

APPLICATION OF ARC METHOD IN PLANNING AND CONDUCTING A LESSON

The article is about importance of usage various methods of teaching during a lesson to achieve better understanding and good command of the target language. These methods (Authentic Use, Restricted Use, Clarification) must entangle and must be used in every lesson according to a strict order. Advantages and disadvantages of some of them are also presented.

In order to make lessons more interesting, dynamic and not boring it is worth to get acquainted with ARC method presented by a new trend in English teaching methodology [1].

So, what is ARC method? Imagine traffic lights. There are three colors and all they arise some certain feelings and questions [2].

— What is the purpose of traffic lights?

— What would happen if there were no traffic lights?

— What is the order of change of traffic lights? Why?

— What would happen if the lights went from green to red?

— What could happen if you sped through amber?

— How are traffic lights like a language classroom?

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So, what do you do and feel looking at the red color? You stop, you are annoyed, impatient, concentrated, ready to receive information. At lesson this is a period of Clarification (C), presenting new material. Then comes yellow light. It means 'proceed with caution', you are ready to move, you start making your first step, slowly, being very attentive, cautious and accurate. This corresponds to Restricted Use at lesson, doing drills, exercises under strict tutor's control. And at last you see green color. It means go, you are free, move as fast as you like but sticking to the rules. At lesson it means Authentic Use, where you work with authentic materials, presenting 4 skills: reading, listening, speaking and writing in their natural authentic way. So, we see that these 3 stages are closely connected and entangled, cannot exist separately and we cannot violate the order [3].

Now we have this abbreviation ARC and see that RU always stands between AU and C. These three constituents create a skeleton of a lesson, they all are necessary in lesson planning. Now let's see what instrumentality can be involved in each constituent.

Clarification (C) — to give very clear instruction.

All clarifications contain the following stages:

- 1) conveying and checking meaning;
- 2) eliciting and providing a model;
- 3) highlighting pronunciation and form;
- 4) restricted use (controlled) practice;
- 5) providing a written record.

Looking at the stages of Clarification, we see that there is an intrusion of RU in it, the accuracy based activity. It includes:

- choral and individual drilling;
- clear conveying and checking of meaning;
- language laboratory exercises;
- questions and answers drills;
- dialogue building (prompted dialogue);
- written exercises (gap filling, completing sentences, multiple choice)
- correction mistakes;
- giving opposite form.

Then comes Authentic Use (AU), the fluency based activity. Authentic materials are presented in receptive skills — reading and listening and are necessary in teaching foreign language. Materials for reading are: newspapers, magazines, fiction and plays, ads, timetables, maps, holiday brochures, letters, notes and messages, posters, documents, recipes, menus, questionnaires. Materials for listening: broadcast, TV programs, video films (feature and documentary), songs, native speakers.

However, there are advantages and disadvantages of using authentic materials in the classroom [1,4].

Advantages:

- it increases motivation;
- builds up student's confidence;
- reduces the artificiality of the classroom and brings more of the real world to it, etc.

Disadvantages:

- it might have too many vocabulary items/ slang/ colloquialisms;

— the wording could be too subtle and culture-bound;

— too much unknown structures, etc.

So, we see, that application of ARC method makes planning and conducting a lesson well structured and easy for students to comprehend the new material. The order of the constituents must be observed. RU always accompanies AU or C. It comes before or after them: to prepare for the new item or consolidate the knowledge.

1. *Catherine Walker*. Authentic Reading. Cambridge University Press, 1992.

2. *Alan Duff*. That's Life. Cambridge University Press, 1991.

3. *G. P. Landhouse*. Speaking Personally. Cambridge University Press, 1992.

4. *Blundell and Stokes*. Task Listening. Cambridge University Press, 1993.

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ВИКОРИСТАННЯ ARC-МЕТОДУ У ПЛАНУВАННІ ТА ПРОВЕДЕННІ ЗАНЯТЬ

Стаття ілюструє різні методичні засоби, які слід застосовувати на практичних заняттях з англійської мови для кращого розуміння й оволодіння пропонованим матеріалом. Ці методи повинні чергуватись і вживатись у певній послідовності. Проаналізовано можливі переваги чи недоліки вживання цих методів.