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## **Contemporary Trends in Language Teaching**

### **Methods**

The aim of the article is to show how Lexicology contributes to present-day methods of language teaching. First, however, it is necessary to offer a few general thoughts on language learning and, in particular, student motivation. We take it for granted that a typical lesson is divided into

- Presentation of language
- Controlled practice
- Free practice.

Recent approaches to language learning and teaching stress the importance of cooperation among learners as a motivating factor, the involvement and development of the student, that is the more fully he is involved in some activity,

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the more the student benefits from it.

So, if the presentation stage includes the following elements: lead-in, elicitation, explanation, accurate reproduction and immediate creativity, the system of exercises to elicit the students knowledge of the subject comes to the fore. It is important both a) because the students differ not only in their interests but also in their language needs and the teacher should be very well aware of their requirements; b) and because the students involvement in this activity motivates them from the very start of the lesson.

Another way to increase the students motivation is the activity to take the vocabulary into long-term memory at the practice stage of personalization and oral interactions. It helps to bridge the gap between language study and language use, it is a valuable means of extending the communicative skills in the classroom.

The approach to present the vocabulary as a system helps the students to increase their English vocabulary as they learn not only the meaning of words but also how they are used. We come from the assumption that a word exists in the language on three levels: on the syntagmatical level where the meaning (the semantic structure) is analyzed in its linear relationships with neighbouring words in connected speech (words are observed, described and studied in their typical contexts); on the paradigmatic level when the vocabulary is presented in its relationships with other words on the principles of thematic groups, related in meaning, of similarity or contiguity; of different stylistic characteristics and so on; on the derivational level which includes the study of word-building capacity of the core word.

The students organize the new vocabulary in tables and diagrams (word-trees, word-forks, bubble-networks) and the teacher helps the students to make this activity a habit by introducing the following exercises:

**1. complete this word-map:**

(words may be added as the student comes across them)

**2. what word do you think should go in the middle of the diagram:**



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point of view we compare the dictionary articles of the word "new" from a dictionary and our attempt to gather the most potent words and phrases used in advertising when the words are used as tools to persuade and motivate an audience (there are more than 50 words and expressions but we shall cite only some of them).

**fr. Longman Language Activator**

New – modern  
advanced  
in good condition

- 1) brand new, fresh – describing s/th that has just been made;
- 2) fresh, okay /ok/ alright – of describing food;
- 3) brand, recent, latest, be just out, be hot off the press – of describing s/th such as a book;
- 4) new, young – of describing organizations, government;
- 5) new, newly discovered – of describing s/th that has just been discovered;
- 6) new, new-found / newfound – of describing experiences;
- 7) new, novelty, fresh, innovative, original, innovation, revolutionary, pioneering, novel, be in its infancy – of describing new ideas and ways of doing things;
- 8) new, new arrival, fresh, stranger, new comer, be new to – of describing someone who has recently arrived.

Derivations:

newborn  
newcomer  
newly / discovered  
newlyweds

Now let's compare with thematic field of "new" for advertising purposes, we shall illustrate only some of them: New: advanced, contemporary, innovative, the latest, state-of-the-art, groundbreaking, trailblazing, brand new, bold new, remarkable new, revolutionary, modern, ultramodern, up-to-date, up-to-the-minute, high-tech, sophisticated, scientifically developed, current, latest technology, futuristic, 21<sup>st</sup> century, today's \_ , keeps pace with ... , something new and exciting, makes the \_ obsolete, an exciting new way to ... , space age, the first and only, a revolution in \_ , a breakthrough in \_ , the successors to \_ , right out of tomorrow, a whole new word of \_ , a radical departure, a novel approach, unprecedented, adds a new dimension to \_ , the world's first \_ , for tomorrow's business needs, now and new, computer technology, technological advanced, second generation \_ , topical, the \_ of the future, new horizons, the new look in \_ and so on.

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Another resource increasing the student motivation concerns the stage of "free" practice. So, we shall speak here about "feed-back". In spite of all the progress that has been made in language research, we still do not know how to assess the students knowledge outside the classroom. Role-playing, case-study and project work provide an opportunity for informal learning. The benefit for the student is clear: he or she is working on a topic of interest and is using the language for a specific purpose with a particular aim in mind.

It is this sense of personal involvement that gives the impetus to these activities.

For the students, the motivation comes from within not from without. They themselves decide what they will do and how they will do it, and this includes not only the content of the activity, but also the language requirements. As D.L. Fried-Booth states students become responsible for their own learning, they select and devise the tasks and vocabulary they need, as this activity is student-centered rather than teacher-directed.

It goes without saying that the organization and monitoring create extra work for a teacher, it requires an additional commitment, but on the other hand role-playing, case-study and project-work have the immense benefit both to students and teachers.

We would like to demonstrate here how we organized the role-playing based on the topic "Relationships". The role-playing must be of interest to the students and coincide with their own experiences. The procedure includes a) linguistic preparation (students need to know how to interrupt politely, how to disagree, how to ask for clarification etc.); b) introduction and practice the language they will need; c) situational and cultural preparation (the English way of doing things, cross-cultural differences); d) factual preparation. The teacher must take into account the abilities and personalities of the students. He/she must be as unobtrusive as possible and his/her role is to listen for errors which can be worked on later in the follow-up stage.

The name of the role-playing was "The problems of parents and teen-agers". It was a meeting.

First it was necessary to recognize and define problems and elicit the vocabulary. The problems were: 1) "the lack of pocket money"; 2) "the parents are against my marriage"; 3) "my parents do not like the music I listen to"; 4) "my parents are against my friends in the house".

The vocabulary elicitation included expressions of likes and dislikes: like, fancy, love, adore, worship; dislike can't stand, turn off, hate, repel; respect, look up

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to, admire, look down on, despise; and phrases and idioms for relationships: get on well with each other; not to see eye to eye; fall out with somebody; break up, split up, have an affair, make up. The group was divided into "teen-agers", "parents" and "psychologists". We listened to two points of view on the same problem. Besides everybody who wanted expressed their opinions on the problem and offered solutions. The task of "psychologists" was to generate solutions and offer advice if possible. In general role-playing is closely connected with the strategy of problem-solving, that is recognizing the problem, defining it, generating solutions, evaluating options and taking a decision.

In conclusion we would like to stress that the students motivation begins with their personal investment in the work. This motivation is sustained and increased as the work progresses. It leads to tangible results which they themselves have created.

### **Literature and Dictionaries.**

1. Arnold I.V. The English Word. – M., 1986.
2. English Vocabulary in Use (upper-intermediate and advanced) by M. McCarthy and F. O'Dell. Cambridge University Press.
3. Project Work by D.L. Fried-Booth. Oxford University Press.
4. Longman Language Activator (dictionary).