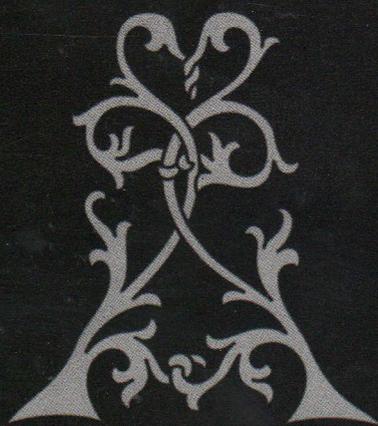


2018

№8



# *Filologiya* masalalari

**AZƏRBAYCAN MİLLİ ELMLƏR AKADEMİYASI**  
**M. FÜZULİ adına ƏLYAZMALAR İNSTİTUTU**

---

# **FİLOLOGİYA**

# **MƏSƏLƏLƏRİ**

## **№ 8**

*Toplu Azərbaycan Respublikası Prezidenti yanında  
Ali Attestasiya Komissiyası tərəfindən rəsmi qeydiyyat-  
ta alınmışdır (Filologiya elmləri bölməsi, №13).*

*Azərbaycan Respublikası Ədliyyə Nazirliyi Mətbu  
nəşrlərin reyestrinə daxil edilmişdir. Reyestr №3222.*

**«Elm və təhsil»**  
**Bakı – 2018**

JAFAR SALIMOV  
Azerbaijan State Pedagogical University (Quba branch)  
[cafar.salimov@icloud.com](mailto:cafar.salimov@icloud.com)

VALIDA KARIMOVA  
Khazar University  
[vkerimova@khazar.org](mailto:vkerimova@khazar.org)

### APPROACHES, METHODS, PROCEDURES AND TECHNIQUES OF ENGLISH LANGUAGE TEACHING AND LEARNING

**Açar sözlər:** uşaqların yönləndirilməsi, şagirdlərin öyrənməsinə təsirlər, öyrənmə mühiti, məqsəd nəzəriyyəsi, ibtidai siniflərdə İngilis dilinin öyrədilməsi, məqsədlərin əldə edilməsi, sinif quruluşu.

**Keywords:** children's orientation, influences on pupils learning, the learning environment, goal theory, teaching English in primary classes, achievement goals, classroom structure.

**Ключевые слова:** детская ориентация, влияние на обучение ученика, учебная среда, теория цели, преподавание английского языка в начальных классах, цели достижения, структура аудитории.

Although English is not the language with the largest number of native or first language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language. Many people living in the European Union, for example, frequently operate in English as well as their own languages and the economic and cultural influence of the United States has led to increasing English use in many areas of the globe. Whatever, the spread of English across the globe and whatever its overlap with other languages, there has been an intriguing debate over the years as to how many people speak English as either a 'first' or a 'second' language. Estimates of speaker numbers are somewhat variable. For example, Braj Kachru (1985) [1] suggested between 320-380 million people spoke English as a first language, anywhere between 250-350 million as a second language. On the other hand David Crystal (1995 and 1997) [3] takes 75 territories where English holds a special place and calculates around 377 million first language speakers of English and only 98 million speakers of English as a second language. However, he points out that it would be easy to get nearer a total of 350 million for second language speakers if we were able to calculate how many speakers of English as a

second language there were in, say, Canada or Australia, or in countries like Pakistan or Nigeria.

There is a number of interlocking reasons for the popularity of English as a lingua franca. Many of these are historical, but they also include economic and cultural factors which have influenced and sustained the spread of the language: a colonial history, economics, travel, information exchange, popular culture. There are many views of English in the world and what it is doing and has done. Perhaps the first thing to say is that English is one of the many languages in the world battling it out for the position. There are some doubts as to its future status, but even in the present, it is worth countering the idea that it is an all-embracing world language. Language is an intensely political issue since it is bound up with identity and power. Because of its lingua franca status, English sometimes finds itself in conflict with more local languages, such as Welsh in Wales or French in parts of French-speaking Canada.

Many people worry about what English means for the cultures; it comes into contact with seeing its teaching as a form of cultural imperialism. Alistair Pennycook draws our attention to the views of many people who have seen English as a way of promoting their own culture and to the interrelationship of English and colonialism. The view that learners of English are victims of linguistic and cultural imperialism is not shared by everyone. Most English language teaching in the world is not carried out by native speakers, but despite this, English language teaching methodology – especially that imported directly from English-speaking traditions – may not fit comfortably with the local educational culture in certain parts of the world, just as the contents of language teaching materials need looking at carefully for the cultural messages they may convey.

Many people learn English because they have moved into a target-language community and they need to be able to operate successfully within that community. A target-language community is a place where English is the national language - e.g. Britain, Canada, New Zealand, etc - or where it is one of the main languages of culture and commerce - e.g. India, Pakistan, Nigeria.

An enormous growth area in English language teaching has been the area of Business English because many students perceive a need for the kind of language which will allow them to operate in the world of English-medium commerce. Once again there are specific vocabulary and language events which are unlikely to appear in a general English course, but which are vitally important for business students. So, teachers find themselves training classes in such procedures as the art of negotiating, the correct use of phones and e-mail, or the reading of business reports.

Teaching may be defined as the stimulating learning. Learning is an active process carried out by doing researches. Teaching-learning process method may be considered as a structural-functional component of the Teacher-Student activity. Teacher and Learner are interrelated. This interrelation is carried out through methods.

The main function of a teacher is to help pupils to learn, namely:

- ✓ the teacher organizes their learning;
- ✓ the instructs and educates pupils;
- ✓ provides the evaluation and checking pupils' learning

The main function of a learner lies in the very process of language learning.

It implies:

- ✓ the acquisition of knowledge about a linguistic or language item the pupil is to learn;
- ✓ drill and transformation or the process of manipulating knowledge to make fit new tasks, new situations to form habits;
- ✓ making use of what he/she learns in the act of communication developing language skills.

Therefore, the teacher stimulates learning and pupils are involved in the process of learning. In the teaching-learning process, consequently, learning is more vital and the learner's role in the classroom should be more active than the teachers'. In 1967 a new curriculum for ten years school was adopted [11]. The new Educational teaching system was adopted by many countries of the world except the Soviet Union. It is already 7 years our independent Republic has adopted the new curriculum. It is called the national curriculum. The seven years experiments show that the new curriculum gives much more knowledge to pupils than the traditional educational system. *What is curriculum?* – A school like any other educational institution has a curriculum which states the subject to be studied the number of hours (periods) allotted to the study of each subject in which the subjects are introduced according to the curriculum. The syllabus is the main document which lays down the aims and content of teaching subjects. The syllabus realizes the requirements of the curriculum of each subject teaching.

It is accepted for most fields of learning that motivation is essential to success: that we must want to do something to succeed at it. Without such motivation, we will almost certainly fail to make the necessary effort. Motivation is an internal drive that pushes us to do things in order to achieve something. Marion Williams and Richard Burden suggest that motivation is a "state of cognitive arousal" which provokes a "decision to act" as a result of which there is "sustained intellectual or physical effort" so that the person can achieve some "previously set goal" [10]. In discussions of motivation, an

accepted distinction is motivation which is caused by external factors. *Extrinsic motivation* is caused to pass the exam, to travel. *Intrinsic motivation* is caused by internal factors. Thus, a person might be motivated by himself or by a desire for success. Even where the motivation is extrinsic, for example, is extrinsic students come to love learning.

A major is traditional technique of *repetition, controlled practice* has a beneficial effect. In some argument about human activity which is not the result of participation in a meaningful activity.

One school of thought among teachers is that the acquisition of cognitive skills is the most important than the acquisition of understanding is arrived at through discovery of exploration which is for ourselves to discover for ourselves. One powerful thing for themselves may be an argument that a manageable piece, in the classroom will find the language lesson. They are to observe that is put together. Any make them more able autonomous learners adults and teenagers.

When we draw on talk about approaches which go into the practice of language teaching.

accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside. *Extrinsic motivation* is caused by any number of outside factors, for example, the need to pass the exam, the hope of financial reward, or the possibility of future travel. *Intrinsic motivation*, by contrast, comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. The author comes to the view that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process.

A major issue in language learning theory has been whether traditional techniques normally associated with language teaching – *drills, repetition, controlled practice of specific language items* etc. – have any beneficial effect. Indeed, in educational theory generally, there has been some argument about whether teaching works at all. In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.

One school of thought which is widely accepted by many language teachers is that the development of our conceptual understanding and cognitive skills is the main objective of all education. Indeed, this is more important than the acquisition of factual information [10]. Such conceptual understanding is arrived at not through blind learning, but through a process of exploration which leads to genuine understanding [5]. The things we discover for ourselves are absorbed more effectively than things we are taught. One powerful reason for encouraging language students to discover things for themselves is the complex nature of language itself. While there may be an argument at lower levels for reducing its complexity into manageable pieces, students who encounter real language outside the classroom will find that it is considerably “messier” than it may appear in a language lesson. Their response to this may well depend on how prepared they are to observe this messy language and work out, for themselves, how it is put together. Any training in language analysis we have given them will make them more able to do so. In general, encouraging students to be more autonomous learners needs to be a key goal for many teachers particularly of adults and teenagers.

When we draw attention to the general area of methodology people talk about approaches, methods, techniques, procedures, and models of all which go into the practice of English teaching.

✓ Approach – refers to theories about the nature of language and language learning. An approach describes how language is used and how it's constituent, in other words, it offers a model of language competence.

✓ Method – is the practical realization of an approach. Methods include various procedures and techniques as part of their standard fare.

✓ Procedure – is an ordered sequence of techniques. A procedure is a sequence which can be described in terms and such as ...first you do this, then you do that...

✓ Technique – a common technique when using video material is called "silent viewing".

There is no real limit to the way in which teachers can group students in a classroom. Nevertheless, teaching a class as a whole group, getting students to work on their own or having them perform tasks in pairs or groups all ways have their own advantages and disadvantages. So, the author came to the conclusion that, language study refers to any stage in a lesson where students and teachers focus in on a specific feature of the language in order to understand it better. The immediate goal of language study is to increase knowledge of the language system so that the longer-term aim of improving productive and receptive skills can be achieved. There is a number of study techniques which can use to ensure that students not only understand the meaning of a language form and how it is used but are also clear about its constructions. Language study techniques are demonstration, explanation, discovery, accurate reproduction, immediate creativity, check questions. The status of language study depends on why and when it occurs. Language study may not be the main focus of a lesson sequence.

The main idea which the author came is that English language teaching is very important because of the global status of English. English language teaching is a process that requires great efforts on the part of all the participants. *Classroom interaction, activities, methods, procedures, textbooks* are the most important elements of teaching process for the aims and objectives of a course. The researcher concludes her study with the observation that students prefer to have an active role in the classroom such as taking part in different activities. The researcher also concludes that the students are weak in productive (Speaking and writing skills). Most of them want a textbook for more activities. We need to engage with contrastive studies and error analysis. The new textbooks need to be based on these studies of the foreign language and the teacher of English should focus on motivating the students and encouraging them to gather information and to learn other skills. Teachers should have sufficient knowledge of various methods and ways of articulating. They should adapt their methods according to the age, sex and attainment level of students. A planned

program of evaluation of teaching. Students should be provided with

- [1] Braj Kachru.,
- [2] Chomsky N.,
- [3] David C., 199
- Cambridge Unive
- [4] David C., 199
- Press.
- [5] Lewis M., 198
- [6] Lewis M., 199
- [7] Lewis M., 199
- [8] Lewis M.,
- Teaching.*
- [9] Skinner B., 19
- [10] William M,
- Cambridge Unive
- [11] General Ed
- 12.03.2018 from 1

## İngilis dilinin tə

Müəllifin ə...  
səbəbindən bu di...  
iştirakçılar tərəfin...  
fəaliyyət, fəaliyyə...  
vəzifələri üçün tə...  
tın şagirdlərin m...  
oynamağı üstün...  
Bununla yanaşı,...  
qənaətinədir (Də...  
fəaliyyət üçün də...  
malı və İngilis di...  
landırmaq və dig...  
lər, müxtəlif meto

program of evaluation is essential for the measurement of the results of teaching. Students must be tested through oral examinations. Teachers must be provided with audio-visual aids for teaching proper pronunciation.

**Bibliography:**

- [1] Braj Kachru., 1985. *World English and Applied linguistics*.
- [2] Chomsky N., 1959. *Review of Verbal Behavior language*.
- [3] David C., 1995. *The Cambridge Encyclopedia of the English language*. Cambridge University Press.
- [4] David C., 1997. *English as a Global language*. Cambridge University Press.
- [5] Lewis M., 1986. *The English Verb Language Teaching Publications*.
- [6] Lewis M., 1993. *The Lexical Approach Language Teaching Publications*.
- [7] Lewis M., 1996. *Implications of a Lexical view of Language*.
- [8] Lewis M., 1997. *Implementing the Lexical Approach Language Teaching*.
- [9] Skinner B., 1957. *Verbal Behavior Approach*.
- [10] William M, and Burden R., 1997. *Psychology for Language Teachers*. Cambridge University Press.
- [11] General Education Concept in Azerbaijan Republic. Retrieved on 12.03.2018 from [http://edu.gov.az/upload/file/milli\\_kurikulum-eng.pdf](http://edu.gov.az/upload/file/milli_kurikulum-eng.pdf)

C. Səlimov,  
V. Kərimova

**İngilis dilinin tədrisinin və öyrənilməsinin metodları, təlimatları, üsul və texnikaları**  
**Xülasə**

Müəllifin əsas fikri İngilis dilinin dünya səviyyəsində olması səbəbindən bu dilin tədrisi üçün çox vacibdir. İngilis dilinin tədrisi bütün iştirakçılar tərəfindən böyük səylər tələb edən bir prosesdir. Sınıfdə qarşılıqlı fəaliyyət, fəaliyyət, metodları, prosedurlar, dərsliklər bir kursun məqsəd və vəzifələri üçün tədris prosesinin ən vacib elementləridir. Tədqiqatçı tədqiqatın şagirdlərin müxtəlif fəaliyyətlərdə iştirak etmək kimi sınıfdə fəal rol oynamağı üstün tutduğunu müşahidə etməklə nəticələnməsini gözləyir. Bununla yanaşı, tədqiqatçı şagirdlərin məhsuldar olmasının zəif olduğu qənaətindədir (Danışmaq və yazma bacarığı). Onların əksəriyyəti daha çox fəaliyyət üçün dərslik istər. Yeni dərsliklər xarici dilin tədqiqatlarına əsaslanmalı və İngilis dili müəllimi şagirdlərə motivasiya vermək, onları məlumatlandırmaq və digər bacarıqlarını öyrənmək üçün diqqət etməlidir. Müəllimlər, müxtəlif metodlar və ifadə üsulları barədə kifayət qədər məlumat sahibi

olmalıdırlar. Onlar metodlarını yaş, cinsiyyət və tələbə səviyyəsinə uyğunlaşdırmalıdırlar. Planlaşdırma proqramı tədris nəticələrinin ölçülməsi üçün vacibdir. Şagirdlər şifahi imtahanlar vasitəsilə test edilməlidirlər. Düzgün tələffüz tədris etmək üçün müəllimlərə audio-vizual yardımlar təqdim edilməlidir.

Д. Салимов,  
В. Керимова

**Методы, приемы, процедуры и техника преподавания и обучение  
Английского языка**

**Резюме**

Основная идея автора заключается в том что, интерактивные действия, методы, процедуры это очень важно для преподавания Английского языка. Обучение английского языка это процесс, требующий больших усилий всех участников. Интерактивные действия, методы, процедуры, учебники в классе являются наиболее важными элементами процесса обучения для целей и задач курса. Исследователь ожидает, что статья будет сопровождаться наблюдением, что студенты предпочитают играть активную роль в классе, участвуя в различных мероприятиях. Однако исследователь приходит к выводу, что студенты менее продуктивны. Большинство из них хотят получить руководство для большего количества действий. Новые учебники должны основываться на изучении иностранных языков, и учитель английского языка должен уделять внимание мотивации, информированию и изучению других навыков. Учителя должны обладать достаточными знаниями о различных методах и приемах выражения. Они должны адаптировать свои методы к возрасту, полу и уровню учащихся. Программа планирования важна для измерения результатов. Студенты должны проходить тестирование с помощью устных экзаменов. Аудиовизуальные пособия должны предоставляться учителям для обучения правильному произношению.

**Rəyçi: Elmira Əliyeva**  
**Filologiya üzrə fəlsəfə doktoru**

**НАУЧНЫЕ  
СПЕЦИ**

**Açar sözlər:** el  
vahid.

**Ключевые сло**  
специальности,  
**Key words:** sc  
specialty, commu

**Аннотаци**  
социальному ас  
профилей и н  
преподавателя  
нефилологами.  
расширяет не то  
усовершенствов  
подобранный н  
тексты могут за  
необходимой ин  
термины и терм  
характерные чер  
термины и терм  
нальной и речев  
иностранном яз  
социальный смь  
большинство ак  
научного текста  
усовершенствов  
межнациональн  
вает большой  
иностраннных сп  
Основная  
обучения – подх  
избранной специ