
ՄԱՆԿԱՎԱՐԺՈՒԹՅՈՒՆ ԵՎ ՄԵԹՈԴԻԿԱ

ԾՈՎԻՆԱՐ ՇԱՀԻՐՅԱՆ

Խաչատուր Աբովյանի անվան ՀՊՄՀ
օտար լեզուների դասավանդման մեթոդիկայի ամբիոնի դոցենտ,
մանկավարժական գիտությունների թեկնածու

ՄԵՏԱՔՍՅԱ ԹԱՂԵՎՈՍՅԱՆ,

ԱՐԵՎԻԿ ՄԱՂՈՅԱՆ

Խաչատուր Աբովյանի անվան ՀՊՄՀ օտար լեզուների
դասավանդման մեթոդիկայի ամբիոնի մագիստրոսներ

ՀՏՂ 373.3:811.19:004

ՀՀ ՀԻՄՆԱԿԱՆ ԴՊՐՈՑԻ ՏԱՐԲԱԿԱՆ ԴԱՍԱՐԱՆՆԵՐՈՒՄ

**ԲԱՌԱՊԱՇԱՐԻ ՈՒՍՈՒՑՈՒՄ/ՈՒՍՈՒՄՆԱԾՈՒԹՅՈՒՆԸ ՆՈՐԱԳՈՒՅՆ
ՏԵԽՆՈԼՈԳԻԱՆԵՐԻ ԿԻՐԱՌՄԱՆ ՄԻՋՈՑՈՎ**

Բանալի բառեր. հիմնական թեմա, մուլտիմեդիա տեխնոլոգիա, տեսողական և անիմացիոն ազդեցություններ, տեղեկատվական և հաղորդակցական տեխնոլոգիաներ, փոխադարձ հարաբերություններ, ուսումնական միջավայր, մոտիվացիա, համագործակցություն, հիշելու կարողություն:

Ключевые слова: основной предмет, мультимедийные технологии, визуальные и анимационные эффекты, информационные и коммуникационные технологии, взаимные отношения, среда обучения, мотивация, сотрудничество, способность запоминания.

Key words: key subject; multimedia technology; visual and animation effects; information and communication technologies; mutual relationship; learning environment; motivation; collaboration; retention.

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change.

At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education. It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. Technological innovations have gone hand - in -hand with the growth of English and are changing the way in which we communicate.

The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results.

It is undeniable that vocabulary plays an important role in mastering a foreign language. Vocabulary is an important element in second language acquisition. By having rich vocabulary, students can improve their listening, speaking, reading and writing abilities; not only in the way they comprehend but also in the way they produce language. It is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises.

Vocabulary is an essential component for successful communication in the second language classroom. While grammar is important, a lack of vocabulary may result in complete failure to convey a message. Vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Wilkins rightly says, “Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed”. Therefore the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way.

The main aim of this article is to show what modern technologies are predominantly used in vocabulary teaching and learning and in what way. When we come across a word and try to understand its meaning we will have to look at the context in which it is used. In the past, students were usually presented with reading texts or text books when they studied vocabulary. The development of information and communication technologies (ICT) through teaching and studying activities become more varied, especially when dealing with vocabulary. According to Dudeney and Young the use of technology as a tool

to develop the different language skills has received great attention, so that teachers are frequently exposed to new materials.¹

ICT is known to be the best source to any conventional classroom, especially when used properly and could be a useful thing to the foreign language to increase the vocabulary use in the classroom. We can state that the Internet is a tool which has great potential in the language classroom, but its effectiveness in practice depends to a large extent on the way it is exploited by teachers and students.

Lanni points out that these resources let teachers to make everything noticeable as well as more comprehensible that helps in analyzing and organizing information, therefore allowing students to get in touch with different types of media, texts, styles, and registers, which in turn improves vocabulary and language understanding.²

Most research on vocabulary acquisition and CALL (Computer Assisted Language Learning) has focused on the effects of multimedia glosses, and the same is true for reading comprehension, since vocabulary and reading are closely and mutually related. This mutual relationship accounts for the fact that many research studies on vocabulary development and CALL also examine reading comprehension, and vice versa. One example of the effect of multimedia glosses for vocabulary development were carried out by Chun and Plass who presented the positive results of three studies with students in their second year of German who used Cyberbuch, a multimedia application offering different types of annotations (picture, text, video). The goals of this study included the exploration of incidental vocabulary learning and the examination of the effectiveness of multimedia annotations on vocabulary acquisition. The results of the mentioned case study supported previous research on the effectiveness of different types of

¹ Dudeney G., (2000). The Internet and the Language Classroom (Vol. X). Cambridge: Cambridge University Press, p. 12

² Lanni Daniela. (2005). The Rationale: ICT in Language Teaching in 6 Points. <http://www.Itiscannizzaro.net/lanni/articles/rationale.htm>. Retrieved on January 29th, pp. 5-6

annotations according to which visual imagery was found to help in learning and retention of new foreign words and structures. ³

Moreover, visual multimedia advance organizers were found to help not only recalling new words and structures, but also act as facilitators of reading comprehension, which stresses the close relationship between vocabulary and reading. Text + picture annotations produced the best results in the recall protocol focusing on reading comprehension. Multimedia is not used only for glossing texts. Multimedia is a central component of good computer-assisted skill-building software. ⁴

Other research that focused on vocabulary development with technology argued for the increased effectiveness of multimedia-enhanced electronic dictionaries designed specifically for English language learners, and which have several built-in aids that their book counterparts cannot provide (e.g. the Longman Interactive English Dictionary, the Oxford Picture Dictionary Interactive, etc.)⁵

Current applications of information technology in educational contexts express approval that new technology-based models of teaching and learning have the potential to bloom all through educational outcomes. Technology-based innovations provide particular challenges and opportunities via the trustworthy adoption of Information Communication Technologies (ICTs) and CALL applications whereby technology can be used to improve the learning environment for teachers and students simply because the goal is to create learning environments where students are actively engaged in the learning process. Nowadays, theories of learning highlight the significance of engaging students in the learning process and lately different technologies has been

³ Chun D. and Plass J., (1996). Effects of Multimedia Annotations on Vocabulary Acquisition. The Modern Language Journal, 80 (ii), University of Pittsburgh, Blackwell Publishing Ltd, pp. 183-185

⁴ 12 Chun D. and Plass J., (1996). Facilitating Reading Comprehension with Multimedia System, 24 (4), Great Britain, Pergamon, pp. 503-519

⁵ Butler-Pascoe M. E. and Wiburg K. M., (2003). Technology and Teaching English Language Learners, Belgrade, Pearson Education, Inc., pp. 126-127

designed to support active engagement in learning. One such technology is the Interactive White Board (IWB).

The value of the IWB is that it improves conversation. Becta study claims that foreign language teachers realize that the Interactive White Board can aid certain kinds of conversations and all pupils in the classroom may focus on the same point at the same time and conversation may then appear from that. When the teacher is navigating from one item to another, he or she looks at and interacts with the class. The teacher can concentrate on the student's language production. The teacher can sit and participate with the students, when reading, discussing, interacting with each other. When new vocabulary is required, the teacher can type the new word into the keyboard, and then it will be showed on the board in an atmosphere of flexibility, and accessibility, captivating students' attention, engagement, and motivation. Just by writing the new word onto the board, the conversation may start effectively. The students do not need to note down the word forthwith. By the end of the lesson, the reinforcement of the vocabulary can be done through demonstrating, underlying or circling. It can then be printed for the students and kept for the teacher. ⁶

The second suggestion of using an IWB in EFL classroom is because it delivers an authentic presentation of language. Campbell states that the IWB supports in presenting linguistic elements. The teacher can prepare a lesson in a Notebook file or Word Document, with the benefit of using the features of the Interactive Whiteboard by overwriting, highlighting or circling the items that he wants to underline.⁷

The IWB is an important support for language learning. Firstly, it gives a bridge that permits using the features of computers without interrupting communication. Secondly, it may develop new kinds of learning processes to captivate pupils' engagement, motivation, collaboration, retention as major psycho-pedagogical factors that promote the process of a successful language teaching and learning process.

⁶ Becta (2007). The Impact of ICT in Schools - A landscape review. Retrieved 18 December, 2009, from http://www.pedagogy.ir/images/pdf/impact_ict_schools.Pdf, p. 21

⁷ Campbell C., & Martin D., (2010). Interactive Whiteboards and the First Year Experience. Integrating IWBs into pre-service teacher education. Australian Journal of Teacher Education, Australia, Edith Cowan University, p. 6

The interactive board is an ideal device to teach vocabulary. Teachers do not need to bring any posters or pictures or any other visual materials. Everything can be brought to the lesson on a flash disc.

This presentation called “Shopping” can serve as an example of various kinds of exercises that can be used when teaching vocabulary. The first slide can be used as a motivation. A well known activity called “Hangman” encourages the pupils to find out what the lesson is going to be about.

The teacher can work with the whole class or divide the pupils into groups who try to win a point. The teacher moves the correct letter in its place in the line whenever the pupils’ tip is correct. The letters can also make sounds so that the pupils can hear the right pronunciation. The teacher holds a pen and writes a line in the picture whenever the letter is not correct. The second slide reveals the topic and encourages the pupils to think and talk about their own experience and knowledge.



The third slide easily checks or improves the pupils’ knowledge of the vocabulary. They move the squares with names of the shops to the right pictures. In this slide, the sentences are hidden behind “the screen shade” so that they are revealed one by one. The class can be divided into groups again and the groups win a point when they know the answer.



Any other kinds of shops?

You can buy toys in a ...

You can buy soap, toothpaste and perfumes in a ...

You can buy nails, hammers, brushes, ... in a ...

You can buy books in a ...

You can buy CD's in a ...

In this shop you can buy cheap second hand clothes, books and other things and you help to the charity...

In the forth slide the already known pictures are used again but one of them is hidden under the white rectangle. The pupils try to guess which one is missing. The teachers can play this game any times they wish and the pupils fix the vocabulary in a pleasant way. The next slide is similar to number four. Pupils have to read short descriptions and decide what kind of shop the particular sentence describes. Pupils can e.g. write their guesses on little pieces of paper and compete with the classmate. The one, who knows the correct answer, takes the piece of paper of the other one. The winner is the one with more pieces of paper.



The aim of this slide is to place the words in correct places.



Pupils practice body vocabulary and try to find the mistakes which were made by replacing the words under a correct picture.



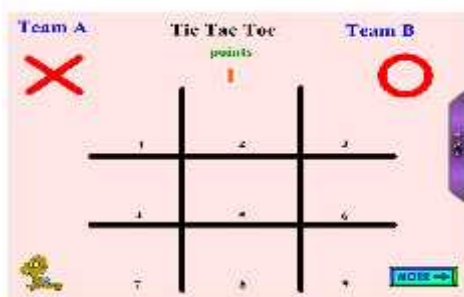
Wordsearch – pupils are supposed to find the body words in all eight directions. They practice spelling. After the pupils complete the task they click on a “Click me for the answer” button and they see the correct answers .



The aim of this slide is to learn a body rhyme. First pupils try to read it and replace the pictures with words. After the reading practice they may learn it either in groups, pairs, individually or as a whole class.



Pupils may practice vocabulary by playing a well known game called Tic Tac Toe. This activity is also mentioned in the theoretical part and is supposed to be a type of a short activity which may be used in any lessons either to practice the language features or to have fun with the language. Teacher either uses flashcards or pupils translate words. For each correct answer they get either a cross or a naught and place them in a place they choose. The aim is to have three of their signs either in diagonal or vertical direction. The IWB offers the possibility of saving objects for further use so anytime a teacher thinks that she or he has time for a Tic Tac Toe places a grid from her or his gallery into a slide and pupils can enjoy the game.



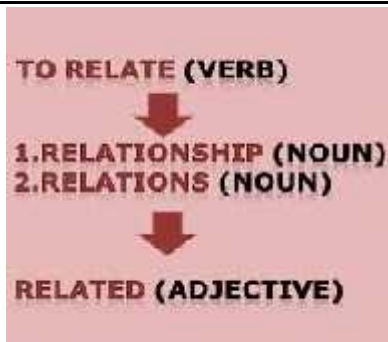
This activity is for all the students to check their knowledge of clothes words. They come to the IWB, roll the dice and name a picture according to the numbers on them.



The teachers can also use computer resources for developing vocabulary skills.

Teacher may provide students with some words at the form of nouns, and students are asked to give the adjectives or adverbs of those words.

This exercise helps students learn different forms of each word such as noun, verb, adverb, adjective, etc., therefore, students can remember more words that share the same meanings but have different functions and usages.



This strategy is an excellent way to help students to visualize new words. It includes the following elements:

- vocabulary term
- phonetic spelling
- brief description
- linking word
- cartoon
- sentence that uses the vocabulary term. ⁸

Here is another fun vocabulary review game for a big or small class. Students gain listening practice and word meaning practice.

1. your vocabulary list all over the board. Don't write them in rows or columns, but all over the board so students need to find them.
- 2.Next, set up your class into 2 teams.
- 3.Call 1 student from each team to the front of the board. Then, when they are ready, say a clue about one of the words on the boards. "It is red and it's a fruit" Say it 2-3 times depending on class level.
- 4.The student who says the word "apple" the teacher is describing first wins a point for their team.
- 5.The winner of the game may sit, but the loser must stay and keep playing.
- 6.Choose another team member of the winning team to come up. Say a clue about another word...etc.
- 7.The game ends when everyone on the teams has had one or more chances to play. Count up the team points and declare a winner. ⁹

⁸https://is.muni.cz/th/ue6sl/interactive_whiteboard_in_teaching_english_to_young_learners.pdf?so=nx

In recent years, the usage of new information technologies in schools has been raised increasingly. Since the main goal of teaching foreign languages is the formation and development of a communicative culture of schoolchildren, the training of practical mastering a foreign language, the use of computer technology, Internet resources is the best approach in teaching. ICT becomes an integral tool in increasing students' interest and developing visual-figurative thinking. Everyone understood that the use of ICT in the learning process has the potential to activate cognitive, intellectual and independent activities of students. Information technology makes it is possible to change significantly the forms and methods of academic work.

The digital age has changed the conditions of life, formation and education. Everything changes around, and accordingly, the attitude towards learning must change.

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**ՀՀ հիմնական դպրոցի տարրական դասարաններում բառապաշարի
ուսուցումն/ուսումնառությունը նորագույն տեխնոլոգիաների
կիրառման միջոցով
Ամփոփում**

Սույն հոդվածը նվիրված է նորագույն տեխնոլոգիաների կիրառման միջոցով անգլերենի բառապաշարի ուսուցմանը հայկական դպրոցների տարրական դասարաններում: Վերջին տարիներին շատ ավելի հաճախ է բարձրացվում դպրոցում նոր ինֆորմացիոն տեխնոլոգիաների օգտագործման հարցը: Անգլերեն լեզվի դասավանդման գործընթացում, ուսուցանող համակարգչային ծրագրերի աշխատանքային ձևերից է բառապաշարի ուսուցումը: Որպես տեղեկատվական համակարգ, համացանցն իր օգտատերերին առաջարկում է ինֆորմացիայի և աղբյուրների հսկայական տեսականի: Բառապաշարի հարստացման համար շատ արդյունավետ է դասարանում օգտագործել էլեկտրոնային

⁹ <https://www.englishintaiwan.com/english-hub/lesson-plans/vocabulary-whiteboard-game-for-meanings>

գրատախտակ, որը մատուցվող նյութը ավելի հստակ, հետաքրքիր և ցայտուն է դարձնում:

Շ. Ձ. Տաիրյան, Մ. Դադեոսյան, Ա. Մադոյան
Обучение английскому произношению в начальных классах
основной школы в РА

Резюме

Статья посвящена проблемам развития английского словарного запаса с использованием новейших технологий, в начальных классах армянских основных школ. В последние годы вопрос об использовании новых информационных технологий в школе очень актуален. Одним из рабочих видов преподавания английского языка является преподавание лексики. В качестве информационной системы Интернет предлагает своим пользователям широкий спектр информации и ресурсов. Для обогащения словарного запаса, очень эффективно использовать в классе электронную доску, которая делает материал более доступным, интересным и наглядным.