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NON-TRADITIONAL METHODS OF COMMUNICATIVE-ORIENTED TRAINING OF FOREIGN LANGUAGE TEACHERS IN HIGHER EDUCATION INSTITUTIONS OF THE USA

ABSTRACT

The article deals with non-traditional methods of communicative-oriented teaching of future foreign language teachers in higher education institutions of the USA aimed at developing the ability to adequately express thoughts in a particular language. The main principle of communicative teaching is language activity. Participants in communication should learn to solve real and conditional tasks of joint activity with the help of a foreign language. In this case, learning takes place through activities, which are realized with the help of methodological techniques and exercises. Examples of non-traditional methods of communication in foreign classes at higher education institutions in the USA include the following types of tasks: communication games; communicative stimulations in role-plays and problem-solving; free communication (socialization). The purpose of communicative tasks is to encourage students to solve new communication problems with the help of language tools learned on the basis of the original polylogues. Particular attention is paid to the three-part form of performing communicative-oriented tasks (three-phase frame-work), which are performed in three stages: preparatory (pre-activity); executive (while-activity); final (post-activity). It is noted that an important role in the implementation of non-traditional methods is played by the informative competence of students, which includes: information "frames"; formed knowledge (schemata); language representation of the world in its foreign language form; background knowledge; general knowledge. It is established that special attention should be paid to communicative skills when using non-traditional methods of communication for future teachers in foreign classes at higher education institutions in the USA. The article analyzes students' communication skills, which are divided into the following blocks: 1. Requirements for learning to speak. Fields of communication and topics (ability to communicate with peers). 2. Dialogic speech (different types of dialogues, questioning, exchange of opinions, information, etc.) 3. Monologue speech (statements, retelling of what has been heard, seen or read, etc.) Each of the three blocks involves the development of certain communication skills. The authors have considered several examples of non-traditional methods of communicative-oriented teaching of future foreign teachers in higher education institutions of the USA, namely: "sketch", "role play", "round table", "discussion".

Keywords: *non-traditional methods, communicative-oriented teaching, future foreign language teachers, higher education institutions, methodological techniques, communicative games, the USA.*



НЕТРАДИЦІЙНІ МЕТОДИ КОМУНІКАТИВНО-ОРІЄНТОВАНОГО НАВЧАННЯ МАЙБУТНІХ ВЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ В США

АНОТАЦІЯ

У статті розглядаються нетрадиційні методи комунікативно-орієнтованого навчання майбутніх вчителів іноземної мови у закладах вищої освіти в США, які спрямовані на формування умінь адекватно висловлювати думки на конкретній мові. Основним принципом комунікативно-орієнтованого навчання є мовна діяльність. Учасники спілкування повинні навчитися вирішувати реальні та умовні завдання спільної діяльності за допомогою іноземної мови. Навчання при цьому відбувається через завдання (activities), які реалізуються за допомогою методичних прийомів (techniques) та вправ (exercises). Прикладом нетрадиційних методів спілкування студентів на заняттях іноземної мови у закладах вищої освіти в США є завдання таких видів: комунікативні ігри (communication games); комунікативні стимуляції (communicative stimulations in role-plays and problem-solving); вільне спілкування (socialization). Призначення комунікативних завдань в тому, щоб спонукати студентів до вирішення нових завдань спілкування за допомогою мовних засобів, засвоєних на основі вихідних полілогів. Особливу увагу приділено трискладовій формі виконання комунікативно-орієнтованих завдань (three-phase frame-work), які виконуються у три етапи: підготовчий (pre-activity); виконавчий (while-activity); підсумковий (post-activity). Зазначено, що важливу роль при реалізації нетрадиційних методів відіграє інформативна компетентність студентів, яка включає: інформаційні «фрейми» (frames); сформовані знання (schemata); мовну картину світу (language representation of the world) в її іншомовній формі; фонові знання (background knowledge); загальний кругозір (general knowledge). Встановлено, що особливу увагу при використанні нетрадиційних методів комунікації майбутніх вчителів на заняттях іноземної мови у закладах вищої освіти в США слід приділяти комунікативним умінням. Проаналізовано комунікативні навички студентів, які поділяються на такі блоки: 1. Вимоги до навчання говорінню. Сфери спілкування і тематика (вміння спілкуватися з однолітками). 2. Діалогічна мова (різні види діалогів, розпитування, обмін думками, інформацією тощо). 3. Монологічна мова (висловлювання, переказ почутого, побаченого чи прочитаного тощо). Кожен з трьох блоків має на увазі розвиток певних комунікативних навичок. Автори розглянули декілька прикладів нетрадиційних методів комунікативно-орієнтованого навчання майбутніх вчителів іноземної мови у закладах вищої освіти в США, а саме: «скетч», «рольову гру», «круглий стіл», «дискусію».

Ключові слова: нетрадиційні методи, комунікативно-орієнтоване навчання, майбутні вчителі іноземної мови, заклади вищої освіти, методичні прийоми, комунікативні ігри, США.

INTRODUCTION

At the current stage of higher education development, its integration into the international education system, including the field of foreign language teaching, is of particular relevance.

Particular attention should be paid to ensuring a basic minimum of learning with a reasonable ratio of types of speech activities. Mastering a foreign language is seen as the acquisition of communicative competence based on the developed linguistic competence.



In modern pedagogical science, many domestic and foreign scholars studied the issue of developing communicative competence of students studying Philology with consideration of the requirements of the Common European Framework of Reference for Languages. They are: O. Bihych, N. Borysko, M. Clarke, R. Felder, S. Nikolaieva, Sh. Morreale, J. Richards, T. Slater, I. Taranenko, etc.

At the same time, the problem of communicative-oriented teaching of a foreign language to students in the USA cannot be considered sufficiently developed and therefore requires separate research.

THE AIM OF THE STUDY

The aim of this paper is to demonstrate the importance of non-traditional methods of communicative-oriented teaching of future foreign language teachers in higher education institutions of the USA.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The history of the development of foreign language teaching methods shows that in the nineteenth century there were two opposing trends in it. Representatives of one trend – called synthetics or grammocrats (I. Seidensticker, E. Hauschild and K. Mager) – based language learning on grammar, while representatives of the other trend – analysts (D. Hamilton, J. Jacotot) – believed that foreign language learning should be based on a coherent text, bringing grammar along the way, only as a means to facilitate the acquisition of linguistic phenomena.

In the 60s and 70s of the 19th century, a humanistic approach to education was developed, focusing on the learner, his or her interests, needs, and capabilities, as well as on learning methods that meet individual characteristics. This approach is characterized by a reorientation of the entire learning process from the teacher and teaching methods to the learner and learning methods (Maslow, 1967). The humanistic approach contributed to the emergence of a number of new, non-traditional methods of foreign language learning in foreign methodology, which at that time were not actively supported and are still being used today.

The requirements of modernity and the radical reform of the education system in the USA are increasingly orienting current and future teachers and lecturers to abandon the authoritarian style of teaching in favor of a humanistic approach, to apply methods that promote the development of creative principles of the individual, taking into account the individual characteristics of the participants in the educational process and communication.

Recently, the number of studies on the use of non-traditional teaching methods in the educational process has increased significantly. Here belong the works of such scholars as G. Alexander, D. Beglar, R. Blair, Ch. Brumfit, M. Clarke, D. Hicks, A. Hunt G. Jacobs, Sh. Morreale, J. Pearson, J. Richards, S. Savignon, S. Silberstein.

Numerous theoretical studies by G. Beckett, R. Felder, E. Henriques, T. Hitesh, D. Kamalja, S. Khatik, K. Krahnke, W. Littlewood, J. Richards, Th. Rodgers, S. Sigurðardóttir, T. Slater, Ek. Van and others have been devoted to the problem of foreign language teaching methods. The works of these leading scholars have shown that a system of tasks and techniques that differ from the traditional ones contributes to a more successful development of foreign language skills.

Among foreign language teaching methods in the USA, there are both traditional and modern teaching methods. Traditional methods include the natural method of language teaching, translation methods (grammar-translation and lexicon-translation), direct methods, Harold Palmer's oral method, Michael West's methodological system of reading instruction, audio-lingual and audio-visual methods. Modern methods include the



suggestive method, communicative method, dramatic-pedagogical method, "silent" and group methods (Richards, 2006).

Accordingly, each method has its own positive and negative aspects and, under certain conditions, has its own objective value. As before, the methods used in different educational institutions today are directly dependent on the social order of society, which affects the purpose and content of foreign language teaching (Beckett et al., 2005).

Recent studies show that, in view of the above statements, the methodology of teaching foreign languages is currently taking a clear course of renewal, actively implementing a number of innovative methods in the teaching system. Innovations in education are the process of introducing and disseminating new approaches, ideas, methods and techniques, technologies aimed at modernizing and transforming the educational process in accordance with the requirements of the times. Innovative approaches to education are created and emerge to overcome a significant number of existing problems in the education system, which, unfortunately, have long been rooted and remain to this day.

A significant drawback of foreign language teaching methods is the inability to move away from traditional forms of teaching and presentation. The fact is that the traditional system does not allow for the full use of internal conditions, i.e. various subjective factors that could influence the course of learning, such as the learner's previous experience, types of motivation, a system of logical relationships with society, people, beliefs, needs, etc. In other words, the traditional type of education does not provide a combination of cognitive motivation, achievement motivation, and motivation to move from learning to practical work, operational activities.

A significant advantage of innovations is that they lead to a change in the relationship between teachers and students. Whereas traditional education is characterized by the subject-object subsystem, in which the student is assigned a passive and dependent role, innovative education transforms the student into an important educational subject, engaged in active, creative cooperation with his or her teacher and interested in gaining deep and relevant professional knowledge. Obviously, the focus on subject-subject, dialogic interaction requires the implementation of the educational process through a combination of traditional and innovative methods and forms of teaching, and subsequently a gradual transition from traditional to significantly new methods.

Our research involves the use of a number of general scientific methods such as study, analysis and synthesis of reference, scientific educational resources, as well as systematization and generalization. The research is qualitative (descriptive) and includes observation and narrative inquiry.

RESULTS

The practical necessity of teaching a foreign language determines the priority of certain methods. Nowadays, in the methodology of teaching foreign languages in the USA, preference is given to structure-oriented methods aimed at developing certain pronunciation skills, selecting lexical material, grammatical formatting of statements and communicative-oriented methods aimed at developing the ability to adequately express thoughts in a particular language.

By communicative learning we mean the optimality of teaching in terms of the effectiveness of impact on students. Communicativeness (Latin: *communicatio*) is an act of communication, a connection between two or more individuals based on mutual understanding (Morreale et al., 2008). Accordingly, all methods of communicative teaching should be based on the ability to establish communication and find effective forms of



communication in any language. This can be quite difficult even while learning a native language, when the thoughts and actions of the participants in communication are clear to each other. In this respect, a foreign language is more difficult to learn, as students do not always understand each other.

Traditional teaching methods are provided for in the basic program and are focused on memorization, "rote learning", routine tasks on topics presupposed by the program. These methods do not always yield positive results, as they do not encourage students to actively "speak". They are aimed at mastering a minimum vocabulary and the ability to reproduce a memorized dialog.

Of particular interest are methods that stimulate active mental activity and encourage students to express their thoughts in a foreign language. The communicative approach to teaching foreign language requires revision and reorientation of all components of the learning process. This method is most fully realized when the teacher uses non-traditional methods of communication.

The main principle of communicative learning is language activity. The participants of communication should learn to solve real and conditional tasks of joint activity with the help of a foreign language. In this case, learning takes place through activities, which are realized with the help of methodological techniques and exercises (Savignon, 1983).

We consider a communicative task as a goal set in certain conditions of communication, from which it is clear who, what, to whom, under what circumstances and why speaks. Communicative tasks help to take students beyond the limits of learning activities thanks to a certain role determined in advance. The situation and the role guide students' language behavior.

The purpose of communicative tasks is to encourage students to solve new communication problems with the help of language tools learned based on the original polylogues.

Creating and shaping communicative tasks requires a lot of ingenuity. It is important to build them on the fascinating material of real life, mobilizing students' imagination as well. The teacher should accumulate a "bank of facts", a kind of collection of amazing cases that can be transformed into tasks that raise the tone of communication, stimulating language creativity.

Examples of non-traditional methods of communicative teaching in foreign language classes at the university include the following types of tasks:

- 1) communication games;
- 2) communicative stimulations in role-plays and problem-solving;
- 3) free communication (socialization) (Kamalja et al., 2014).

Nowadays, the three-phase frame-work is becoming increasingly popular in the implementation of communication-oriented tasks. Any task is performed in three stages:

- 1) preparatory (pre-activity);
- 2) executive (while-activity);
- 3) final (post-activity) (Beckett et al., 2005).

At the same time, it is necessary to create positive conditions for the student's active and free participation in language activities. Thus, we can make the following conclusions:

– students have the opportunity to freely express their thoughts and feelings in the process of communication;



- each participant in group communication remains in the focus of attention of others;
- personal expression becomes more important than demonstration of language knowledge;
- even contradictory, paradoxical, "wrong" judgments are encouraged, which, however, testify to students' independence and active position;
- participants of the communication feel safe from criticism, persecution for mistakes and punishment in the form of a negative assessment;
- the use of language material is subordinated to the task of an individual language plan;
- language material corresponds to students' linguistic and mental capabilities (Felder et al., 1995).

At the same time, language mistakes should be considered not only possible but also normal. Spoken grammar allows for certain deviations from the grammar of the written language.

The above conditions, in our opinion, are mandatory in the process of learning a foreign language.

An important role in the implementation of non-traditional methods is played by students' informative competence, which includes:

- information "frames";
- formed knowledge (schemata);
- language representation of the world in its foreign language form;
- background knowledge;
- general knowledge (Hodovanets et al., 2016).

This is an important condition for engaging students in communication. A student's silence in class is often explained by the fact that he or she does not know the subject of the conversation, has no personal relation to the problem under discussion, and is not familiar with possible ways of communicating, even though he or she has learned vocabulary and grammar.

Communicative-oriented teaching of foreign language can be carried out using tasks of the "information gap" type.

Tasks of the "information inequality" type can take the following unconventional forms:

- picture gap (students are given almost identical pictures, but some of the pictures are different and these differences need to be identified through questions without seeing the partner's picture – matching tasks);
- text gap (students are given similar texts, or fragments of the same text in the copy of one student are missing in the text of another student, and the lack of information needs to be restored – jig-saw reading)
- knowledge gap (one student has information that the other does not, and it needs to be restored – complete-the-table tasks);
- belief gap (students have different beliefs and need to develop a common opinion);
- reasoning gap (students have different evidence that needs to be collected together and compared) (Jacobs, 2016).

Role-playing communication, which is realized through a role-playing game, can be considered an unconventional form of teaching communication to students at higher



education institutions in the USA. However, role-playing communication is organized in accordance with the developed plot and requires developed social skills. In this regard, role-playing games in foreign language classes at higher education institutions include elements of social training (communication exercises). Here are some examples of such tasks:

- line-up (students try to line up in a row according to a suggested feature);
- strip-story (each student receives a phrase and tries to take the appropriate place in the "story" as quickly as possible);
- smile (students come up to each other and exchange remarks with a mandatory smile);
- merry-go-round (students form an outer and an inner circle and, moving around the circle, exchange cues);
- contact (students approach each other and start a conversation);
- king words (students say any pleasant words to the interlocutor);
- reflection (participants try to imagine what other students think about them);
- listening (students listen attentively to their partner, nodding in agreement and expressing agreement with him/her), etc (Frydrychov, 2015).

In order to implement non-traditional methods of communicative-oriented teaching of foreign language students in the classroom, it is necessary to have a clear understanding of the communicative organization of the foreign language class at higher education institutions. In order to implement it, it is necessary to determine the subject, purpose and form of students' communication, choose an effective form of presenting the material, and constantly support students' linguistic and mental activity. The communicative organization of a foreign language class is also dependent on the emotional state of the teacher and the student. The teacher and the student can exchange remarks quite actively in the "teacher-student", "teacher-group", "student-student" modes, etc.

When using non-traditional methods of communication for students in foreign language classes at higher education institutions in the USA, special attention should be paid to communication skills. Let us analyze students' communication skills by dividing them into the following blocks:

1. Requirements for learning to speak. Fields of communication and topics (ability to communicate with peers).
2. Dialogic speech (different types of dialogues, questioning, exchange of opinions, information, etc.)
3. Monologue speech (speaking, retelling what you have heard, seen or read, etc.) (Mubaslat, 2012).

These communicative communication skills should be implemented in communicative-oriented teaching both in the basic course and in the process of intensive foreign language teaching using non-traditional methods of communicative teaching.

Each of the three units involves the development of specific communication skills. For example, the first block contains requirements for the ability to communicate with international students in different situations and areas of activity, etc.

We suggest considering some examples of non-traditional methods of communicative-oriented teaching of foreign language to future teachers at higher education institutions in the USA, namely: "sketch", "role play", "round table", and "discussion".

A sketch is a short scene acted out according to a given problem situation, indicating the actors, their social status, and role behavior. A sketch, unlike a role-playing game, is characterized by less complexity and freedom of speech behavior of the characters.



In the form of sketches, small scenes related to social and domestic topics ("Food", "Shopping", "City and its attractions", "Travel") can be dramatized (Sigurðardóttir, 2010).

The role-playing game allows to model situations of real communication and is characterized, first of all, by freedom and spontaneity of the characters' speech and non-speech behavior. A role-playing game involves the presence of a certain number of characters, as well as a game problem situation in which the game participants act. During the game, each participant organizes their behavior depending on the behavior of their partners and their communicative goal. The result of the game should be conflict resolution (Frydrychov, 2015).

A round table is an exchange of views on an issue or problem of interest to the participants. When participating in a round table, a student speaks on his or her own behalf. The issues discussed at the round table can be quite diverse: social, country studies, moral and ethical, etc. Participation in a round table requires students to have a fairly high level of language proficiency and some knowledge of the issue. Therefore, as a control technique, the round table can be used at the advanced stage of learning and after completing work on a particular topic or several related topics (Morreale et al., 2008).

Discussion is a dispute in the form of a verbal competition. It is an exchange of opinions on any subject with the aim of achieving unity of opinion on this subject. A prerequisite for a discussion is the availability of a controversial issue. The final resolution of this issue is achieved in the course of the discussion. For it to be successful, participants must have knowledge of the subject of discussion, have their own opinion on this issue, and know how to influence partners and manage the conversation (Richards, 2006).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Having considered some of the non-traditional methods of communicative-oriented teaching of future teachers of foreign language in higher education institutions of the USA, it can be concluded that their implementation will depend entirely on the teacher's desire, competence and erudition. The ability to engage students in the process of active learning of a foreign language is quite a difficult task and is largely determined by the students' desire to acquire and improve their language skills. It is established that the communicative approach to teaching a foreign language requires revision and reorientation of all components of the learning process. This method is most fully realized when the teacher uses non-traditional methods of communicative teaching. We consider a communicative task as a goal set in certain conditions of communication, when it is clear what the topic of speaking is, who is speaking, to whom, under what circumstances and why. Communicative tasks help to take students beyond the scope of learning activities through a certain role defined in advance. The situation and the role guide students' language behavior. The study found that creating and shaping communicative tasks requires a lot of ingenuity. It is important to build them on the fascinating material of real life, mobilizing students' imagination as well. The teacher should accumulate a "bank of facts", a kind of collection of fascinating cases that can be transformed into tasks that raise the tone of communication, stimulating language creativity. Role-based communication, which is realized through role-playing, can be considered an unconventional form of teaching communication to future foreign language teachers in higher education institutions of the USA. However, role-playing communication is organized in accordance with the developed plot and requires developed social skills. In this regard, role-playing games in foreign language classes at higher education institutions include elements of social training. It should be noted that non-traditional methods stimulate students to be active in language learning and to be creative.



Prospects of further research involve more profound research on implementing the above-described methods in Ukrainian higher education institutions to develop communicative competence of future foreign language teachers.

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