

Evariste Assogba KOTTIN  
Maître-Assistant à la FLLAC  
01 B.P. 526 Cotonou /Bénin  
Tél. : (+229) 0197583280/ (+229) 0194916885  
Email: kottinevariste@yahoo.fr

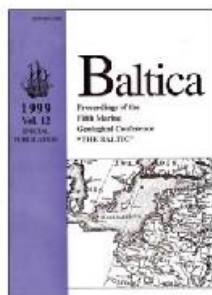
### PUBLICATION N°18

[18] Papier, **KOTTIN Assogba Evariste**, EGOUNLETI Pedro Marius, ZOUNHIN TOBOULA Coffi Martinien Didactic and Linguistic Approaches and EFL Teachers' Skilled Development in Benin (*Approches Didactiques et Linguistiques et le Développement Professionnel des Enseignants d'Anglais Langue Etrangère au Bénin*) in *Baltica Journal* DOI LINK: <https://doi.org/10.59879/OsHSs> **Paper ID: OsHSs Volume: 37 Issue:12 pp. 152-172**ISSN : 0067-3064

Evariste Assogba KOTTIN  
Maître-Assistant à la FLLAC  
01 B.P. 526 Cotonou /Bénin  
Tél. : (+229) 0197583280/ (+229) 0194916885  
Email: kottinevariste@yahoo.fr

### PUBLICATION N°18

[18] Papier, **KOTTIN Assogba Evariste**, EGOUNLETI Pedro Marius, ZOUNHIN TOBOULA Coffi Martinien Didactic and Linguistic Approaches and EFL Teachers' Skilled Development in Benin (*Approches Didactiques et Linguistiques et le Développement Professionnel des Enseignants d'Anglais Langue Etrangère au Bénin*) in *Baltica Journal* DOI LINK: <https://doi.org/10.59879/OsHSs> **Paper ID: OsHSs Volume: 37 Issue:12 pp. 152-172**ISSN : 0067-3064

**Baltica Journal**

Baltica (ISSN: 0067-3064) provides a rostrum for original and peer-review papers of international interests on various science issues. The basic themes, as Baltica's Vol.1 published in 1963 reads, are "the history of Baltic Sea and recent dynamics". However, the multidisciplinary science system are far-reaching, therefore the renewed Baltica Journal announces acceptance from 2004 papers relevant to whole engineering and life sciences. Baltica is publishing original peer-reviewed papers of international interests on various sciences issues. The journal structure comprises original articles, short reviews, information, and bibliography. Since 2008, the edition is ranked in ISI Thomson Reuters Web of Science list. Baltica is currently abstracted in the following databases: Thomson Reuters: Web of Science, Science Citation Index Expanded, Elsevier

Bibliographic **Databases: SCOPUS**, Infotrac and Science Resource Center; EBSCO host: Current Abstracts, TOC Premier; Ulrich's; DOAJ and Index Copernicus.

**Journal Citation Reports (JCR2023) ®**

**Source: Thomson Reuters Citation Data**

---

Impact Factor: 0.727

5-Year Impact Factor: 1.064

Average Impact Factor: 35.106

Eigen factor Score: 0.0001

Article Influence Score: 0.117

**INDEXES:**

Science Citation Index Expanded

**SCOPUS**

Elsevier

EBSCO

Web of Science

**Also Evaluated In:**

DOAJ

CIRC

SJR

**Languages: English****Subjects:**

- Multidisciplinary Sciences

- Life Sciences

- Theoretical Sciences

Selected hot papers in each issue are sponsored by the publisher to be included free of charge.



► [ISI Index Page](#)

► [Search Author\(s\) / Titles](#)

## Baltica Journal

[balticajournal.com](http://balticajournal.com)

SJR

SCImago

<https://www.scimagojr.com> › jour...

Baltica

BALTICA is an international periodical journal on Earth sciences devoted to the Baltic countries region and the Baltic Sea problems.



[ores.su](http://ores.su)

<https://ores.su> › journals › baltica

Baltica

The scientific journal Baltica is included in the **SCOPUS DATABASE**. Based on 2020, SJR is 0.218.

Publisher country is Lithuania.

OA.mg

<https://oa.mg> › journals › open-acce...

Open Access Baltica Journals

18 nov. 2024 — This list of Baltica Open Access journals will hopefully make it easier for you to decide where to publish your Baltica manuscript. We have ...



Gamtos tyrimų centras

<https://gamtostyrimai.lt> › page

Baltica - Page 3 of 4 - Nature Research Centre

BALTICA is an international periodical peer-reviewed journal on various Earth sciences issues (geology, physical geography, palaeontology, oceanology).

R<sup>G</sup>

ResearchGate

<https://www.researchgate.net> › 314...

(PDF) Baltica journal celebrates its 50th anniversary

22 oct. 2024 — The core topics of the journal are the history of the Baltic Sea, the shore morphology and recent dynamics, ...

BAHPS

<http://www.bahps.org> › acta-baltica

Acta Baltica Historiae et Philosophiae Scientiarum

Acta Baltica Historiae et Philosophiae Scientiarum sees its mission in offering publishing opportunities for Baltic and non-Baltic scholars.



Klaipėdos universitetas

<https://e-journals.ku.lt> › journal

Archaeologia Baltica

It publishes all fields of European archaeology, with a special focus on the archaeology of the region around the Baltic Sea, and advance scientific methods and ...

ISSN 0005-1926



1999  
Vol. 12  
SPECIAL  
PUBLICATION

# Baltica

Proceedings of the  
Fifth Marine  
Geological Conference  
"THE BALTIC"



**Didactic and Linguistic Approaches and EFL Teachers' Skilled Development  
in Benin**

*(Approches Didactiques et Linguistiques et le Développement Professionnel des  
Enseignants d'Anglais Langue Etrangère au Bénin)*

- **KOTTIN Assogba Evariste**, kottinevariste@yahoo.fr
  - **EGOUNLETI Pedro Marius**, pedmareg@yahoo.fr
  - **ZOUNHIN TOBOULA Coffi Martinien**, zounhin@gmail.com
- Département d'Anglais, Faculté des Lettres, Langues, Arts et Communication,  
Université d'Abomey-Calavi (FLLAC / UAC), République du Bénin, 01 BP 526  
Cotonou

**Abstract**

Communicative language teaching and especially in English, is difficult and can be effective whenever educators and learners rate their feelings in addition to linguistic and didactic aspects. This study aims at identifying and examining didactic and linguistic approaches to EFL educators skilled growth so as to encourage their learners' performances. The use of both quantitative and qualitative methods has enabled the administration of questionnaire sheets to 56 EFL teachers, 52 collected (sample size: 46), 133 learners of English, 112 collected (sample size: 87) additionally to the interviews conducted with 17 didactic and linguistic experts, sample size: 17. The results obtained have shown that certain coursebooks provide sufficient grammar activities that scarcely favour communication. This justifies the fact that at the beginning of such a training, learners are not sufficiently equipped with linguistic abilities and mental readiness for completely developed English language communication. It is suggested that EFL teachers ought to create favorable stipulations in the target language instruction and involve learners in communication carefully and gradually to develop intellectual stress as well as didactic and linguistic responsibilities, in the teaching and learning process.

**Keywords:** Approches; Didactic; Linguistic; EFL Teachers; skilled; Development.

**Résumé**

L'enseignement de la compétence communicative des langues et particulièrement l'anglais, est difficile et peut être effectif lorsque les éducateurs et les apprenants prennent en compte leurs sentiments en plus des aspects linguistiques et didactiques. Cette étude vise à identifier et examiner les approches didactiques et linguistiques au développement professionnel des enseignants afin d'encourager les performances de leurs apprenants. L'utilisation à la fois des méthodes quantitative qualitative a permis d'administrer des feuilles de questionnaire à 56 enseignants d'anglais langue étrangère, 52 feuilles collectées (taille de l'échantillon: 46), 133 apprenants d'anglais, 112 feuilles collectées (taille de l'échantillon: 87) en plus des interviews conduites avec 17 experts en didactique et en linguistique, taille de l'échantillon: 17. Les résultats obtenus ont montré que certains documents d'accompagnement fournissent suffisamment des activités de grammaire qui favorisent à peine la communication. Ceci justifie le fait que dès le commencement d'une telle formation, les apprenants ne sont pas suffisamment équipés des habiletés linguistiques et la disposition psychologique pour la communication de la langue anglaise assez développée. Il est suggéré que les enseignants d'anglais langue étrangère créent des conditions favorables à l'instruction dans la langue cible et impliquent attentivement et graduellement les apprenants dans la communication en vue de développer l'insistance intellectuelle aussi bien que les devoirs didactiques et linguistiques, dans le processus d'enseignement et d'apprentissage.

**Mots-clés:** Approches; didactique; linguistique; enseignants d'ALE; profession; développement.

**0. Introduction**

Language helps individuals to communicate for the reason that this appears as a patent way to express their minds, intuitions as well as thoughts. Nevertheless, effective communication presents several challenges for EFL teachers and students.

Communicative language can be tangible when every actor is able to understand and manage each other's feelings without forgetting linguistic and didactic aspects of the training in foreign languages' instruction: grammar skills knowledge, desires and thoughts of each other (Izmailova et al., 2017, p. 57). The progress of the procedures of foreign language instruction is influenced by conventional basic sciences like linguistics, psychology and pedagogy, exceptionally, didactics—a subdivision of pedagogy dedicated to the typical coaching conjecture. It is essential to mention that the linguistic foundations of educational approaches have been technically advanced wonderfully in comparison with the psychological and didactic aspects.

Methodologists have access to fundamental concepts for the most part from didactics. In addition, these concepts are not replaced and no life-threatening scrutiny is performed. The most noteworthy outlet of connexion between didactics and methods of teaching a foreign language is the perception of education technique. As a rule, in these sciences the perceptions about the processes of instruction are dissimilar. The procedures of foreign language instruction are based on the didactic practices, while Educators of English as a foreign language get through habitual foreign language instruction techniques. Unquestionably, instructors of English as a foreign language pay attention to the present-day circumstances, the growth of insight about the methodologies of education as well as the outlooks for the development of these thinking.

**The statement of the problem:** Communicative etymological instruction and exclusively English, is challenging and may appear applicable at whatever time teachers and beginners value their feelings as well as linguistic and didactic aspects.

**Objective:** The overall objective of this article is both to identify and examine didactic and linguistic methodologies to EFL instructors' experienced progression with the intention of helping their initiates' competences.

**Research Questions:** The far-reaching research questions remain repositioned to maintain the predominating inquiry in an attempt to render it prospering.

**RQ1:** What are didactic and linguistic approaches successful in foreign language teaching and learning?

**RQ2:** To what extent are didactic and linguistic approaches appropriate for EFL instructors in a country's instructive system?

**RQ3:** How can didactic and linguistic approaches impress EFL instructors' proficiencies in their classes?

**RQ4:** In what way should didactic and linguistic approaches be taken seriously by EFL instructors with the intention of raising their experiences in their teaching space surroundings?

**RQ5:** How should didactic and linguistic approaches be appraised by EFL teachers to uphold EFL teachers' skilled development?

**Research Hypotheses:** The research hypotheses underneath carry on being interconnected to tighten out the invitation for evidence taking place with an appreciation to fashioning achievement.

**RH1:** Didactic and linguistic approaches successful in foreign language teaching and learning are: Communicative language teaching (CLT), Task-based language teaching (TBLT), Content and language integrated learning (CLIL), Cooperative

Language Learning (CLL), The Direct Method, Grammar-Translation, Audiolingualism, Total Physical Response, The Silent Way, The Natural approach.

**RH2:** Didactic and linguistic approaches are appropriate for EFL instructors in a country's instructive system to the extent that the very best linguistic teachers can repeatedly remain acknowledged through their commitment to inspired and original language instruction approaches. They are continuously using innovative language education methodologies in order to occupy their learners and investigating with original language knowledge activities and instruction tools to increase learning outcomes.

**RH3:** Didactic and linguistic approaches can impress EFL instructors' proficiencies in their classes by backing up these language teachers who are continually seeking various ways and inspirations to increase their education practice.

**RH4:** Didactic and linguistic approaches should be taken seriously by EFL teachers with the intent of intensifying their capabilities in their classroom environments in such a way that great language instructors comprehend that no fast solution occurs that they are able to set up so as to assist learners rapidly turn out to be fluent in their objective language. As an alternative, several common, evidence-based language teaching methods exist which can help make a difference.

**RH5:** Didactic and linguistic approaches ought to be evaluated by EFL trainers to maintain EFL educators' skilled growth through a variety of opinions. It appears fundamental to recognise that hardly any teaching approaches ought to be completely considered as "the paramount" techniques from the time when every language teaching space is particular as well as the instructor and the learner. Language teachers need to look continuously for these teaching methodologies mostly on or after the standpoint of outdated face-to-face classroom instruction and embrace likewise all of the characteristics and individualities of online linguistic teaching.

### 1. Literature Review

Language educators remain unrestricted to use whichever pedagogical technique they desire, it is supposed to be valued for them and other researchers to have a virtuous general idea of diverse didactic and linguistic instruction methodologies. These educators can select any etymological training approaches which are the most worthwhile when instructing their learners in classroom settings. It is advisable that teachers ought to use various educational approaches, making appropriate choices, adapting them to their unambiguous framework and going through the influence they have. Additionally, it should be kept in mind that such approaches can be improved and joined in innumerable techniques to outfit dissimilar students, environments, as well as didactic goals. The most relevant and appropriate linguistic training method is recurrently a combination of more than a few approaches personalized to the requirements of distinct students. The communicative capability of the learner ought to influence knowledge achievements in the linguodidactic process, in addition to his or her derived linguistic awareness, that is to say unwritten and semantic level of phonological individuality as well as resulting intellectual responsiveness as an effect of concerning the learner to the knowledgeable, vocabulary list level (Leontyev, 2016, p. 23).

Researchers argued that individual mindfulness has a semantic combination. Nevertheless, the connotations of concepts are not consistent, but progress mutually in the chronological appearance and while incorporating language throughout the ontogenetic training of man. Individuals can appreciate the inconsistency of etymological constituents uniquely as soon as the nature of the connotation itself was appropriately demarcated (Kolkova, 1992). The nature of the significance of the lexeme is discovered first and foremost in the oversimplification, which is encompassed as the fundamental and predominant moment in every term, for every term is by this time oversimplifying (Vitlin, 2000, p. 22). In keeping with linguists, most of the terminology, in excess of sixty percent, in technologically advanced languages is originated expressions. A substantial accountability in the materialisation of innovative vocabulary elements is played by the derivation of the concept. Etymology can be mapped out from the essence of the lexeme. The phonological constituent of the subject matter of teaching foreign sentence structure implicates the assortment of the indispensable material, incorporating morphology and language rules.

Becoming proficient at foreign language sentence structure material points toward the fact that learners have the competence to bring to mind arrangements of words, and to get through scrupulous syntactic constructions in context. Shifting the arrangements of words, learners make use of their components: prefixes, suffixes, endings. These movements are implemented so as to communicate and be aware of inspiration in foreign language verbal communication. The discrepancy between native orators and foreign language initiates is the gradation of mechanisation of the actions performed (Sturua, 2004, p. 45). To the mind of students of a foreign language, a certain number of activities are not programmed. Gathering suitable linguistic items for the enthusiastic well-rounded smallest amount is established on the principles of thematic and situational training and a satisfactory illustration of the well-formed classification of the tongue (Azimov; Schukin, 1997). The improvement of the procedures of foreign language education remains contingent on conventional major sciences such as linguistics, psychology, pedagogy, and for the most part, didactics.

Several explanations of training approaches occur in didactics (Babanskii, 1985; Golant, 1957; Lemberg, 1958, et al.) as well as in linguodidactics (Kapitonova, Shchukin, 1979; Rakhmanov, 1972; Larsen-Freeman, 2000; Richards, Rodgers, 2001, et al.). Nevertheless, the definitions of this perception of teaching method are disproportionate, and in a certain number of works this expression is not taken into account. In order to apprehend what researchers indicated insinuating the concept of teaching method, the evaluation of explicit examples should be carried out. It is justified that several academic works exist, in which the authors examine the fundamental nature of the concept of teaching method (Aleksyuk, 1973; Babanskii, 1985; Kazakevich, 1998; Lerner, 1981; Sarantsev, 1988; Anthony, et al., 1963). The investigators did not come across the solutions to all the encumbrances interconnected with the systematic evaluation of the approaches. At variance with the notions "teaching principle" and "teaching tool", the expression "didactic and linguistic approaches" is polysemantic, which renders the procedure of expansion of instruction theory additionally full of twists and turns.

Nonetheless, the authors of the theoretical works have under no circumstances been much careful to the challenge of equivocity of didactic and linguistic

approaches. Furthermore, it has certainly not been revealed that the hindrance has occurred during quite a lot of centuries and not a single person has put forward to straighten out the issue of double meaning of didactic and linguistic approaches by achieving with total success never-ending and instructional research. So as to come down with the knowledge of development of the didactic and linguodidactic inspiration, to scrutinise its existing condition and distinguish its methodological estimates, it is necessary to investigate the practice of development of the ideas about the teaching method in didactics and linguodidactics. It promotes the enhancement of the prevailing principle of instruction, which, comparably to any didactic and linguistic approaches, ought to be purposeful to the concrete activities of educators. Moreover, the specialised exercise of foreign languages' and especially English as foreign language instructors, are integrated. **The subsequent approaches** present noticeable advantages for both Language teachers as well as learners.

**Communicative language teaching (CLT):** This approach seems to be almost certainly nowadays the highest widespread educational pattern for English language instruction generally. Moderately for the reason that it points towards to situating learners in a multiplicity of realistic circumstances, with the intention of being able to discover the way to use their language skills to exchange a few words in the real world. (Richards, 2006). **Task-based language teaching (TBLT):** The motivation of TBLT linguistic instruction is exclusively on the finishing point of an itemised task which draw students' attention and participates them. Students use the linguistic proficiencies that they have already gained to carry out the task and exert themselves during the course of three divergent subdivisions— a before-task, during task itself and after-task reconsideration. (Beglár, and Alan, 2002)

**Content and language integrated learning (CLIL):** The CLIL approach mainly implies reviewing one of the subjects such as, biology, science or history as well as a morphological knowledge, like English, simultaneously — successfully assimilating both issues. **Cooperative Language Learning (CLL):** Cooperative Language Learning or CLL proceeds measure of a broader training method acknowledged as **Collaborative or Community Language Learning (CLL)**. CLL strives for making the thoroughgoing use of supportive activities encompassing pairs and small groups of students in the teaching space. Intrinsically, it is a student-centered, reasonably than a teacher-centered, approach to phonological instruction. (Talayhan, 2023). **The Direct Method:** While using the Direct Method of linguistic education, all instruction comes about in the target language, compelling the student to meditate and communicate in that language. Initiates do not use their innate linguistic competence in the teaching space of any kind! (Richards, and Theodore, 2001).

**Grammar-Translation:** This appears as a very outmoded instruction approach which highlights translation from the undergraduates' mother tongue into the target language and vice versa. With the intention of succeeding in this approach, learners require to commit to memory extended lists of terminology and comprehensive sentence structure arrangements as well as rules. **Audiolingualism.** Audiolingualism remained technologically advanced in response to a certain number of the complications linked to Grammar-Translation. Consequently, classes

characteristically take place in the target language for the reason that this approach intentionally strives for highlighting oral communication and listening abilities. (Richards, & Rodgers, 2014)

**Total Physical Response:** Total Physical Response or TPR is a manner of linguistic instruction in which the tutor presents morphological substances as teachings and the undergraduates must ensure correctly anything the educator tells them. Learners might consequently be questioned to sit down, stand up, point to the clock or walk to the front of the class. **The Silent Way:** It is possibly inflexible to conceive a linguistic teaching space where the educator does not essentially say much. However, that is the opinion at the core of this method. By means of CLL overhead, such as methodology intentionally swings the emphasis from the trainer's lessons to the undergraduate's knowledge. **The Natural approach:** Supporters of this approach illustrate it by means of identifying and stressing the dissimilarity concerning knowledge and gaining a language. For them, learning a language has need of arrangement, manuals, resources and learning by heart sentence structure guidelines or terminology lists. While gaining a language merely requires educators to generate an atmosphere which submerges students in the repetition, improvement in addition to ability to remember of their target language. (Richards, and Theodore, 2001).

## 2. Methods and Materials

The current study was established on the hypothetical works in the field of didactics and linguodidactics such as books and papers, demonstrating the development of technologists' perceptions on the origin of the notion of educational method. Additionally, this investigation was focused on useful orientations on didactics and linguodidactics for instructors, which hold back the "educational techniques" subdivision, and instruction booklets. These textbooks were dedicated to the scheme clarification and history of the advancement of instructive methodologies. Several sources were consulted and scrutinized. From the time when in these sources, the intention of the exploration was the notion of instruction approach, exceptional consideration was given to its characterisations and hallucinations, distinguishing its most important qualities that individualise it from additional terms. In the article the subsequent research procedures were used: – a method of theoretical evaluation to illustrate the connection between the expression of instructive approaches and other didactic expressions.

The available designations of this notion were also questioned; – a technique of subsidiary examination to mark out the significance of the concept "didactic and linguistic approaches" in didactic and linguodidactic manuscripts; – a chronological and evocative approach to organise the material in never-ending harmony. Such an approach was merged with the techniques of investigations, comparison, generalization and systematization of data through the use of research instruments like questionnaires (56 EFL teachers as well as 133 EFL learners were administered questionnaire sheets to, 52 sheets and 112 sheets respectively collected with the following sample sizes: a- 46, b- 87), interviews (with 17 educational experts, sample size: 17), in addition to classroom observations.

## 3. Data Collection Instruments

The methodology used here came together with the procedures of inquiries, judgement, oversimplification in addition to categorization of data during the course of the practice of investigation mechanisms such as questionnaires (56 EFL educationalists in addition to 133 EFL students were disseminated feedback form sheets to, 52 sheets and 112 sheets correspondingly stockpiled with the succeeding sample sizes: a- 46, b- 87), question and answer sessions (with 17 instructive specialists, sample size: 17), without forgetting classroom observations.

### 3.1. Questionnaire to EFL Teachers

Through this questionnaire, EFL educators have to provide answers to the following twenty (20) items. They have to justify first and foremost that they really make use of **Communicative language teaching (CLT)** in their classrooms. Next, they should demonstrate whether **Task-based language teaching (TBLT)** is used in their classes. In addition, they are asked whether **Content and language integrated learning (CLIL)** is used with their students. Moreover, they should say when they use **Cooperative Language Learning (CLL)** in their classrooms. Furthermore, they have to be sincere about their use of **The Direct Method** as well as the use of **Grammar-Translation**. They are asked whether they use **Audiolingualism** and **Total Physical Response** as well as **The Silent Way**, without forgetting **The Natural approach**. They have to explain the Success of these approaches in foreign language teaching and learning. They have also justified the Importance of didactic and linguistic approaches in EFL classes and how these approaches are appropriate for EFL instructors. These participants explain the prominence of the approaches in a country's instructive system and have given their position about the way the approaches can impress EFL instructors by impressing proficiencies in language classes. They have asked whether the approaches should be taken seriously and EFL instructors' intention to raise their experiences. Finally, they must say if Didactic and linguistic approaches should be appraised and EFL teachers' skilled development upheld by the approaches.

### 3.2. Questionnaire to EFL Learners

As far as the questionnaire addressed to learners is concerned, it has enquired whether learners communicate in classrooms and learners' positive reactions in classes. These participants are to say whether learners speak, read, listen and write well in their classes. They have to say if students learn in collaboration, meditate and communicate in English. They ought to say whether teachers use French and other languages to explain the lesson. They must say if oral communication and listening abilities are encouraged in their classes. They have to say whether beginners might be interrogated to sit down, stand up, point to the clock or walk to the front of the class. They are to say if the teacher does not talk much in class and that their teachers permit them to repeat, improve and remember English. They must say whether students learn and understand English well. They have to say whether learners think their teachers work well in classrooms and that English can help create employments in a country. Finally, they should say if learners appreciate their teachers' way of instructing them.

### 3.3. Interview Guide

As far as the interviewees are concerned, they have to provide strong arguments related to: Advantages of Communicative language teaching (CLT), Importance of Task-based language teaching (TBLT). Prominence of Content and language integrated learning (CLIL). Respondents ought to discuss the importance of Cooperative Language Learning (CLL) and that the Direct Method is helpful and that Grammar-Translation is essential. They have to demonstrate that Audiolingualism eases EFL teaching and learning and that Total Physical Response is necessary. These interviewees have to justify deeply that the Silent Way favours Teachers and learners while the Natural approach is profitable for education and Accomplishment of these methodologies in EFL teaching and learning occurs. They must demonstrate the reputation of didactic and linguistic methods and how these methodologies are applicable for EFL trainers. They should also discuss the celebrity of the procedures in a country's educational system and the way the methods can influence EFL tutors by exciting competences during linguistic courses. They have to carefully justify that the methodologies ought to be taken seriously and demonstrate EFL teachers' plan to increase their capabilities. They must show whether didactic and linguistic procedures should be valued while EFL instructors' professional improvement are sustained by the methodologies.

### 3.4. Classroom Observation Grid

The classroom observation mechanism has been designed to categorize whether the subsequent ideas were in progress during the lessons observed: preliminary stage and at that time discerning, for the reason that the instructors have to create from perceptible understanding. Subsequently, there might come about judgment (concentrating observation). Furthermore, there must be reflecting time (immaterial conceptualization) and interconnecting time (enthusiastic investigation). Additionally, adjudicating stage (self-, peer-, and instructor-appraisal) is to be differentiated before the ultimate subdivision.

#### 3.4.1. Undergraduates' Answer Grid

To the degree that it can be facilitated, it appears vital to indicate the degree of the learners' answers to the resources. Accordingly, the next points are judiciously patterned and distinguished a bit at a time. First and foremost, it is compulsory to check whether learners provided the idea to pick up (and acknowledge) the persistence of the immeasurable tasks supported by the EFL instructors observed. Afterward, it has been corroborated if novices questioned about whichever illuminations and gave the impression to contribute enthusiastically or if all the initiates played a part. At that time, the confirmation whether the activities ran resourcefully, or if students deserve encouragement was overbearing. Furthermore, throughout these observation moments, it has been supported whether there were any 'dead' times, for instance, immediately one group had finished, all the same others had not.

What is more, it has been recognized or not that there swing from place to place any divided second of misperception, where students did not give the impression to be energetic about anything that was foreseeable. It has to be demonstrated whether the tasks went as intended, or there were unexpected and contradictory answers and if the students continued harmoniously involved during the course of the lessons. It

is crucial to point out if the observer noticed that the undergraduates discovered the content stress-free or too stress-free, tough or too tough. Additionally, the way to raise the value of the inclusive atmosphere of the classroom is worth mentioning as well as some supplementary explanations the observer may have about the way learners responded to the resources.

**3.4.2. Personal Assumptions**

Inclusively, the spectator’s demonstrative state about the means by which the courses went is necessary to be exposed. For that reason, the results of the classroom observation need to stipulate whether the promptness of the trainings was too slow, too fast, or average. The aptitudes of instructors and students are worth talking about besides the effects of the instructions and whether they stayed reliable with the intentions. It is indispensable to make evident whether there was whatever that the observer would have added to the class or removed or done in a divergent way. Both the most important and determined points and doleful points of the materials used during the courses, for the students, in addition to the straightforward study points and tragic points of the resources, for the teacher should be meticulous characteristically.

**4. Data Presentation and Analysis**

The results of the questionnaires, the interviews, and classroom observations are accessible through the subsequent tables with related analyses below.

**4.1.Results of Questionnaire**

*Table 1: EFL Teachers’ Questionnaire Results-Nº1-46-100%*

| Statements   | Yes-%     | No-%      | Total-% |
|--|-----------|-----------|---------|
| Communicative language teaching (CLT) is used in EFL Classes           | 12-26.08% | 34-73.91% | 46-100% |
| Task-based language teaching (TBLT) is used in EFL Classes             | 11-23.91% | 35-76.08% | 46-100% |
| Content and language integrated learning (CLIL) is used in EFL Classes | 15-32.60% | 31-67.39% | 46-100% |
| Cooperative Language Learning (CLL) is used in EFL Classes             | 22-47.82% | 24-52.17% | 46-100% |
| The Direct Method is used in EFL Classes                               | 18-39.13% | 28-60.86% | 46-100% |
| Grammar-Translation is used in EFL Classes                             | 41-89.13% | 05-10.86% | 46-100% |
| Audiolingualism is used in EFL Classes                                 | 14-30.43% | 32-69.56% | 46-100% |

|  |                  |                  |                |
|--|------------------|------------------|----------------|
| Total Physical Response is used in EFL Classes | <b>39-84.78%</b> | <b>07-15.21%</b> | <b>46-100%</b> |
| The Silent Way is used in EFL Classes          | <b>17-36.95%</b> | <b>29-63.04%</b> | <b>46-100%</b> |
| The Natural approach is used in EFL Classes    | <b>19-41.30%</b> | <b>27-58.69%</b> | <b>46-100%</b> |

**Source: Field Research, 2024**

Through table 1, only twelve (12) participants-26.08% have accepted that they categorically made use of Communicative language teaching (CLT) during their lessons whereas thirty-four (34) among them-73.91% have recognized that they did not care about it. Subsequently, eleven (11) respondents-23.91% have demonstrated that Task-based language teaching (TBLT) was used during their lessons but thirty-five (35) participants-76.08% said the contrary. Moreover, fifteen (15) respondents-32.60% said that Content and language integrated learning (CLIL) was used with their learners, nevertheless, thirty-one (31) of them-67.39% refused. Besides, twenty-two (22) among them-47.82% have said that they used Cooperative Language Learning (CLL) during their courses but twenty-four (24) respondents-52.17% denied. Furthermore, eighteen (18) participants-39.13% have been honest about their use of The Direct Method but twenty-eight (28) among them-60.86% denied. Additionally, forty-one (41) respondents-89.13% used Grammar-Translation but five (05)-10.86% among them did not. 14-30.43% of them used Audiolingualism whereas thirty-two 32-69.56% of them denied. While thirty-nine (39)-84.78% said they used Total Physical Response, seven (07)-15.21% among them refused. Whereas seventeen (17)-36.95% have accepted to be using The Silent Way, twenty-nine (29)-63.04% of them denied. Finally, nineteen (19) participants-41.30% said they used The Natural approach and 27-58.69% of them refused.

**Table 2: EFL Teachers' Questionnaire Results-N°2-46-100%**

| <b>Statements</b>  | <b>Yes-%</b>   | <b>No-%</b>   | <b>Total-%</b> |
|--|----------------|---------------|----------------|
| Success of these approaches in foreign language teaching and learning is essential | <b>46-100%</b> | <b>00-00%</b> | <b>46-100%</b> |
| Importance of didactic and linguistic approaches                                   | <b>46-100%</b> | <b>00-00%</b> | <b>46-100%</b> |
| These approaches are appropriate for EFL instructors                               | <b>46-100%</b> | <b>00-00%</b> | <b>46-100%</b> |
| Prominence of the approaches in a country's instructive system                     | <b>46-100%</b> | <b>00-00%</b> | <b>46-100%</b> |

|   |         |        |         |
|---|---------|--------|---------|
| The approaches can impress EFL instructors                    | 46-100% | 00-00% | 46-100% |
| Impressing proficiencies in language classes                  | 46-100% | 00-00% | 46-100% |
| The approaches should be taken seriously                      | 46-100% | 00-00% | 46-100% |
| EFL instructors' intention to raise their experiences is high | 46-100% | 00-00% | 46-100% |
| Didactic and linguistic approaches should be appraised        | 46-100% | 00-00% | 46-100% |
| EFL teachers' skilled development upheld by the approaches    | 46-100% | 00-00% | 46-100% |

**Source: Field Research, 2024**

Table 2 shows that the forty-six (46) participants-100% have recognized the necessity of the success in these approaches in foreign language teaching and learning during their lessons. All of them have also known the importance of didactic and linguistic approaches for EFL learners' performances and the way these approaches are fitting for EFL teachers. All of them have explained the celebrity of these methods in a country's educational system and have given their opinion about the manner the methodologies can influence EFL trainers by fostering abilities in language classes. They have all said that the approaches should be taken seriously as well as EFL teachers' intention to raise their familiarities. To end with, they have all said that didactic and linguistic methodologies should be reviewed and EFL educators' professional development supported by the methods.

**4.2. Learners' Questionnaire Results**

*Table 3: EFL Learners' Views- N°1-87-100%*

| Statements                                   | Yes-%     | No-%      | Total-% |
|--|-----------|-----------|---------|
| Learners communicate in classrooms           | 43-49.42% | 44-50.57% | 87-100% |
| Learners' positive reactions in classes      | 43-49.42% | 44-50.57% | 87-100% |
| Learners speak, read, listen and write well  | 40-45.97% | 47-54.02% | 87-100% |
| Students learn in collaboration              | 12-13.79% | 75-86.20% | 87-100% |
| students meditate and communicate in English | 13-14.94% | 74-85.05% | 87-100% |

|   |           |           |         |
|---|-----------|-----------|---------|
| Teachers use French and other languages to explain the lesson | 43-49.42% | 44-50.57% | 87-100% |
| oral communication and listening abilities are encouraged     | 18-20.68% | 69-79.31% | 87-100% |

**Source: Field Research, 2024**

Table 3 shows that forty-three (43) respondents-49.42% have recognized that learners communicate in classrooms while forty-four (44)-50.57% denied and forty-three (43)-49.42% also declared that there are learners’ positive reactions in classes whereas forty-four (44) among them-50.57% said the contrary. 40-45.97% among these participants have justified through their questionnaires that learners speak, read, listen and write well in their classes, nevertheless, forty-seven (47) of them-54.02% argued against this item. 12-13.79% opined that students learn in collaboration in their classrooms while seventy-five (75)-86.20% rejected this idea, and only thirteen participants (13)-14.94% have explained that EFL students meditate and communicate in English but seventy-four (74)-85.05% have rejected this point of view. 43 participants-49.42% have said that EFL teachers use French and other languages to explain the lesson in their classrooms and forty-four (44) of them-50.57% went against this position. Only eighteen (18) respondents-20.68% justified the opinion that oral communication and listening abilities are encouraged in their classrooms whereas sixty-nine (69)-79.31% rejected.

**Table 4: EFL Learners’ Views- N°2-87-100%**

| Statements  | Yes-%     | No-%      | Total-% |
|---|-----------|-----------|---------|
| Learners might consequently be questioned to sit down, stand up, point to the clock or walk to the front of the class | 87-100%   | 00-00%    | 87-100% |
| The teacher talk much in class.   | 43-49.42% | 44-50.57% | 87-100% |
| Teachers permit students to repeat, improve and remember English.   | 40-45.97% | 47-54.02% | 87-100% |
| Students learn and understand English well.   | 12-13.79% | 75-86.20% | 87-100% |
| Learners think their teachers work well in classrooms   | 13-14.94% | 74-85.05% | 87-100% |
| English can help create employments in a country  | 87-100%   | 00-00%    | 87-100% |
| Learners appreciate their teachers’ way of instructing them   | 18-20.68% | 69-79.31% | 87-100% |

**Source: Field Research, 2024**

Through table 4, it is noticed that eighty-seven, the total number of the participants (87)-100% that beginners are interrogated to sit down, stand up, point to the clock or walk to the front of the class but none of them (00)-00% rejected. 43-49.42% said that the teacher does not talk much in class and forty-four (44)-50.57% of them said that their teachers talk too much and forty (40)-45.97% of the participants said that their teachers permit them to repeat, improve and remember English in their classrooms while forty-seven (47)-54.02% refused. 12-13.79% among them said that students learn and understand English well but seventy-five (75)-86.20% refused. 13-14.94% among the participants said that learners think their teachers work well in classrooms and seventy-four (74)-85.05% of them refused and eighty-seven (87)-100% have said that English can help create employments in a country and none of them (00)-00% was against that item. To finish, eighteen (18)-20.68% among these respondents said that learners appreciate their teachers' way of instructing them but the majority of them, sixty-nine (69)-79.31% disagreed.

**4.3. Interview Results**

*Table 5: Interviewees' Thoughts-N°1-17-100%*

| <b>Statements</b>   | <b>Yes-%</b> | <b>No-%</b> | <b>Total-%</b> |
|---|--------------|-------------|----------------|
| Advantages of Communicative language teaching (CLT)           | 17-100%      | 00-00%      | 17-100%        |
| Importance of Task-based language teaching (TBLT)             | 17-100%      | 00-00%      | 17-100%        |
| Prominence of Content and language integrated learning (CLIL) | 17-100%      | 00-00%      | 17-100%        |
| Importance of Cooperative Language Learning (CLL)             | 17-100%      | 00-00%      | 17-100%        |
| The Direct Method is helpful                                  | 17-100%      | 00-00%      | 17-100%        |
| Grammar-Translation is essential                              | 17-100%      | 00-00%      | 17-100%        |
| Audiolingualism ease EFL teaching and learning                | 17-100%      | 00-00%      | 17-100%        |
| Total Physical Response is necessary                          | 17-100%      | 00-00%      | 17-100%        |
| The Silent Way favours Teachers and learners                  | 17-100%      | 00-00%      | 17-100%        |
| The Natural approach is profitable for education              | 17-100%      | 00-00%      | 17-100%        |

**Source: Field Research, 2024**

Table 5 shows that all the interviewees (17-100%) have explained and discussed with strong arguments the advantages of communicative language teaching (CLT). Next, they have all (17-100%) recognized and demonstrated the importance of Task-Based Language Teaching (TBLT). They have also all (17-100%) justified the prominence of Content and Language Integrated Learning (CLIL). (17-100%) respondents have discussed the importance of Cooperative

Language Learning (CLL). They have also argued that the Direct Method is supportive in language classes and that Grammar-Translation is indispensable as well. The total number of these participants (17-100%) have convincingly demonstrated that Audiolingualism facilitates EFL teaching and learning and that Total Physical Response is necessary in EFL classrooms. These interviewees have finally justified deeply that the Silent Way favours educators as well as beginners while the Natural approach is really advantageous for training in languages and especially English.

**Table 6: Interviewees' Thoughts-N°2-17-100%**

| Statements   | Yes-%   | No-%   | Total-% |
|--|---------|--------|---------|
| Accomplishment of these methodologies in EFL teaching and learning       | 17-100% | 00-00% | 17-100% |
| Reputation of didactic and linguistic methods                            | 17-100% | 00-00% | 17-100% |
| How these methodologies are applicable for EFL trainers                  | 17-100% | 00-00% | 13-100% |
| Celebrity of the procedures in a country's educational system            | 17-100% | 00-00% | 17-100% |
| The methods can influence EFL tutors                                     | 17-100% | 00-00% | 17-100% |
| Exciting competences during linguistic courses                           | 17-100% | 00-00% | 17-100% |
| The methodologies ought to be taken really                               | 17-100% | 00-00% | 17-100% |
| EFL teachers' plan to increase their capabilities                        | 17-100% | 00-00% | 17-100% |
| Didactic and linguistic procedures should be valued                      | 17-100% | 00-00% | 17-100% |
| EFL instructors' professional improvement sustained by the methodologies | 17-100% | 00-00% | 17-100% |

**Source: Field Research, 2024**

Table 6 displays that the total number of respondents (17-100%) have opined that the achievement of these methodologies in EFL teaching and learning is fundamental for educators. They have all (17-100%) confirmed that the reputation of didactic and linguistic procedures and how these practices are relevant for EFL instructors. They all (17-100%) have also discussed the celebrity of the techniques in a nation's instructive system and the manner the approaches can encourage EFL teachers by stimulating capabilities throughout linguistic courses. All of them (17-100%) have carefully reasoned that the methods need to be taken seriously and revealed EFL teachers' plan to intensify their competences. Finally, the total number of the participants (17-100%) have explained that didactic and linguistic

processes need to be appreciated while EFL trainers' professional enhancement are sustained by the approaches.

### 5. Discussion of Data

The research problem stipulates that Communicative language teaching and particularly English, is difficult and can become appropriate as soon as instructors and learners value their intuitions in addition to linguistic and didactic aspects. The main results of the investigation revealed that respondents have reasonably demonstrated that very few EFL teachers make use of Communicative language teaching (CLT) in their classrooms. Subsequently, they have demonstrated that Task-based language teaching (TBLT) is used in only a few classrooms. Furthermore, they are very few recognized that Content and language integrated learning (CLIL) is used with their undergraduates. What is more, they have said that they scarcely use Cooperative Language Learning (CLL) during their teaching space. Besides, they have been truthful about the use of The Direct Method and the use of Grammar-Translation.

They have used Audiolingualism and Total Physical Response in addition to The Silent Way, without disremembering The Natural approach. Very few EFL teachers have believed that they unquestionably make use of Communicative language teaching (CLT) in their classrooms. Next, they should demonstrate whether Task-based language teaching (TBLT) is used in their classes. In addition, they are asked whether Content and language integrated learning (CLIL) is used with their students. Moreover, they should say when they use Cooperative Language Learning (CLL) in their classrooms. In addition, they have to be sincere about their use of The Direct Method and the use of Grammar-Translation. Some of them use Audiolingualism and Total Physical Response as well as The Silent Way, without forgetting The Natural approach.

In line with these main results above, the five (5) research questions investigate respectively the following. 1. What are didactic and linguistic approaches successful in foreign language teaching and learning? 2. To what extent are didactic and linguistic approaches appropriate for EFL instructors in a country's instructive system? 3. How can didactic and linguistic approaches impress EFL instructors' proficiencies in their classes? 4. In what way should didactic and linguistic approaches be taken seriously by EFL instructors with the intention of raising their experiences in their teaching space surroundings? 5. How should didactic and linguistic approaches be appraised by EFL teachers to uphold EFL teachers' skilled development?

The Research Hypotheses are as follows: 1. Didactic and linguistic approaches successful in foreign language teaching and learning are: Communicative language teaching (CLT), Task-based language teaching (TBLT), Content and language integrated learning (CLIL), Cooperative Language Learning (CLL), The Direct Method, Grammar-Translation, Audiolingualism, Total Physical Response, The Silent Way, The Natural approach. 2. Didactic and linguistic approaches are appropriate for EFL instructors in a country's instructive system to the extent that the very best linguistic teachers can repeatedly remain acknowledged through their commitment to inspired and original language instruction approaches. They are continuously using innovative language education methodologies in order to

occupy their learners and investigating with original language knowledge activities and instruction tools to increase learning outcomes. **3.** Didactic and linguistic approaches can impress EFL instructors' proficiencies in their classes by backing up these language teachers who are continually seeking various ways and inspirations to increase their education practice.

**4.** Didactic and linguistic approaches should be taken seriously by EFL teachers with the intent of intensifying their capabilities in their classroom environments in such a way that great language instructors comprehend that no fast solution occurs that they are able to set up so as to assist learners rapidly turn out to be fluent in their objective language. As an alternative, several common, evidence-based language teaching methods exist which can help make a difference. **5.** Didactic and linguistic approaches ought to be evaluated by EFL trainers to maintain EFL educators' skilled growth through a variety of opinions. It appears fundamental to recognise that hardly any teaching approaches ought to be completely considered as "the paramount" techniques from the time when every language teaching space is particular as well as the instructor and the learner.

Language teachers need to look continuously for these teaching methodologies mostly on or after the standpoint of outdated face-to-face classroom instruction and embrace likewise all of the characteristics and individualities of online linguistic teaching. The following results are also strongly linked to the research questions. It has been said that learners communicate in classrooms and learners' positive reactions in classes. These intervenants have said that students speak, read, listen and write well during their lessons. They have demonstrated that learners learn in collaboration, meditate and communicate in English. They argued that EFL educators use French and other languages to give the explanations of the courses. They have said that oral communication and listening abilities are to be encouraged in their classrooms.

They have justified that trainees ought to be asked to sit down, stand up, point to the clock or walk to the front of the class. This will be very helpful to EFL teachers and students because respondents have said that the educator should not talk much during the course and that their instructors authorized them to repeat, improve and remember English which fundamental for language teaching and learning. These participants argued that trainees should learn and understand English well. They have demonstrated that beginners should reason that their instructors should work well in classrooms and that English can help create employments in a country. As a final point, they explained that students ought to raise the value of their instructors' manner of training them.

Through the literature review, it is to be noticed that **Communicative language teaching (CLT)**: Instructors consequently have a habit of concentrating on fluency of communication moderately than accuracy and classes are additionally pro-active than hypothetical. **Task-based language teaching (TBLT)**: The emphasis of TBLT linguistic education is exclusively on the achievement of a comprehensive task which benefits and involves the initiates. (Richards, 2006) **Content and language integrated learning (CLIL)**: The language instruction is prearranged around the demands of the principal issue relatively than that of the target language. **Cooperative Language Learning (CLL)**: During the CLL courses, all of the

linguistic knowledge activities are intentionally considered to make the most of prospects for community collaborations. (Talayhan, 2023) **The Direct Method:** Consequently, learners work out important grammar notions by performing the language and by constructing up their experience to it. **Grammar-Translation:** The methodology helps accuracy over fluency and lean towards supporting the improvement of reading and writing abilities as a substitute to communicative or speaking skills.

**Audiolingualism:** Activities characteristically comprise undergraduates reciting the instructor's words, either confrontational or over and done with headsets in a linguistic laboratory while waiting for them to get the articulations and cadence correct. **Total Physical Response:** As learners' competences increase, such teachings are able to turn out to be additionally comprehensive together with supplementary fundamentals for language conception, as well as adverbs (e.g. talk quickly), adjectives (e.g. put on your red jumper) and prepositions (e.g. stand in front of the teacher). **The Silent Way:** Obviously, the Silent Way practises quietness as a training instrument. It raises learners' emotional state in order to be additionally self-determining and to learn the target language for themselves. **The Natural approach:** First and foremost envisioned to be used with novice students, educators highlight stimulating, comprehensible input (CI) and generate low-anxiety circumstances. (Richards, and Theodore, 2001)

## 6. Suggestions

Communicating as well as pertinent teaching and learning activities should be fostered in language classes and mainly in English classes because they describe didactic and linguistic methodologies. The use of authentic source materials are to be encouraged for the sake of EFL learners' performances in the target language. Educators ought to be encouraged to make available for the undergraduates as much occasion to give and obtain expressive communicative abilities as possible. As the use of individual involvement is likewise collective in Collaborative Language Teaching (CLT) classrooms, it is fundamental to study additionally about these approaches so as to grasp the abilities to spread on the communicative linguistic educational methods.

Students are able to practise the language abilities that they previously have to comprehend the task and perform over and done with three divergent stages – a pre-task, the deep task and post-task appraisal which should be helpful for both EFL teachers and learners during the lessons. EFL teachers ought to ask their students, for instance, to carry a demonstration about a significant environmental topic. With the intention of completing such a presentation, these learners should read/listen to source material, make investigation through the internet, in addition to writing and delivering the presentation itself. It is suggested that learners in Task-Based Language Teaching (TBLT) classes should be empowered and motivated for the reason that they 'own' the linguistic capabilities and ought to regulate the aspect of the task reply.

It appears judgmentally imperative that EFL instructors should make certain that the amalgamation is vibrant and that their learners are involved. Having supposed that, the Content and language integrated learning (CLIL) approach should create noteworthy occasions for cross-curricular functioning, it unlocks up

linguistic knowledge to a more extensive environment and can be used to re-participate beforehand discouraged learners. Undergraduates should do tasks by cooperating between themselves and chatting/functioning collectively. The instructor's responsibility is to perform as a facilitator of and a contributor in the learning tasks. Ordinary teaching space procedures for this methodology consist of Q+Ans, exchange, reading audibly, writing and learner self-correction. Additional efforts should be made through the use of this methodology so as to prepare learners with unprompted communication skills. Consequently, classroom activities should not merely include grammar drills, terminology assessments and reassuring learners to integrate new grammar perceptions in homogenous writing tasks but communicative abilities ought to be encouraged as well.

### Conclusion

Communicative language teaching is challenging, particularly in English, and this can be achieved through the prominence instructors and undergraduates give to their feelings as well as linguistic and didactic aspects. The main objective of the current investigation is to identify and examine didactic and linguistic procedures to EFL teachers professional development so as to enhance their learners' competences. The use of quantitative and qualitative methods has permitted the distribution of questionnaire sheets to both EFL trainers and initiates of English as well as the interviews piloted with didactic and linguistic professionals. The results achieved have given away that certain coursebooks give sufficient grammar activities that seldom foster communication. This explains the reason why at the very start of the target language learning, students do not sufficient linguistic proficiencies and intellectual capabilities to successfully demonstrate English language communication.

It is recommended that EFL instructors should create convenient arrangements in the target language teaching and engage beginners in communication carefully and progressively to increase mental stress as well as didactic and linguistic duties, in the educating and learning process. Virtuous effort is compensated by the trainer and errors are rapidly rectified. Instructors require to use the most comprehensive conceivable variety of signs and facial languages to communicate. Intrinsically, classes carried by means of the ordinary methodology concentrate on understanding communications in the foreign language, and give tiny or no significance to error correction, drilling or on mindful knowledge of grammar rules. The fundamental values of real linguistic training spread on to the instruction of contemporary languages. These languages comprise English, Spanish, French, German, Italian, Japanese, Arabic or Mandarin. Nevertheless, there possibly will be specific dissimilarities in highlighting or methodology contingent to the unambiguous language being taught. To end with, it can be noticed that such dissimilarities are commonly slight, and the most real instruction approaches can be improved to outfit any language teaching and learning.

### References

Azimov, E. G.; Schukin, A. N. (1997). Dictionary of methodological terms (theory and practice of teaching languages). 1997. 472 p.

- Izmailova, G.; Gafiyatova, E.; Romazanova, O. (2017). Substantivized Words Used as Addressing in English and Tatar Languages. *Revista Publicando*, v. 4, n. 13, p. 634-641, 2017.
- Kolkova, M. K. (1992). Problems of formation of grammatical skills from the point of view of communicative-cognitive grammar. *Novyye napravleniya v metodike prepodavaniya inostrannykh yazykov*, p.123-128, 1992.
- Leontyev, A. A. (2016). *The pedagogy of common sense. Selected works on the philosophy of education and educational psychology*. 2016. 528 p.
- Sturua, M. V. (2004). *Methods of teaching practical grammar of the Russian language for students of multiethnic groups of preparatory faculties of technical universities. Dissertation Abstract of a candidate of doctorate in sciences*. 2004. 218 p.
- Vitlin, Z. A. (2000). *Sovremennyye problemy obucheniya grammatike inoyazychnykh yazykov. Inostrannyye yazyki v shkole*, n. 5, p. 22-25, 2000.
- Richards, J. C. (2006) *Communicative Language Teaching Today*. Cambridge University Press 32 Avenue of the Americas, New York, NY 10013-2473, USA www.cambridge.org 2006 Printed in the United States of America ISBN-13 978-0-521-92512-9 paperback
- Beglar, D., and Alan, H. (2002). Implementing task-based language teaching. In Jack Richards and Willy Renandya (eds). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Talayhan, Ö. G. (2023). Cooperative Language Learning. January 2023. Batman Üniversitesi <https://www.researchgate.net/publication/377388342>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Aleksyuk, A.N. (1973). *Razvitie teorii obshchikh metodov obucheniya v sovetskoi pedagogike* [The development of the theory of general teaching methods in Soviet pedagogy] [Author's abstr. dr. ped. diss.]. Kiev. (In Russ.)
- Anthony, E. (1963). Approach, Method and Technique. *English Language Teaching, XVII*(2), 63–67.
- Babanskii, Yu.K. (1985). *Metody obucheniya v sovremennoi obshcheobrazovatel'noi shkole* [Teaching methods in a modern comprehensive school]. Moscow: Prosveshhenie Publ. (In Russ.)
- Golant, E.Ya. (1957). *Metody obucheniya v sovetskoi shkole* [Teaching methods in a Soviet school]. Moscow: Uchpedgiz Publ. (In Russ.)
- Kapitonova, T.I., & Shchukin, A.N. (1979). *Sovremennyye metody obucheniya russkomu yazyku inostrantsev* [Modern methods of teaching Russian to foreigners]. Moscow: Russkii yazyk Publ. (In Russ.)
- Kazakevich, V.M. (1998). Informatsionnyi podkhod k metodam obucheniya [Information approach to teaching methods]. *Pedagogika* [Pedagogy], (6), 43–47. (In Russ.)
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Lemberg, R.G. (1958). *Metody obucheniya v shkole* [Teaching Methods at the School]. Almaty. (In Russ.)

- Lerner, I.Y. (1981). *Didakticheskie osnovy metodov obucheniya* [*Didactic foundations of teaching methods*]. Moscow: Pedagogika Publ. (In Russ.)
- Rakhmanov, I.V. (1972). *Osnovnye napravleniya v metodike prepodavaniya inostrannykh yazykov v 19–20 vv.* [*The main directions in the methodology of teaching foreign languages in the 19–20 centuries*]. Moscow: Pedagogika Publ. (In Russ.)
- Sarantsev, G.I. (1988). Metod obucheniya kak kategoriya metodiki prepodavaniya [The teaching method as a *category* of teaching theory]. *Pedagogika* [*Pedagogy*], (1), 28–34. (In Russ.)
- Richards, J., & Rodgers, Y. (2001). *Approaches and Methods in Second Language Classrooms*. Cambridge: Cambridge University Press.