for training potential teachers (CaoBahrani, 2011).

Significance of Vocabulary for Language Proficiency

Nowadays, it is widely accepted that vocabulary learning is of vital importance for mastering language proficiency since it stimulates to the advancement of main macro skills such as productive and receptive skills. Vocabulary should be assumed as a cornerstone of language learning for it is the key indicator of communicative competence. In this respect, Harmer (1991) clearly states, “if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. Traditional vocabulary instruction for many teachers presupposes having students look words up in the dictionary, jot down definitions, and make use of words in sentences. Word lists, teacher explanation, discussion, memorization, vocabulary books, and quizzes frequently are used in an effort to support students to learn new words. In contrast to traditional methods of teaching, various types of instructional strategies, approaches, vocabulary building activities and skills proved to be productive in promoting students’ vocabulary. Accordingly, teaching vocabulary should not only encompass teaching specific words but also aims at arming learners with strategies and contemporary tools necessary to enhance their vocabulary knowledge. Therefore, teaching and learning vocabulary in context with innovative advanced technologies and diverse interactive skills foster students’ vocabulary enhancement and reinforcement. However, in a pandemic, the face-to-face learning process is more challenging. Conditioned by this fact, a great amount of educators become more aware of technology, particularly the internet with several platforms (Teams, Zoom, Mulberry....) to boost vocabulary development even in online platform through diverse accessible websites.

Research Questions

The research study aims to target the vocabulary of language learners in the scope of CLT method. Therefore, it will address the following research questions:

- Which are the benefits and drawbacks of integration of CLT method?
- How does Communicative language teaching method stimulate students’ vocabulary development?

The outcomes of the study are foreseen to significantly promote the advancement of the participants’ vocabulary development as well as to facilitate teachers (especially online platform instructors) with more awareness into engaging and interactive activities to stimulate productive skills of ESP learners.

Participants of the Study

The participants of this study are ESP students from the Tourism department currently learning English at National University of Architecture and Construction of Armenia in 2020/21 academic year during Covid-19 pandemic. 40 students were taken as the participants of the study (18 females and 22 males, almost all having b1 level of English under CEFR). Initially two control groups were formed

in each 20 students available to observe the pros and cons of CLT approach –biased classes versus traditional. One group was taught English through CLT method via Zoom application, the other was instructed English on the traditional basis again via Zoom platform. In this vein, the authors of this action research integrated CLT approach and discovered its favorable impact on students to boost their vocabulary development considering the synchronous teaching issues.

Table 1. Students' background information

Variables	Category	N
Gender	Male	18
	Female	22
Level	B1 (Year 1)	35
	A2 (Year 1)	5
Major	Tourism	
	Non-English majors	40
GPA	Higher (3.5-5)	29
	Lower (< 3.5)	11

Research method

The research method comprises a set of procedures and phases that are systematic and structured to gain information or data applied to solution of the given issue. Based on the research problems and objectives, the authors of the very article implement adequate research methods to facilitate data collection and information proceeding the needs of this research activity, particularly the descriptive method with a qualitative approach. Hence, the latter in line with the descriptive method aims at determining the effectiveness of CLT learning strategies in improvement of students' English vocabulary stock.

Data Collection Method

Vocabulary development during the intervention in classroom was analyzed through the observation by the teachers. Teachers' reflection after each lesson in their lesson plans were also examined. After participating in the classroom activities, students were interviewed on their views towards the input of both Communicative Language Teaching and Traditional method on their word stock development. The students were taught by the authors of the current article for 8 weeks with a total of 8 meetings with each session lasting 60 minutes. The interview was carried out on both control groups comprising approximately 20 students from group 1 (traditional classroom) and 20 students from group 2 (CLT classroom). The interview process was conducted orally by means of 4 questions accordingly. (Appendix 2)

The data collection technique was carried out through four stages, namely: *observation step, planning step, action step, and reflection step.*

Observation phase

Observation gives firsthand account of situation under study and combined with other data collecting tools, it endows for a holistic interpretation of the situations which are being under analysis. To this end, the researchers prepared classroom observation check-lists of interview encompassing several general questions on benefits and drawbacks of traditional and CLT classes in order to pick up data to substantiate with the data gained through oral interview.

Planning phase

The researchers have had to plan and prepare teaching and learning materials, upload websites and tools to deliver and notify students.

Action phase

The research team used the lesson plan that had been prepared beforehand and provided understanding and insight into English. In the final step, the learning procedure in the framework of CLT method was evaluated and the results were assumed. Afterwards the students received the learning material and applied CLT (Communicative Language Teaching), the teacher provided a test instrument in the form of an interactive game proceeding the learning material. At this very stage, the teacher only acts as a facilitator when students experience obstacles in learning.

Reflection phase

After conducting learning procedure and applying the CLT (Communicative Language Teaching) method, the teachers collected data, evaluated, and made deductions on the results of implementing CLT in the English learning process.

Schedule and Materials for 8 Sessions

Tabel.1

English language skills.

No	Material	Activity	New Vocabulary words
1 22.10.20	Topic: Tourism Today	Warm-up Picture Matching Group work (break out room) https://quizlet.com/623640274/tourism-today-flash-cards/?new Discussion Description of the picture	Destination <i>Challenge</i> <i>Security</i> <i>Currency</i> <i>Destination</i> <i>Flexible</i> <i>flight attendant</i> <i>resort</i>

2 29.10.2020	Topic: Where in the World?	Ice-breaker PPT Flashcards Storytelling through pictures https://twitter.com/missgeog92/ status/1246478932792217601/photo/1 Discussion	Be located Subtropical Extreme Landscape Scenery attraction
3 06.11.2020	Topic: Putting a Package Together.	Warm-up Video watching https://quizlet.com/623978512/gravity Group work/role play Discussion Follow-up exercises	Package tour Travel agent Direct selling Accommodation Tour operator inclusive
4 13.11.2020	Topic: Inside Tourism / reasons for travel	Warm-up PPT Flashcards Storytelling on current words Recording of the story in https://www. voki.com/site/create	Industry Package holiday Pilgrim Trade fair Reunion Regular trip
5 20.11.2020	Topic: Old and New Tourism	Ice-breaker Pair work Discussion Recording of the own story https://www. voki.com/site/create Listen a minute-Travelling. Brainstorming	Poverty Authentic experience Charter flight High-rise hotel Vegetation ecotourism
6 27.11.2020	Topic: Six Steps to Successful Selling	Warm up PPT Flashcards https://quizlet.com/623977863/test Break out room Discussion	Advantage Awareness Consultant Convince Benefit browse
7 3.12.2020	Topic: Travel Agency Myths and Realities	Warm up Brainstorming Discussion Role play on travel agency myths Follow up exercises	Value Expertise Promotion Cruise
8 10.12.2020	T o p i c : A c t i v i t y C a m p	Ice-breaker Flashcards Discussion Storytelling through pictures https://thrillspire.com/essential-tools- needed-for-campfire-cooking	Multi-activity Residential camp Overseas Application Applicant

Result and Discussions

From the perspective of clarification the instructors initially introduced to all the participants about the initiative of the case study and tried to shed light on whether students possess information on conventional and communicative language teaching methods. Evidently, most of the students are better aware on traditional way of teaching and only 3 of them could give some vague clues on CLT method. The groups embarked the lessons allotted from 22.10.2020–10.12.2020 period.

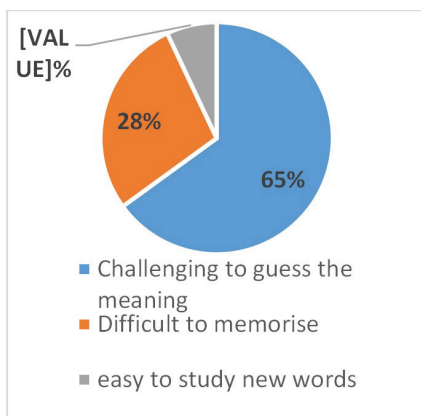
Students Insight into Vocabulary Enrichment from the Standpoint of Traditional Teaching via ZOOM platform

Control Group 1

Previously, teacher integrated traditional method in teaching vocabulary by using word lists and dictionary. In the current classroom the teacher of the group delivers the lesson respectively. By and large teacher tells learners to memorize the words with the definitions but she doesn't introduce feasible training on how to do this. What is more, students are asked to consult dictionary to define the meaning of the words. Afterwards teacher delivers some exercises based greatly on grammar and on a few definitions of the words. In this stage most of the students do the tasks mechanically with the help of dictionary or vocabulary. In fact, it is not effortless for them to remember all the given meanings of words since the focus of vocabulary learning is somewhat neglected.

Learner's Perception of Conventional Method

After 8 meetings students were inquired orally about their perception of traditional method and obtained effectiveness in learning vocabulary. Consequently merely 7% of the learners declared that they have no obstacles both in guessing and in memorizing the words, since this process comes easy to them. However, judging from the pie chart, it becomes crystal clear that most of the students (approximately 65%) faced challenges in guessing and checking the word meanings for it was time-consuming and annoying to look up in the dictionary for all unknown words constantly in order to comprehend the text. Whereas, 28% of the students declared that especially memorizing the word meanings from word lists given by the teacher triggered difficulties for it seemed to be a mechanical performance. Moreover the activities for fixing the words in the context were lacking and most of the drills were based on grammar structures.



From results brought up by students, it can be inferred that vocabulary learning and developing is not easily acquired on the basis of traditional method especially via Zoom platform since it is in line with the previous study which stated that decontextualized teaching causes pitfalls in vocabulary learning since words taught in isolation are generally difficult to memorize. The results of the oral interview is depicted in the pie chart adduced below.

Students Insight into Vocabulary Enrichment from the Standpoint of CLT Method via ZOOM platform

Control Group 2

The teacher greets students cheerfully with open camera and sets up online-friendly atmosphere. Then teacher embarks the lesson with lead-in activity asking students about travelling.

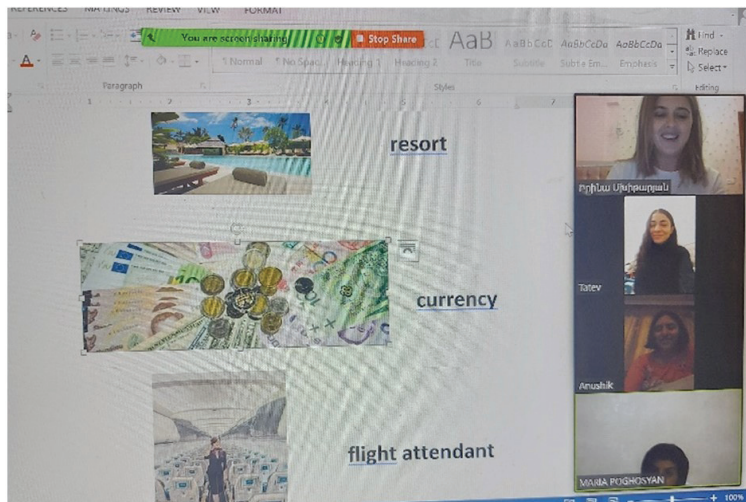
TT. “What countries have you travelled?”

SS. A, “I haven’t travelled yet”. B. “I was in Moscow.”

TT. “What is your favorite way of travelling?”

SS. A. “I like to travel by train”. B. ”I prefer to travel by car.”

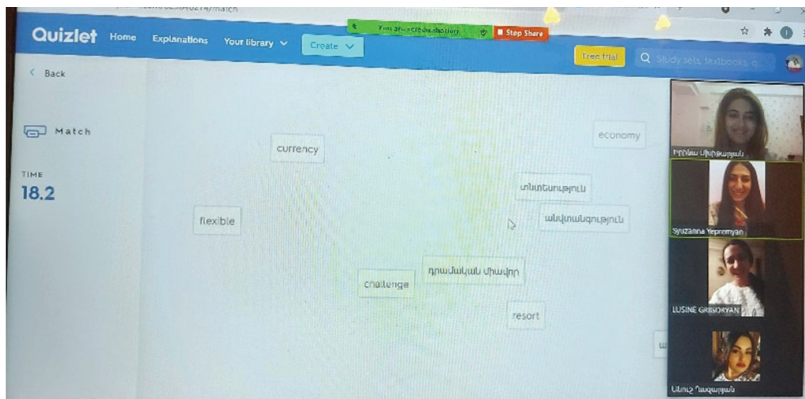
Before moving to the reading passage the instructor applies pre-teaching activity to brainstorm the new words illustrated on the whiteboard of the Zoom shared screen. She prepares the lesson plan according to the required teaching material on “Tourism today” topic. The teacher jots down the new words such as *challenge/security/currency/destination/flexible/flight attendant/resort* on the white board trying to elicit answers from the students. Afterwards instructor teaches the right pronunciation of each word and tries to explain the meanings of the mentioned words by matching them with the corresponding images adduced below. See the screenshot of the class illustrated below.



Hence, the teacher utilizes media such as images of the corresponding words to deliver the material more visually so as the students are able to absorb the lesson easily. The pictures and matching game can be conducive means to explain, to ask questions or to describe the picture more meticulously.

Through CLT method teacher facilitates communication in the online platform

urging students to talk on the illustrated images. This is a great way to fix the new acquired words even if the language skills are not fully complete. The participants then read the corresponding text underlining familiar words they have just learnt. Teacher sets a timer on 5 minutes and asks them to read the text in mind and memorize the logical sequence of sentences. Subsequently teacher uses break out rooms and assigns 10 participants in group A and the other 10 in group B. Each group gets the shuffled text (see Appendix 1) and is to arrange it in order within 7 minutes. During this activity the teacher monitors learners performance by visiting each group and observes the active engagement of each and every member. When the set time is over, each group comes up with their final versions by discussing their rearranged texts. Later teacher shares the screen and invites learners to memorize the given vocabulary through quizlet (<https://quizlet.com/623640274/tourism-today-flash-cards/?new>) where students face diverse sets of activities for final vocabulary reinforcement. See the sample attached below.



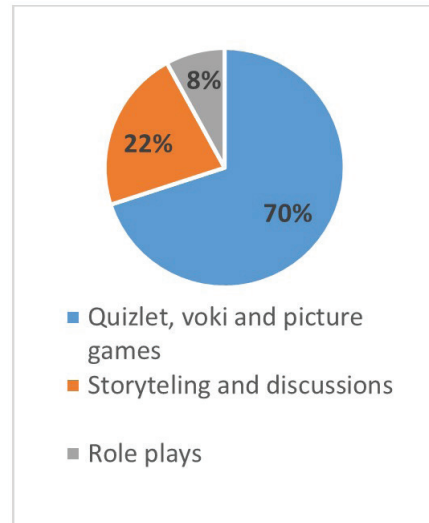
In the next step teacher again uses break out rooms and delegates students to make up dialogues incorporating newly acquired vocabulary and practice them through role plays. Role-plays are meant to create the presence of a real life situation since this strategy gives students an opportunity to practice word stock communicatively in different social contexts and in various social roles. The language applied in this activity is varied according to the character's status, attitudes, mood, and different situations. During the practice, the instructor monitors participants and provides with feedback.

Learner's Perception of CLT Method

The findings of the observation of control group 2 reveal that the teacher has provided learners with various interactive activities whether to be carried out in pair or groups. Additionally, teacher implements strategies of CLT to make students revise and visualize the newly gained words better by using engaging means such as pictures, technological tools, role plays, group work. The teacher also encourages

all students to participate in the activities from the minor to the major tasks by delivering them diversity of activities. It goes without saying that in this way teacher automatically restricts students usage of mother tongue urging them to apply the English language frequently. In this connection, it is worth mentioning that teacher 's role changes into facilitator since she merely monitors the participants performance leaving the most of the load on their charge.

At the end of the allocated sessions it becomes evident from the oral interview, that 70 % of the CLT participants find the implementation of media such as pictures and games quizlet and voki weblinks are perfect tools for developing vocabulary stock since the mentioned means avail the lesson to be more interactive and engaging. Furthermore, 22% of the participants state that memorization of the words has become accessible and real through storytelling and discussions which are fairly effective for fixing the word stock. However, for 8 % roll plays are not favorable and adequate for Zoom platform since they are far valuable and acceptable for face-to-face classes.



CONCLUSION

The results of the action research provide evidence that the effectiveness of CLT method proves to be very multimodal and productive since diverse hands-on activities were constantly employed in the online classroom, particularly ZOOM. Regarding CLT strategies to develop ESP learners' vocabulary stock; pictures, storytelling, pair and group work, discussions and implementation of quizlets and voki weblinks were the most effective ones whilst roll plays were not so highly approved by 2 students out of 20. The findings also show that traditional-biased classes impede challenges for learners to memorize new words, to pronounce them correctly and apply them in real-life situations, yet they lack of having communicative exercises, reinforcing newly obtained vocabulary since their lessons are mostly based on grammar structures. Inferring from the reflection of students and received results it becomes evident that language classes are to be updated and reviewed so as not to neglect vocabulary learning process. In this respect it should be noted that grammar-oriented curriculum should also encompass productive competences which are crucial from communicative standpoint. Hereby, Zoom platform might not be a hindrance for making classes interactive for CLT puts forward solutions to better all the major skills of the English language, particularly vocabulary development.

Limitations

Several limitations to the generalizability of the results have been observed while carrying out this action research. Firstly, this study has been conducted with the freshmen only within the period of 8 weeks with 8 hours. Secondly, the strict curriculum is another limitation which has to be pursued, because vocabulary teaching is latent when grammar is taken into consideration. There is not ample time for vocabulary teaching in our curriculum. The curriculum is mostly grammar-biased, so students are not notified of the significance of vocabulary learning in language learning. Nevertheless, regardless of its limitations, it is believed that the total outcome of this study could be an ongoing process for more thorough and in-depth investigations on teaching vocabulary through CLT method.

Recommendations

- Teachers should apply diverse vocabulary teaching strategies to enable students to learn new words effectively.
- Teachers should realize that being armed with innovative teaching and learning technologies will motivate their students to be actively enrolled in the process of vocabulary learning.
- Teachers should provide learners with more feasible vocabulary learning tips based on their language proficiency and learning style rather than grammar and exam-oriented lesson.
- Teachers should support the students to identify interactive tools for each vocabulary activity.
- Text book and materials developers should assume vocabulary teaching and learning strategies in cooperating with various activities.
- Teachers should be delivered specialized training and more skills for CLT pedagogy proficiency.
- Teachers and students must also be enrolled in communicating and exchanging ideas with each other so that they are motivated together in the teaching and learning procedure.
- CLT-based classrooms must be equipped with the tools required so that learning process goes smoothly.

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APPENDIX 1

Authentic text

Tourism is one of the biggest businesses in the world. There are nearly 800 million international tourist arrivals every year. It employs, directly or indirectly, one in fifteen of all workers worldwide, from A to Z, from airport cleaners to zookeepers, and includes bar staff, flight attendants, tour guides, and resort reps. It is a huge part of the economy of many countries – in countries such as the Bahamas, over 60% of the economy is based on tourism. Tourism is a fast-growing business. When Thomas Cook organized his first excursion from Leicester to Loughborough in 1841, he probably didn't know what he was starting. Key developments in the last 150 years or so have led to the rise of mass tourism. There have been technological developments in transport, in particular the appearance of air travel and charter flights. There have been changes in working practices, with workers getting paid holiday time and working shorter. The tourism industry is affected by many different things: international events, economic change, changes in fashion. New concerns and worries appear every year, for example as people become more worried about security and international terrorism, or as the value of their currency changes. But new destinations and new sources of tourists also seem to emerge every year. Tourism survives. It is a powerful and sometimes dangerous force in the modern world. Tourism creates many good jobs and careers, but it also produces many poor and badly paid jobs. Tourism can help to protect environments and animal life, but it can also damage them. Tourism can save cultures and the local way of life, but it can also destroy them. Tourism can change countries – and people for the better, but it can also change them for the worse. Tourism is one of the biggest industries in the world. It is perhaps also the most important.

Shuffled Text

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Tourism is one of the biggest industries in the world. It is perhaps also the most important. New concerns and worries appear every year, for example as people become more worried about security and international terrorism, or as the value of their currency changes. But new destinations and new sources of tourists also seem to emerge every year.

APPENDIX 2 Interview questions

1. Which are the pros and cons of traditional methods of teaching English vocabulary?
2. Which were the most difficult parts of learning and memorizing English vocabulary through traditional method?
3. Which are the benefits and drawbacks of CLT method of developing English vocabulary?
4. Which means of CLT method were the most effective for developing English vocabulary?

Յողիկ Գրիգորյան

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ՀԱՂՈՐԴԱԿՑՈՒԹՅԱՆ ՎՐԱ ՀԻՄՆՎԱԾ ՈՒՍՈՒՑՈՒՄԸ ՈՐՊԵՍ ԲԱՌԱՊԱՇԱՐԻ ԲԱՐԵԼԱՎՄԱՆ ՄԵԹՈՒԴ ZOOM ՀԱՎԵԼՎԱԾԻ ՄԻՋՈՑՈՎ

(Ճարտարապետության և շինարարության Հայաստանի ազգային համալսարանի օրինակով)

COVID-19 համավարակի բռնկումը ստիպեց աշխարհին միջոցներ ձեռ-

նարկել դրա տարածումը կանխելու համար՝ փակելով հազարավոր համալսարաններ, դպրոցներ ու հաստատություններ: Այնուամենայնիվ տեխնոլոգիական և մանկավարժական միջոցների առաջխաղացման նորագույն փոփոխությունները բավականին արագ հասանելի և ընդունելի դարձան մանկավարժների համար: Այս համատեքստում անգլերեն լեզվի դասավանդման մեջ առաջնային է դառնում հենց բառապաշարի զարգացմանը խթանող ամենաարդյունավետ մեթոդներից մեկը՝ հաղորդակցման վրա հիմնված մեթոդը, որը համաճարակային պայմաններից ելնելով զանգվածային կիրառություն ստացավ Ջուն հարթակում: Տվյալ հոդվածում ուսումնասիրել և համեմատել ենք 2 թիրախային խմբեր. մեկը հիմնված ավանդական մեթոդի կիրառման վրա, իսկ մյուսը՝ հաղորդակցման: Քննարկումների և որակական մեթոդից ստավցած արդյունքում պարզել ենք, որ հաղորդակցման վրա հիմնված մոտեցումն ամենաարդյունավետն է և լավագույնս խթանում է անգլերենի բառապաշարի առավել դյուրին յուրացմանը և ամրացմանը, քանի որ այն պարունակում է զանազան ինտերակտիվ վարժանքներ:

Հիմնաբառեր. հաղորդակցության վրա հիմնված ուսուցման մեթոդ, տարատեսակ վարժանքներ, Ջուն հարթակ, բառապաշար զարգացնելու հմտություններ:

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КОММУНИКАТИВНОЕ ОБУЧЕНИЕ КАК МЕТОД РАЗВИТИЯ ЛЕКСИКИ ЧЕРЕЗ ПРИЛОЖЕНИЕ ZOOM

(на примере армянского национального университета архитектуры и строительства)

Вспышка эпидемии COVID-19 заставила весь мир принять меры по предотвращению его распространения, закрыв тысячи университетов, школ и учреждений. Однако новейшие перемены в продвижении технологических и педагогических средств довольно быстро стали доступными и приемлемыми для преподавателей. В этом контексте в преподавании лексики английского

языка первоочередным становится один из самых эффективных методов, стимулирующих развитие именно лексики, – метод, основанный на коммуникации, который получил массовое применение на платформе ZOOM, исходя из эпидемиологической ситуации. В настоящей статье мы исследовали и сопоставили две целевые группы: одну, основанную на применении традиционного метода, а другую – на применении коммуникативного. В результате обсуждений и анализа данных мы выяснили, что подход, основанный на коммуникации, является самым эффективным и наилучшим образом стимулирует более легкое усвоение и закрепление лексики английского языка, поскольку он содержит различные интерактивные упражнения.

Ключевые слова: метод преподавания, основанный на коммуникации, различные упражнения, платформа ZOOM, навыки развития лексики.

Հոդվածը խմբագրություն է ներկայացվել 2021թ. սեպտեմբերի 30-ին:

Հոդվածը հանձնվել է գրախոսման 2021թ. հոկտեմբերի 11-ին:

Հոդվածն ընդունվել է տպագրության 2021թ. հոկտեմբերի 15-ին: