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Учебное пособие по истории лингводидактических учений предназначено для студентов-бакалавров III курса, обучающихся по специальности «Теория и методика преподавания иностранных языков и культур». Составлено в соответствии с рабочей программой по истории лингводидактических учений и соотносено с тематикой курса лекций, поэтому оно может быть использовано студентами при подготовке к семинарским занятиям, а также для самостоятельной работы по предмету.

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PREFACE

This book is written for 3rd year students studying to become English teachers. It introduces them to the history of English language teaching. The book covers most of the approaches and methods that have made a mark on teaching English as a foreign language and that are explored during lectures and seminars; therefore, it can be used to help students get ready for seminars and organize their self-study.

The book is divided into five units – each focusing on a specific period in the history of English language teaching. The units have a similar structure and consist of the following sections:

- Discuss with your partner
- Listen to the lecture
- Self-study
- Check yourself.

The “Discuss with your partner” section is aimed at activating students’ background knowledge, raising their interest and thus, at preparing them for listening to a lecture. The “Listen to the lecture” section contains questions students should be able to answer after listening to a lecture. It is recommended to look through these questions before the lecture so that students could follow the lecturer more easily.

The “Self-study” section is designed to further students’ understanding of the theme in question and scaffold their work with written sources. Students are expected to read some selected articles or extracts from books and answer specific questions in writing. This will help them get ready for the seminars. Chapter four devoted to the new developments in the field of teaching foreign languages after World War II also has a section called Video lessons. By watching these videos, students will be able to enter a classroom where a particular method is being practiced. There are specific questions and tasks that will help students analyze those lessons and see how the particular principles of language teaching are applied.

The last section – “Check yourself” – contains tasks that allow students to check their understanding of what they have learned and put this knowledge into practice. The latter is done with the help of microteaching tasks. Students are expected to prepare a fragment of a lesson and teach it to their peers. This will help them see how a particular technique works and whether they feel comfortable about using it.

Overall, the tasks and activities included into the book are aimed at developing students' reflective skills and ability to analyze the teaching process critically. It is not expected that students will adopt one of the methods discussed. What *is* expected is that students will become informed about the choices they have and examine their own beliefs about teaching and learning languages.

THEME 1: MAIN METHODOLOGICAL NOTIONS AND CATEGORIES

? Discuss with your partner

1. When do you think people started learning foreign languages? Why did they start learning foreign languages?
2. Which foreign languages were most popular in the Antique World? In the Middle Ages? In the 16th and 17th centuries? In the 18th century? In the 19th century? After World War II? At the beginning of the 21st century? Why?
3. Do you think the attitude to learning foreign languages in our country has ever changed? How and why has it changed?

📖 Listen to the lecture

Listen to the lecture about the main methodological categories and get ready to discuss the following questions.

1. What does the category of the aim of teaching foreign languages mean? Why is it an important category?
2. What are the three aspects of the aim of teaching foreign languages? Describe each of them.
3. What is communicative competence? What does it consist of?
4. What does the category of the content of teaching foreign languages mean?
What are the aspects of the content of teaching foreign languages?
5. What does the category of the principles of teaching foreign languages mean? What is the difference between didactic principles of teaching and methodological principles of teaching foreign language?
6. Give examples of didactic principles and explain how they are applied in teaching foreign languages.
7. Give examples of methodological principles of teaching foreign languages.
8. What does the category of the means of teaching foreign languages mean? What types of means of teaching foreign languages do you know?

📖 Self-study

a) *Read the following text about such methodological categories as approach, method and technique. Describe each category.*

Anthony E. Approach, method and technique // English Language Teaching. 1963. Vol. 17. 63–67.

b) *Read the following passage. How have the concepts of approach, method and technique changed?*

Brown D. Teaching by Principles: An Interactive Approach to Language Pedagogy. Englewood Cliffs: Prentice Hall Regents, 2007. P. 14–17.

c) *Read the following passage. What is the difference between 'performance' and 'competence'?*

Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing // Applied Linguistics. 1980. No. 1. P. 3–8.

d) *Read the following passage. Explain the difference between 'компетенция' and 'компетентность'?*

В чем разница между компетентностью и компетенцией?
// <http://cito-web.yspu.org/link1/metod/met156/node10.html>

✓ Check yourself

a) *Match methodological categories to the questions they address.*

Aims of teaching	What to teach?
Content of teaching	What to use when teaching?
Means of teaching	How to teach?
Principles of teaching	Why to teach?

b) *Read the didactic rules below. Decide which didactic principles they belong to.*

1. From easier to more difficult, from known to new, from simple to complex.
2. Students should not accomplish tasks automatically. They need to understand what they are doing and why they are doing it.
3. At the end of each unit or module, the teacher needs to revise the material taught.
4. Do not let students memorize things they don't understand.
5. Teachers should use the up-to-date methods and means of teaching in their daily practice.
6. Teachers should use cooperative learning because students can learn from each other.

- c) Give examples of how didactic principles can be applied during English lessons, geography lessons, history lessons etc.
- d) Which didactic or methodological principles does the teacher violate in each situation below?
1. The teacher never uses pictures, diagrams, or any other visuals.
 2. The teacher speaks most of the time.
 3. The teacher never uses pair or group work. All the activities are done as an open class.
 4. The teacher always focuses on *how* students speak in English; she never listens to *what* they say.
 5. The teacher says, “Today we are going to study a new time” and starts explaining the Present Perfect tense.
 6. The teacher maintains strict control over the class activities and makes all the decisions. The students have to obey. They do not have a say in selecting materials, activities etc.

THEME 2: TEACHING FOREIGN LANGUAGES UNTILL THE MID-NINETEENTH CENTURY

? Discuss with your partner

1. What languages are called ‘dead languages’? Why are they called ‘dead’? Can you give examples of dead languages?
2. Are people studying any dead languages nowadays? What for?
3. Do you think teaching a dead language is different from teaching a living language? If yes, how is it different and why?

👂 Listen to the lecture

Listen to the lecture about teaching foreign languages until the middle of the 19th century and get ready to discuss the following questions.

1. Why was Latin the world’s most widely studied foreign language 500 years ago?
2. What was the model of foreign language study from the seventeenth to the nineteenth centuries?
3. What were the consequences of the decline of Latin as a language of spoken and written communication in the sixteenth century?
4. How was Latin taught in British “grammar school” from the sixteenth to the eighteenth centuries?
5. How were modern foreign languages taught in European schools in the eighteenth century?
6. What did textbooks of modern foreign languages consist of in the eighteenth century?
7. What did a typical textbook in the mid-nineteenth century consist of?

8. What is the name of the method that was used to teach modern foreign languages in the 19th century? Why is it called like that?

📖 Self-study

a) Read Chapter 2 in Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 11–21. Answer the following questions in writing and get ready to discuss them in class.

1. What are the goals of teachers who use the Grammar – Translation Method?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How is the language viewed? How is culture viewed?
6. What areas of language are emphasized? What language skills are emphasized? Why?
7. What is the role of the students’ native language?
8. How is evaluation accomplished?
9. How does the teacher respond to student errors?
10. What are some of the most common techniques of the Grammar-Translation Method?

b) Do research into the life and contribution of Wolfgang Ratke (1571–1635) to language teaching. Prepare a brief report.

c) Do research into the life and contribution of Jan Amos Komensky (Comenius) (1592 – 1670) to language teaching. Prepare a brief report.

✓ Check yourself

a) Look through the following statements¹ about the Grammar-Translation Method and decide whether they are True or False. Explain why.

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Vocabulary is taught through demonstration, objects, and pictures, or definitions.
3. Grammar is taught inductively.
4. Reading of difficult classical texts is begun early.
5. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

¹ Adapted from Brown D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall Regents, 2007. P. 19.

6. Little or no attention is given to pronunciation.
7. There is much use of tapes and language labs.
- b) *Use what you have learned about the Grammar-Translation Method to answer the following questions².*
 1. Do you think the Grammar -Translation Method teaches students the target language or *about* the target language? Why do you think so?
 2. What characteristics of the Grammar-Translation Method indicate that it originated in the teaching of Latin and Greek?
 3. Why do you think the Grammar-Translation Method is still popular nowadays?

THEME 3: TEACHING FOREIGN LANGUAGES AT THE END OF THE 19TH CENTURY AND THE BEGINNING OF THE 20TH CENTURY

? Discuss with your partner

1. Why do you think new methods of teaching languages appear?
2. In your opinion, what were the distinctive characteristics of the method that was developed as a reaction to the Grammar-Translation Method? Why do you think so?

📖 Listen to the lecture

Listen to the lecture about teaching foreign languages at the end of the 19th century and the beginning of the 20th century. Get ready to discuss the following questions.

1. Which factors contributed to the rejection of the Grammar-Translation Method in the mid-nineteenth century?
2. What were the major contributions of C. Marcel to the reform of the teaching of modern languages in the mid-nineteenth century?
3. What were the major contributions of T. Prendergast to the reform of the teaching of modern languages in the mid-nineteenth century?
4. What were the major contributions of F. Gouin to the reform of the teaching of modern languages in the mid-nineteenth century?
5. Why were the attempts to change the way of teaching foreign languages in the mid-nineteenth century unsuccessful?
6. Why were the reformist ideas proposed in the late nineteenth century more accepted than those proposed in the early and mid-nineteenth century?
7. How did the International Phonetic Association seek to improve the teaching of modern languages in the late nineteenth century?

² Adapted from Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 21.

8. What were the principles suggested by Henry Sweet for the development of teaching method?
9. What were the major contributions of Viëtor to reform the teaching of modern languages?
10. What were the major beliefs shared by the late nineteenth-century reformers about the principles on which a new approach to teaching foreign languages should be based?
11. What was Sauveur's approach to teaching a foreign language like? What was it called? Why?
12. What was F. Franke's contribution to teaching foreign languages?
13. What were the main principles of teaching foreign languages in Berlitz schools?
14. Why was the Direct Method successful in private languages schools?
15. What were its main drawbacks?
16. What happened to the Direct Method at the beginning of the twentieth century? Why?
17. What were the main conclusions of Coleman Report published in 1929?
18. What was the main result of the recommendations of Coleman Report?
19. What are the main characteristics of the Reading Approach to teaching foreign languages? Why was it developed?
20. What are the main characteristics of mixed methods of teaching foreign languages? How are they different from the Direct Method?

📖 Self-study

- a) *Read Chapter 3 in Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 23–32. Answer the following questions in writing and get ready to discuss them in class.*
 1. What are the goals of teachers who use the Direct Method?
 2. What are some characteristics of the teaching/learning process?
 3. What is the nature of student-teacher interaction?
 4. How is the language viewed? How is culture viewed?
 5. What areas of language are emphasized? What language skills are emphasized? Why?
 6. What is the role of the students' native language?
 7. What are some of the most common techniques of the Direct Method?
- b) *Read Chapter 3 in Richards J.C., Rodgers Th. S. *Approaches and Methods in Language Teaching*. Cambridge: CUP, 2002. P. 36–47. Answer the following questions in writing and get ready to discuss them in class.*
 1. When was the Oral Approach or Situational Language Teaching developed?
 2. What are the main characteristics of the Oral Approach or Situational Language Teaching?

3. Which theory of language underlies the Oral Approach?
 4. Which theory of learning underlies the Oral Approach?
 5. What are the goals of teachers who use the Oral Approach?
 6. What are some characteristics of the teaching/learning process?
 7. What is the nature of student-teacher interaction?
- c) *Do research into the life and contribution of Harold Palmer (1877 – 1949) to language teaching. Prepare a brief report.*
- d) *Do research into the life and contribution of A.S. Hornby (1898 – 1978) to language teaching. Prepare a brief report.*

✓ **Check yourself**

- a) *Look through the following statements³ about the Direct Method and decide whether they are True or False. Explain why.*
1. Classroom instruction was conducted exclusively in the target language.
 2. Only everyday vocabulary and sentences were taught.
 3. Grammar was taught deductively.
 4. Reading of classical texts was quite common.
 5. Correct pronunciation and grammar were emphasized.
 6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
 7. All four skills were emphasized.
- b) *Use what you have learned about the Direct Method to answer the following questions⁴.*
1. Which characteristics of the Direct Method make it so distinctive from the Grammar-Translation Method?
 2. Do you agree that it may be advantageous to a teacher using the Direct Method not to know her students' native language? Why do you think so?
- c) *Read the following passage⁵ about the Oral Approach and Situational Language Teaching. Fill in the gaps.*

This approach dates back to the _____s and _____s and develops a more scientific foundation for an oral approach than the one evidenced

³ Adapted from Brown D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall Regents, 2007. P. 21.

⁴ Adapted from Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 33.

⁵ Adapted from <http://ru.scribd.com/doc/27112024/The-evolution-of-language-teaching-Current-trends-in-the-teaching-of-English-as-a-foreign-language-EFL-The-communicative-approaches>.

in the _____ Method. Its most prominent figures are the British applied linguists _____ and _____, who developed the basis for a principled approach to methodology in language teaching.

This approach involved principles of _____, _____ and _____ of the material based on applied linguistic theory and practice. Thus, the role of _____ was seen as an essential component of reading proficiency, and parallel to this syllabus design was a focus on the _____ content, viewed by Palmer as the underlying sentence patterns of the spoken language.

The Oral Approach was the accepted British approach to English language teaching by the _____s, but in the sixties it was replaced by _____ – an approach based on the notion of “situation” and linking structures to situations. Its main leader was _____ and its main characteristics were as follows: material is taught _____ before it is presented in _____ form; new language points are introduced and practiced _____; and _____ and _____ are introduced only when sufficient lexical and grammatical basis is established.

THEME 4: NEW DEVELOPMENTS IN THE FIELD OF TEACHING FOREIGN LANGUAGES AFTER WORLD WAR II

? Discuss with your partner

Do you agree with the following statements? Explain why (not).

1. People learn languages best by memorizing and imitating the teacher's models.
2. Teachers should look for perfection.
3. Teaching should be subordinated to learning.
4. Learners should be encouraged to be independent of their teachers.
5. Learning should be fun.
6. Learners should be given an opportunity to reflect on their learning experience.
7. Students should not be forced to speak in the classroom until they feel they are ready to do so.

Listen to the lecture

Listen to the lecture about teaching foreign languages after World War II. Get ready to discuss the following questions.

1. Why did foreign language teaching become popular in the USA in the 1940s?
2. What are the characteristics of the “Army Method”? How is it related to the Audio-Lingual Method?
3. Which theory of language became the basis for the Audio-Lingual Method? Which theory of learning became the basis for the Audio-Lingual Method?
4. What are the main characteristics of the Audio-Lingual Method? Describe each of them.
5. Why did the Audio-Lingual Method lose its popularity?
6. Why were the 1970s historically significant for English language teaching?
7. Which teaching methods appeared in the 1970s? Why are they usually referred to as the humanistic approaches?
8. Who created the Counseling Learning model of education? Where does it take its principles? How was it applied to language learning?
9. What does a typical English lesson taught with the Community Language Learning Method look like?
10. What are the advantages and disadvantages of Community Language Learning? Is it used nowadays?
11. Who was Suggestopedia developed by? Where does it take its principles?
12. What does a typical English lesson taught with Suggestopedia look like?
13. What was Suggestopedia criticized for? What insights did Suggestopedia give the language-teaching profession?
14. Who was the Silent Way developed by? Which theory of learning underlies the Silent Way?
15. What was the Silent Way criticized for?
16. What are the main principles of the Comprehension Approach? Which methods were developed within the Comprehension Approach?
17. What are the main features of the Natural Approach? Who was it developed by? Which stages do learners presumably move through in the Natural Approach?
18. What does TPR stand for? Who was it developed by?
19. What are the main features of TPR? What are its main limitations?
20. What are the distinguishing characteristics of the Notional-Functional Syllabus? When did it appear? Why is it considered a precursor of what we now call Communicative Language Teaching?

Self-study

a) Read Chapter 4 in Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 35–49. Answer the following questions in writing and get ready to discuss them in class.

1. What are the goals of teachers who use the Audio-Lingual Method?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How is the language viewed? How is culture viewed?
6. What areas of language are emphasized? What language skills are emphasized? Why?
7. What is the role of the students’ native language?
8. How does the teacher respond to student errors?
9. What are some of the most common techniques of the Audio-Lingual Method?

b) Read Chapter 7 in Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 90–105. Answer the following questions in writing and get ready to discuss them in class.

1. What are the goals of teachers who use the Community Language Learning Method?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is the language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized? Why?
8. What is the role of the students’ native language?
9. How does the teacher respond to student errors?
10. What are some of the most common techniques of the Community Language Learning Method?

c) Read Chapter 6 in Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 73–85. Answer the following questions in writing and get ready to discuss them in class.

1. What are the goals of teachers who use Suggestopedia?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching/learning process?

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is the language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized? Why?
8. What is the role of the students' native language?
9. How does the teacher respond to student errors?
10. What are some of the most common techniques of Suggestopedia?

d) Read Chapter 5 in Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 53–70. Answer the following questions in writing and get ready to discuss them in class.

1. What are the goals of teachers who use the Silent Way?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is the language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized? Why?
8. What is the role of the students' native language?
9. How does the teacher respond to student errors?
10. What are some of the most common techniques of the Silent Way?

e) Read Chapter 8 in Larsen-Freeman D. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000. P. 107–117. Answer the following questions in writing and get ready to discuss them in class.

1. What are the goals of teachers who use TPR?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is the language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized? Why?
8. What is the role of the students' native language?
9. How does the teacher respond to student errors?
10. What are some of the most common techniques of TPR?

- f) Do research into the life and contribution of Caleb Gattegno (1911–1988) to the field of teaching. Prepare a brief report.

□ Video lesson

- a) Watch Video Lesson #1: *the Audio-Lingual Method*⁶. Pay attention to what the teacher is doing and what the students are doing. Take notes. What were the teaching points of the lesson? What were the objectives of the lesson?

- b) Put the stages of the lesson you have just observed in order⁷.

a)	The teacher leads the students in repetition drills, one line of the dialogue at a time. When the teacher thinks the students have practiced a particular line enough, he goes on the next line but first he goes back to the beginning and has the students recite all of the dialogue they have practiced to that point.
b)	The teacher asks two students to come to the front of the class and act out the dialogue, using props. Then, two more students do the same thing, and so on, depending on the time allowed.
c)	The teacher gives the students a written copy of the dialogue. Then the teacher says each line; the students repeat while reading.
d)	The teacher sets the scene for the dialogue and tells what he is going to do and what the students should do.
e)	For the <i>Question-Answer Drill</i> , the teacher asks the questions, the students answer. Then the students ask the questions; the teacher answers.
f)	The teacher acts out the dialogue using pictures, gestures, and props.
g)	For the <i>Single-Slot Substitution Drill</i> , the teacher says the whole sentence with each substitution. Then the teacher gives the substitution phrase only; the students say the whole sentence: Would you like to have the cleanest house in town? the prettiest house the greenest lawn
h)	The teacher gives the students a homework assignment for the next class.
i)	The teacher acts out the dialogue again, in the same manner as above.
j)	The teacher and students practice the dialogue by roleplaying it. First the teacher plays the role of The Salesman; the students are The Woman. Then they change roles and the teacher is the Woman and the students are The Salesman.

⁶ Larsen-Freeman D. *Language Teaching Methods*. CD 1. Washington, D.C., 1990.

⁷ Adapted from Larsen-Freeman D. *Language Teaching Methods*. Teacher's Handbook for the Video Series. Washington, D.C., 1990. P. 3–4.

- c) *Discuss the following questions with a partner*⁸.
1. How does the teacher teach the meaning of the dialogue?
 2. Why does the teacher tell the students to listen and not to talk during Steps 2 and 3 of the lesson?
 3. How does the teacher correct the students' mistakes? Why do you think it is done in this manner?
 4. Where did the teacher first use the "backward build-up" technique? This is the technique in which the teacher has the class learn the longer sentence by repeating small parts of the sentence, starting from the end and working toward the beginning until the students were saying the whole sentence from the beginning. What is the purpose of this technique? How, exactly, is it done?
 5. In Step 4 of the lesson, how well did the students have to be able to say each line before the teacher went on to the next line? What do you think the teacher was looking for in the students' performance?
 6. Where in the lesson did the students do choral repetitions? What other forms of repetition did you see? What pattern in the use of these forms did you see? What purpose do you think this pattern served?
 7. What role does the teacher play while the students are acting out the dialogue in Step 6? What does the teacher do when a student has trouble remembering the words or makes a mistake?
 8. What do you think the students learned in this lesson? What does "to learn" mean in the context of this lesson (in keeping with audio-lingual principles)? How does this match your definition of learning?
 9. To what extent do the students take the initiative to speak during the lesson? Do they decide when they will speak and what they will say, or does the teacher, or is it a combination of the two? Why?
 10. Why does the teacher wait until the end of the class to show the students the dialogue in writing? Why does the teacher give the students the dialogue in writing at all?

□ **Video lesson**

- a) *Watch Video Lesson #2: Community Language Learning*⁹. Pay attention to what the teacher is doing and what the students are doing. Take notes. What were the teaching points of the lesson? What were the objectives of the lesson?

⁸ Adapted from Larsen-Freeman D. Language Teaching Methods. Teacher's Handbook for the Video Series. Washington, D.C., 1990. P. 4-5.

⁹ Larsen-Freeman D. Language Teaching Methods. CD 1. Washington, D.C., 1990.

- b) *Look through the stages of the video lesson and tell each other what happened during each stage. Why do you think the teacher did what she did?*
1. Setting the scene
 2. Oral description
 3. Word lists
 4. Pronunciation practice with the "Human Computer"
 5. Writing practice with the "Human Computer".
- c) *Discuss the following questions with a partner*¹⁰.
1. Identify/list two specific ways in which the teacher put into practice each of the four basic learning assumptions of CLL:
 - Students are whole persons.
 - People learn best when they feel secure.
 - Students should have the opportunity to generate the language they wish to learn.
 - The teacher should "understand" what the students are feeling.
 2. How and when did the teacher correct the students? Do you feel students can learn from this type of correction? Why? / Why not?
 3. When did students work in pairs? Individually? What were they doing at these times? Do you feel these are productive ways for students to work? Why? / Why not?
 4. The teacher did not call on students. Students were free to volunteer. Why do you think that this was done?
 5. What do you think was the aim of the last task of the lesson when the students were commenting on how they felt during the lesson? Why didn't the teacher "answer" the question asked about grammar?

□ **Video lesson**

- a) *Watch Video Lesson #4: Suggestopedia*¹¹. Pay attention to what the teacher is doing and what the students are doing. Take notes. What were the teaching points of the lesson? What were the objectives of the lesson?
- b) *Discuss the following questions with a partner*¹².
1. What did the students learn in this lesson?
 - a. What was introduced?
 - b. What points were practiced?
 - c. What was mastered?

¹⁰ Adapted from Larsen-Freeman D. Language Teaching Methods. Teacher's Handbook for the Video Series. Washington, D.C., 1990. P. 12-13.

¹¹ Larsen-Freeman D. Language Teaching Methods. CD 2. - Washington, D.C., 1990.

¹² Adapted from Larsen-Freeman D. Language Teaching Methods. Teacher's Handbook for the Video Series. Washington, D.C., 1990. P. 29.

2. How were the four language skills used in the lesson?
3. What were the contents of the different posters? What functions did they fulfill?
4. Examine the teacher's manner: What variations do you see from activity to activity, from beginning to end? What might explain these variations?
5. What forms of indirect suggestion, beyond the teacher's manner, were used?
6. In the initial concert, the teacher asked the students to both watch the actions and listen to the words being read. This is an example of an activity with a dual focus. Which other activities divided the students' attention? Specify the focus for each activity.

❑ **Video lesson**

a) *Watch Video Lesson #5: The Silent Way*¹³. Pay attention to what the teacher is doing and what the students are doing. Take notes. What were the teaching points of the lesson? What were the objectives of the lesson?

b) *Discuss the following questions with a partner*¹⁴.

1. How does the teacher present the new material?
2. How does the teacher have students practice the material?
3. How does the teacher correct student errors?
4. When and how does the teacher direct the lesson and when and how does he respond to students' contributions?
5. How do the students take initiative in the lesson?
6. One of the key principles of the Silent Way involves "moving from the known to the new or unknown." How did you see this principle put into practice in the lesson?

c) *Explain how the following techniques and materials are used in the Silent Way: Fidel charts, rods, gestures, and teacher's silence.*

❑ **Video lesson**

a) *Watch Video Lesson #3: The Comprehension Approach/TPR*¹⁵. Pay attention to what the teacher is doing and what the students are doing. Take notes. What were the teaching points of the lesson? What were the objectives of the lesson?

¹³ Larsen-Freeman D. Language Teaching Methods. CD 2. Washington, D.C., 1990.

¹⁴ Adapted from Larsen-Freeman D. Language Teaching Methods. Teacher's Handbook for the Video Series. Washington, D.C., 1990. P. 37.

¹⁵ Larsen-Freeman D. Language Teaching Methods. CD 1. Washington, D.C., 1990.

b) *Put the stages of the lesson you have just observed in order*¹⁶.

a)	The teacher asks for a volunteer to come to the front. She gives the command, "Point to the _____." She and the volunteer point to each item in turn. Then she gives the commands at an increasingly rapid pace, while the student points to the items.
b)	The teacher strings two commands together with the word then.
c)	The teacher commands the students to do one action first quickly, then carefully.
d)	The teacher gives individual commands and the whole class points to the items. She links two, and then three, commands together and the students point.
e)	The teacher introduces while + present progressive. She commands one student to do a cleaning action. She commands another student to do a different cleaning action while the first student is still doing his/her action.
f)	The teacher commands individual students to tell other individuals to do one of the cleaning actions.
g)	The teacher asks, "Who likes to clean the house?" She says, "Raise your hands."
h)	The teacher demonstrates the cleaning actions.
i)	The teacher asks for a volunteer to come to the front. She names the actions and does them. Then she commands the student to do the actions.
j)	The teacher commands the students to point to someone who likes to clean the house and then to someone who doesn't like to clean the house.
k)	The teacher demonstrates the meaning of quickly and carefully.
l)	The teacher gives two and three commands at a time. The students respond to the commands.
m)	The teacher works with small groups, giving them two and three command sequences.
n)	The teacher introduces the following items and names them: sponge, dustcloth, vacuum cleaner, broom, brush.
o)	The teacher asks if the students have any questions.
p)	The teacher introduces stop + gerund. She commands a student to tell another student to stop doing an action.
q)	The teacher asks, "Who doesn't like to clean the house?" She says, "Raise your hands."
r)	The teacher gives the commands to the whole group. The first time she does the commands together with the students, and then she has them do the commands without her.
s)	The teacher asks the students to review the vocabulary so that they can give the commands themselves the next day.
t)	The teacher writes the vocabulary on the board.
u)	The teacher hands out a sheet with the vocabulary from that day's lesson.

¹⁶ Adapted from Larsen-Freeman D. Language Teaching Methods. Teacher's Handbook for the Video Series. Washington, D.C., 1990. P. 20–22.

- c) *Discuss the following questions with a partner*¹⁷.
1. How did the teacher know the students had comprehended her commands?
 2. Why did the teacher demonstrate the commands first with individuals and then move to the whole group?
 3. Why did the teacher do the commands with the students at first and then stop doing them?
 4. Why did the teacher write the vocabulary on the board at the end of the lesson instead of at the beginning?
 5. Why didn't the teacher have the students repeat the vocabulary after she introduced it?

✓ **Check yourself**

- a) *Look through the following statements*¹⁸ *about the Audio-Lingual Method and decide whether they are True or False. Explain why.*
1. New material is presented in dialogue form.
 2. Students are taught to produce their own utterances.
 3. Structures are sequenced by means of contrastive analysis and taught one at a time.
 4. Structures are taught using repetitive drills.
 5. Grammar is taught by deductive explanations.
 6. Vocabulary is taught in the form of lists of isolated words.
 7. There is much use of tapes, language labs, and visual aids.
 8. Great importance is attached to pronunciation.
 9. The use of the mother tongue by teachers is not permitted in the classroom.
 10. There is a great effort to get students to produce error-free utterances.
- b) *Read the dialogue below. What structure is it trying to teach? Review the description of different drills common to the Audio-Lingual Method*¹⁹ *and prepare a series of drills to teach elementary level students this structure.*
- A: Where are you going on holiday this year?
 B: I am going to Egypt.
 A: Why are you going to Egypt?
 B: To see the Pyramids.

¹⁷ Adapted from Larsen-Freeman D. *Language Teaching Methods. Teacher's Handbook for the Video Series.* Washington, D.C., 1990. P. 22.

¹⁸ Adapted from Brown D. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Englewood Cliffs: Prentice Hall Regents, 2007. P. 23.

¹⁹ See Larsen-Freeman D. *Techniques and Principles in Language Teaching.* Oxford: OUP, 2000. P. 48–49.

- c) *Discuss the following questions about the Audio-Lingual Method with a partner.*
1. Is there anything in the Audio-Lingual Method that you find useful for teaching EFL? If yes, what? Why do you find it useful?
 2. Do you think the major focus of teaching a foreign language should be on teaching the structural patterns of the target language? Why (not)?
 3. Do you think teachers should be tolerant towards the mistakes their students make? Why (not)?
 4. Would you like to be taught a foreign language with the help of the Audio-Lingual Method? Why (not)?
 5. Do you think you could borrow some of the Audio-Lingual Method techniques to use in your own teaching? Which techniques? Why would you like to borrow them?
- d) *Work in groups of three. Choose one of the five “designer” methods discussed in this chapter (Community Language Learning, Total Physical Response, the Silent Way, Suggestopedia, and the Natural Approach) and get ready to debate the effectiveness of your method. Think of arguments, possible questions, and counterarguments.*
- e) *Match the methods and approaches below to the names of the people who developed them.*
- | | |
|--------------------------------|-------------------------------------|
| 1. Community Language Learning | a. Caleb Gattegno |
| 2. Suggestopedia | b. James Asher |
| 3. The Silent Way | c. Charles A. Curren |
| 4. Total Physical Response | d. Stephen Krashen and Tracy Terrel |
| 5. The Natural Approach | e. Georgi Lozanov |
- f) *Total Physical Response is widely used nowadays to teach young learners. Why do you think it is so appealing to teachers working with young learners?*
- g) *Watch video segment # 1 and video segment # 2 from Module 12*²⁰. *The teachers in the segments use Total Physical Response to teach English to young learners. Look for answers to the following as you watch the video.*
1. What is the purpose of this activity? What kind of activity is this?
 2. What are the steps that the teacher goes through to enable students to do this activity?

²⁰ *Shaping the Way We Teach English: Successful Practices Around the World.* DVD 3. Washington, D. C., 2006.

3. Do you think students are enjoying this activity? Are they learning anything? Why do you think so?

h) *Design a lesson that uses a TPR activity. Get ready to teach it in class. You can explore the following links to get some ideas.*

- <http://busyteacher.org/4246-tptr-tricks-5-fabulous-ways-to-use-total-physical.html>
- <http://edition.englishclub.com/tefl-articles/tptr-activities-prepositions-of-position/>
- <http://edition.tefl.net/ideas/younglearners/variations-on-tptr-for-little-kids/>

THEME 5: TEACHING FOREIGN LANGUAGES NOWADAYS

? Discuss with your partner

1. Remember your English lessons at school. What did you like/dislike about them? Why? What did your teacher do to help you study? Were the lessons interesting? Why (not)?
2. Do you think your English teachers at school used any of the methods we have discussed so far? Which of them? Why do you think so?

👂 Listen to the lecture

Listen to the lecture about teaching foreign languages nowadays and get ready to discuss the following questions.

1. What is the interrelation between language and culture?
2. What is the language (linguistic) picture of the world? Why is it an important notion for language teaching?
3. What is linguistic personality? Who coined this term?
4. What is the structure of linguistic personality?
5. What is secondary linguistic personality? Who coined this term?
6. What is the structure of secondary linguistic personality?
7. What is communicative competence? What are the components of communicative competence?
8. What is intercultural competence? What does it consist of?
9. What is the relation between communicative competence and intercultural competence?
10. How is intercultural competence related to secondary linguistic personality?
11. What is the Common European Framework of Reference for languages? Why is it necessary? What are the Common Reference Levels?
12. What is language proficiency? What levels of language proficiency do school-leavers in Kyrgyzstan and the Russian Federation achieve?
13. What is an eclectic approach to teaching foreign languages?
14. What does the notion of a postmethod era of language teaching mean?

📖 Self-study

a) *You are going to learn about Communicative Language Teaching, which is a generally accepted norm in the field of teaching English as a foreign language nowadays. You will use a WebQuest – an inquiry-oriented activity that uses resources on the World Wide Web.*

Follow the link <http://zunal.com/webquest.php?w=196138>, read the Introduction and the Task. Then proceed to the Process. There are four tasks there. Read the instructions carefully and do the tasks. Take notes and get ready for a class debate on whether Communicative Language Teaching is appropriate for our teaching context.

Your final grade will be based on the work you have done on your own at home and on your contribution to our class discussion. See the Evaluation Rubric at <http://zunal.com/evaluation.php?w=196138>.

b) *Do research into the life and contribution of E. I. Passov (Ефим Израилевич Пассов) (b. 1930) to the field of teaching foreign languages. Prepare a brief report.*

c) *Choose one of the following modern approaches and methods of teaching foreign languages. Do research and prepare a written report. Get ready to present your written report in class.*

1. Task-based Learning (TBL) / Task-based Language Teaching (TBLT)
2. Content-based Instruction (CBI)
3. The Lexical Approach
4. Multiple Intelligences
5. Cooperative Learning
6. Computer-Assisted Language Learning (CALL)
7. Using the Internet to teach English: WebQuests, podcasts, blogs, and wikis
8. Project work and teaching EFL
9. Critical thinking and teaching EFL
10. Learning Strategy Training
11. Using games to teach EFL
12. Problem-based learning (PBL) in the EFL classroom

✓ Check yourself

a) *Which terms are defined below? Complete the following definitions.*

1. _____ is a complex set of language abilities and skills that enable a person to create and understand different speech utterances.
2. _____ is a complex set of language skills and abilities that are necessary for successful cross-cultural communication.

3. _____ is linguistic worldview; the ways in which language makes its speakers 'see' the world in a peculiar way, that is, perceive, categorize, and interpret it.
4. _____ is the speaker's ability to put language to communicative use.
5. _____ is the speaker's ability to participate in cross-cultural communication.
6. _____ is the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language.

b) *Examine a unit from an EFL textbook. What kinds of exercises does it include? Which areas of communicative competence do they address?*

c) *Examine an EFL coursebook. Is there any information about the level of the Common European Framework of Reference this coursebook corresponds? Look through the table of contents and see whether the book addresses the competences learners need to develop at this level.*

d) *Read the following passage²¹ about Task-based learning. Fill in the gaps.*
 Willis J. (1996) described the task-based framework as a model consisting of p_____ (introduction to topic and task), t_____ c_____ (task, planning, and report) and l_____ f_____ (analysis and practice). This allows learners to focus on m_____ by using whatever language they have in the first two stages and then only in the last stage is there an emphasis on f_____, on accuracy.

Such a way of organizing a lesson has a number of advantages. First of all, students have regular opportunities to practice s_____ and l_____ they might need in real life. The element of planning in the task cycle encourages students to think about the l_____ they need and results in better quality language use. Using tasks m_____ students because they want to achieve the task outcomes. As learners choose the language needed themselves, they are more likely to absorb it. And finally, l_____ f_____ in the last stage prevents learners from f_____, and creates opportunities for individual improvement.

e) *Willis and Willis²² suggest a list of questions to decide whether an activity is a task or not. Look at the examples of activities below, answer the questions and decide if these activities are tasks.*

²¹ Adapted from Fatneva A. Tasks in TBL: What kinds of tasks promote meaningful communication?. Bishkek, 2009. P. 4.

Questions:

- Will the activity engage learners' interest?
- Is there a primary focus on meaning?
- Is there a goal or an outcome?
- Is success judged in terms of outcome?
- Is completion a priority?
- Does the activity relate to real world activities?'

Activity #1²³

What is the greatest achievement of the last 150 years?

1. Work in pairs; make a list of some of the most important human achievements of the last 150 years.
2. Choose one of achievements on the list and prepare a short talk about its importance. Ask your teacher for any words or phrases you need. Look at the phrases in the Useful language box to help you. Spend a few minutes practicing what you will say.
3. Work in groups with students who prepared talks on different topics. Take it in turns to give your talks. Listen to other students. At the end, ask questions or make points of your own about what they said. After everyone has spoken, vote which you think is the most important achievement (you cannot vote for yourself!).

Activity # 2 comes after a listening activity in which students have to listen to a woman talking about a film she enjoyed. Students have to read the questions and tick the answers that are correct.

Activity #2²⁴

You are going to tell your partner about a film you enjoyed.

- Ask yourself questions in Exercise 1.
- Think about what to say and how to say it.
- Tell your partner about a film you enjoyed.

f) *Look through the list of characteristics below and decide which of them describe a Content-Driven program and which of them describe a Language Driven program²⁵.*

- Language learning is priority.

²² Willis D., Willis J. Doing Task-based Teaching. Oxford: OUP, 2007. P. 12–14.

²³ Adapted from Cunningham S., Moor P. Cutting Edge Upper Intermediate. Harlow: Pearson ELT, 2000. P. 55.

²⁴ Adapted from Kay S., Jones V. New Inside Out Intermediate. Oxford: Macmillan Education, 2009. P. 79.

²⁵ Adapted from Met M. Content-Based Instruction: Defining Terms, Making Decisions. The National Foreign Language Center, Washington, D.C., 1999. P. 4.

6. The Present-Practice-Production paradigm is rejected, in favor of a paradigm based on the Observe-Hypothesize-Experiment cycle.
7. Reformulation is a way of responding to student errors.
8. Successful language is a wider concept than accurate language.
9. The acquisition of lexis is not a mechanical process.
10. The acquisition of lexis is not a purely intellectual process, but an experiential one.

i) Match the types of lexical items identified in the Lexical Approach to their examples²⁸.

words	community service, absolutely convinced, make a mistake, commit suicide
polywords	In this paper we explore...; Firstly..., Secondly..., Finally...
collocations	Would you like a cup of coffee? I'll get it. We'll see. If I were you...
institutionalized utterances	by the way, upside down, to tell the truth
sentence frames and heads	book, dog, computer,
text frames	The fact/suggestion/problem ... was ...; That is not as ... as you think...

- j) Howard Gardner identifies seven intelligences that people have: logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, verbal/linguistic, interpersonal, and intrapersonal. Describe each type of intelligence and give examples of English language activities that fit each type.
- k) While everyone possesses all seven intelligences, they are not equally developed in any person. Which intelligences do you think are better developed in you? Follow the link <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz> and identify your learning style. Were you surprised by the result? Why (not)?
- l) Follow the link and do the Multiple Intelligences crossword <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/MI%20Crossword/MICross1.htm>

²⁸ Adapted from Moudraia O. Lexical Approach to Second language Teaching // <http://www.cal.org/resources/digest/0102lexical.html>

m) Read the descriptions of some cooperative learning techniques²⁹. Choose one technique and prepare a short lesson based on it. Get ready to teach it in class.

Think-Pair-Share is a four-step discussion strategy that incorporates wait time and aspects of cooperative learning. Students learn to LISTEN while a question is posed, THINK (without raising hands) of a response, PAIR with a neighbor to discuss responses, and SHARE their responses with the whole class. Time limits and transition cues help discussion move smoothly. Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. Students have increased opportunities to think and become involved in group discussion.

Three-Step Interview involves structured group activity with students. Using interviews/listening techniques that have been modeled, one student interviews another about an announced topic. When time is up, students switch roles as interviewer and interviewee. Pairs then join to form groups of four. Students take turns introducing their pair partners and sharing what the pair partners had to say. This structure can be used as a teambuilder, and also for opinion questions, predicting, evaluation, sharing book reports, etc.

Roundtable can be used for brainstorming, reviewing, or practicing while also serving as a teambuilder. Sequential form: students sit in teams of 3 or more, with one piece of paper and one pencil. The teacher asks a question which has multiple answers. Students take turns writing one answer on the paper, then passing the paper and pencil clockwise to the next person. When time is called, teams with the most correct answers are recognized. Teams reflect on their strategies and consider ways they could improve. Simultaneous form: each student starts a piece of paper, writes one answer, and passes it, so several papers are moving at once.

Numbered Heads Together is useful for quickly reviewing objective material in a fun way. The students in each team are numbered (each team might have 4 students numbered 1, 2, 3, 4). Students coach each other on material to be mastered. Teachers pose a question and call a number. Only the students with that number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence. This may be done with only one student in the class responding (sequential

²⁹ Adapted from <http://www.pgcps.pg.k12.md.us/~elc/learning1.html>

form), or with all the numbers, 3's for instance, responding using an Every Pupil Response technique such as cards or hand signals (simultaneous form).

Pairs Check is a way to structure pair work on mastery-oriented worksheets. Students work in teams of four with two sets of partners. The worksheet is set up with problems presented in pairs. The first person in each partnership does the first problem with the pair partner serving as coach, and offering exaggerated praise. After the first problem is done, partners change roles. After each pair of problems, teams of four check each others' work and, if they agree, give a team cheer or handshake. In this way students stay on task, working together toward mastery.

Send a Problem. Each student on a team writes a review problem on a flash card. Teams reach consensus on answers and write them on the backs of the cards. Each group's stack of questions passes to another group, which attempts to answer them and checks to see if they agree with the sending group. If not, they write their answer as an alternative. Stacks of cards can be sent to a third and fourth group. Stacks of cards are finally returned to the senders, who may discuss the alternative answers.

Jigsaw. Using this structure, students are responsible for teaching each other material. A unit of work, often a reading, is divided into 4 expert areas, and each student on a team is assigned one area. Experts from different teams meet together at tables to discuss their expert areas. Students then return to their teams and take turns teaching. A quiz may be given at this time.

n) *It is generally accepted that the history of CALL can be divided into three phases:*

Behavioristic CALL: the 1970s to 1980s

Communicative CALL: the 1980s to 1990s

Integrative CALL: 2000 onwards

Describe each phase and explain why each phase got its name.

o) *Look at the list of characteristics of "good language learners"³⁰. Among the characteristics in the list, which three characteristics should be placed at the top of the list as the most important? Work in small groups, compare your ideas, and get ready to explain your choices to the rest of the class.*

³⁰ Adapted from Brown D. Teaching by Principles: An Interactive Approach to Language Pedagogy. Englewood Cliffs: Prentice Hall Regents, 2007. P. 259–260.

Good language learners

1. find their own way, taking charge of their own learning
2. organize information about language
3. are creative, developing a "feel" for the language by experimenting with its grammar and words
4. make their own opportunities for practice in using the language inside and outside the classroom
5. learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word
6. use mnemonics and other memory strategies to recall what has been learned
7. make errors work for them and not against them
8. use linguistic knowledge, including knowledge of their first language, in learning a second language
9. use contextual cues to help them in comprehension
10. learn to make intelligent guesses
11. learn chunks of language as wholes and formalized routines to help them perform "beyond their competence"
12. learn certain tricks that help to keep conversations going
13. learn certain production strategies to fill in gaps in their own competence
14. learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

p) *Read the questions below. Which of them can help students improve their critical thinking skills? Why do you think so?*

1. When did the Titanic sink?
2. How does the movie Titanic show class and gender stereotypes?
3. Why does the band keep playing as the Titanic sinks? Why don't the musicians leave when they have a chance?
4. How many people survived?
5. Why did they launch lifeboats that were less than half full? What were the consequences of that decision?
6. Did the engineers who designed the Titanic screw up?

q) *Discuss the following questions with a partner.*

1. What is the difference between language training and learner training?
2. Do you think language teachers should teach skills which do not relate directly to language? Why (not)?

3. What learning strategies do you use to facilitate your language acquisition?
Would you recommend other EFL students to use them? Why (not)?

r) *Read the classroom ideas for problem solving below³¹. Chose one of the ideas and get ready to demonstrate it in class. You may need to adapt it to make it relevant to our teaching context.*

a. **mathematical:** You have four pet doves. Your friend asks you to look after his five doves for the weekend while he visits his grandparents. How many doves do you have to look after this weekend?

b. **generic words:** dress, shirt, blouse, socks. How are these things alike? What do they have in common?

c. **word lists:** Your brother has just got his first job. He decides to move out on his own. What things will he need for his kitchen?

d. **definitions:** You have just met a Martian who asks you what "snow" is. How would you explain it to him? You have arrived on earth from another planet. You cannot see. You hear the word FOREST and ask an earthling to explain what that is. What does the earthling say?

e. **moral decision-making:** You see a child stealing some candy in a store. What could you do? What should you do?

f. **scavenger hunt:** Teacher identifies landmarks and other places within the school by creating a list of things to find. The list is given to students (individually or in pairs) and they must find the items on the list and answer a question at each location. Questions could be related to anything being studied and involve the creative, spontaneous use of language without support.

s) *Imagine that you have to design a language course for secondary level EFL students. On the basis of what you know so far about second language acquisition and the pedagogical process, discuss the following questions³² with a partner. Then present some of your discussion to the rest of the class.*

1. Should the course focus on *meaning* or *grammar*?
2. Will your students learn best by using plenty of *analysis* or *intuition*?

³¹ Adapted from

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/problemsolving.html>.

³² Adapted from Brown D. Teaching by Principles: An Interactive Approach to Language Pedagogy. Englewood Cliffs: Prentice Hall Regents, 2007. P. 44.

3. Would it be better for your students to *think directly* in English or to *use translation* from their native language?
4. Will your students benefit more from *immediate* rewards or from *long-term* rewards?
5. As a teacher should you be *tough and demanding* or *gentle and empathetic*?
6. Should your feedback to students be given *frequently* or *infrequently*, so students will develop autonomy?
7. Should a communicative course give more attention to *accuracy* or *fluency*?

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12. <http://www.cal.org/resources/digest/0102lexical.html>

APPENDIX

QUESTIONS TO GET READY FOR THE FINAL EXAM

Theme 1. Main methodological notions and categories

1. What is the difference between an approach, a method and a technique? Give examples of approaches, methods and techniques.
2. What is communicative competence? What does it consist of?
3. What do the following methodological categories mean: aim, content, principles and means of teaching?

Theme 2. Teaching foreign languages until the mid-nineteenth century

1. How was Latin taught in Europe in the Middle Ages?
2. How were modern foreign languages taught in Europe in the 18th and 19th centuries?
3. What are the main features of the Grammar-Translation Method?
4. What contribution did Wolfgang Ratke make to language teaching?
5. What contribution did Jan Amos Komensky (Comenius) make to language teaching?

Theme 3. Teaching foreign languages at the end of the 19th century and the beginning of the 20th century

1. How were modern foreign languages taught in the mid-nineteenth century?
2. What was the reform of the teaching of modern languages in the mid-nineteenth century like?
3. What were the major contributions of F. Gouin to the reform of the teaching of modern languages in the mid-nineteenth century?
4. What were the main principles of teaching foreign languages in Berlitz schools?
5. What are the main features of the Direct Method?
6. What are the main characteristics of the Oral Approach or Situational Language Teaching?
7. What contribution did Harold Palmer make to language teaching?
8. What contribution did A.S. Hornby make to language teaching?

9. What are the main characteristics of the Reading Approach to teaching foreign languages? Why was it developed?
10. What are the main characteristics of mixed methods of teaching foreign languages? How are they different from the Direct Method?

Theme 4. New developments in the field of teaching foreign languages after the Second World War

1. What are the main characteristics of the Audio-Lingual Method? Which theory of language became the basis for the Audio-Lingual Method? Which theory of learning became the basis for the Audio-Lingual Method?
2. What are the main characteristics of the Silent Way? Which theory of learning underlies the Silent Way?
3. What was the Silent Way criticized for? What insights did the Silent Way give the language-teaching profession?
4. What contribution did Caleb Gattegno make to the field of teaching?
5. Who created the Counseling Learning model of education? Where does it take its principles? How was it applied to language learning?
6. What does a typical English lesson taught with the Community Language Learning Method look like?
7. What are the advantages and disadvantages of Community Language Learning?
8. What are the main features of Suggestopedia? Where does it take its principles?
9. What was Suggestopedia criticized for? What insights did Suggestopedia give the language-teaching profession?
10. What are the main principles of the Comprehension Approach? Which methods were developed within the Comprehension Approach?
11. What are the main features of the Natural Approach?
12. What is TPR? What are the main features of TPR? What are its main limitations?
13. What are the distinguishing characteristics of the Notional-Functional Syllabus? When did it appear? Why is it considered a precursor of what we now call Communicative Language Teaching?

Theme 5. Teaching foreign languages nowadays

1. What are the main features of Communicative Language Teaching? What are its goals?
2. What contribution did E. I. Passov make to foreign language teaching?
3. What is the language (linguistic) picture of the world? Why is it an important notion for language teaching?
4. What is linguistic personality? What is its structure?
5. What is secondary linguistic personality? What is its structure?
6. What is intercultural competence? What does it consist of?
7. What is the relation between communicative competence and intercultural competence? How does intercultural competence relate to secondary linguistic personality?
8. What is the Common European Framework of Reference for languages? Why is it necessary? What are the Common Reference Levels?
9. What are the main features of TBL?
10. What is CBI? Which types of CBI programs do you know?
11. What are the distinguishing characteristics of the Lexical Approach?
12. Describe the theory of Multiple Intelligences? How can it be applied to foreign language teaching?
13. What are the main features of Cooperative Learning?
14. Which phases in the history of CALL do you know? Describe each of them.
15. How can the Internet be used to teach English?
16. What is project work? How can it be used to teach EFL?
17. Which skills are called critical thinking skills? How can they be developed in the EFL classroom?
18. What is Learning Strategy Training? Give examples of activities that can be used to teach learning strategies.

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ИСТОРИЯ
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