

## MODERN TRENDS IN THE METHODOLOGY OF TEACHING ENGLISH AS A SECOND LANGUAGE

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*Некоторые методисты называют XXI век «эпохой постметодов»: большинство методик в преподавания английского языка уже опробованы, и трудно придумать новые, но учителя – это люди, которые постоянно ищут эффективные способы преподавания, благодаря которым появляются ответвления от уже известных методов.*

**Ключевые слова:** методология, подход, обучение на основе задач, предметно-языковое интегрированное обучение, «перевернутый класс».

*Some methodologists call the XXI century «Postmethods Era»: most of the techniques in the methodology of teaching English have already been tested, and it is difficult to come up with new ones, but teachers are people who are constantly searching for effective ways of teaching, thanks to which there are branches of already known methods.*

**Keywords:** methodology, approach, task based learning, CLIL (Content and Language Integrated Learning), flipped classroom.

When it comes to general trends in modern methodology, we can distinguish the ones that can be considerate fundamental:

1. Needs analyses or in other words Individual approach to students (the method adapts to the student, and not vice versa);

Needs analysis will help teachers carefully work out the weak points and identify the needs of the student in learning English. You can fill out the questionnaire together with the student in the trial lesson, or you can invite him to answer the questions yourself.

The questionnaire can contain approximately 10-16 questions that cover all aspects. The student evaluates their skills: speaking, vocabulary, grammar, reading, listening, and writing. Determines what a priority is for him and what exactly he lacks for successful communication in English.

Needs analysis allows you to prioritize, identify weaknesses, and focus only on the most important things.

## 2. Student-centered lessons;

In a student-centered class, students don't depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They don't ignore each other, but look at each other and communicate with each other. They value each other's contributions; they cooperate, learn from each other, and help each other. When in difficulty or in doubt, they do ask the teacher for help or advice but only after they have tried to solve the problem among themselves. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills.

If students are introduced to topics that interest them, they're more likely to be motivated. But of course not everybody is equally interested in the same topics. Topics like Vacations, Food, Entertainment, and Relationships tend to interest most students, but topics like Art, Literature, Sports, and Cars may not interest some students. Knitting, Astronomy, Gardening, and Swimming probably won't interest many students – although someone may have a passion for such a topic and want to share it with everyone.

3. Use of online resources in training (training videos, web exercises and tests, online learning platforms);

4. Globalization and the ability to use networking for the practice of oral and written speech (social networks, communication platforms, online language exchange);

5. Implementation of creative tasks using technologies (web collages, projects, web quests, recording audio and video monologues);

6. Opting for authentic materials for discussion, reading, and viewing.

Although the communicative approach is relevant, its modifications and new approaches in the methodology have appeared. Here are the most popular of them:

### **Task based learning**

The theoretical foundations were laid by: Peter Skehan, Rob Ellis, Jane Willis and others.

#### *Basic principles:*

TBL is an offshoot of the communication method, in which students perform authentic tasks;

Use of materials and exercises that students perform in everyday life;

Completing a task includes: Task > Planning > Report. Students are required to talk about how they performed the task and what results they achieved. For example, they make a presentation for the entire class – this is one of the differences from the traditional PPP (presentation, practice, production) method.

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### **CLIL (Content and Language Integrated Learning)**

Known since 1994, but gained popularity since the middle of 2000. The term was coined by David Marsh.

*Basic principles:*

Other subjects are taught through English, i.e. we learn not only the language, but also the content. We acquire knowledge and learn the language;

The content should be easy to understand and accompanied by visual supports (illustrations, graphs, diagrams);

All speech activities are integrated, but the language does not adapt depending on the level.

*Disadvantages:*

– lack of material and qualified teachers.

### **Dogme ELT**

Appeared in 2001. The theoretical foundations were laid by Scott Thornbury.

*Basic principles:*

«Freedom» from textbooks and lesson plans: the key structures of the language are not prepared by the teacher in advance, but «pop up» in the educational process. At the same time, the lesson can be completely unpredictable for the teacher;

Content is created by students (dialogues, audio and video recordings);

Everything that happens in the classroom, including the materials, is directly related to the life of students.

*Disadvantages:*

It requires the teacher to be flexible, switch quickly, and have a lot of experience.

It is not suitable for preparing for specialized courses, such as exams, and is used for elementary levels.