ӨЗБЕКИСТАН РЕСПУБЛИКАСЫ ЖОҚАРЫ ҲӘМ ОРТА АРНАЎЛЫ БИЛИМ МИНИСТРЛИГИ

БЕРДАҚ АТЫНДАҒЫ ҚАРАҚАЛПАҚ МӘМЛЕКЕТЛИК УНИВЕРСИТЕТИ

ШЕТ ТИЛЛЕРИ ФАКУЛЬТЕТИ
АЎДАРМА ТЕОРИЯСЫ ҲӘМ ӘМЕЛИЯТЫ КАФЕДРАСЫ

ШЕТ ТИЛИН ОҚЫТЫЎ МЕТОДИКАСЫ
ПӘНИ БОЙЫНША ЛЕКСИЯ ТЕКСТЛЕР ТОПЛАМЫ

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Ушбу маъруза матн таржима назарияси ва амалиёти таълим йўналиши бакалавр босқичи талабалари учун мўлжалланган бўлиб, чет тилини укитиш методикаси фанидан билим ва куникмаларни шакллантиради. Таржима назарияси ва амалиёти кафедрасини битирувчиларнинг урта мактабларда укитувчилик касбини эгаллаш учун касбий маҳоратини ривожлантиради.

Lecture 1
Theme: Methods of Foreign Language Teaching as a Science

Problems:
1. General Remarks
2. Subject-matter of Methods
3. General of Methods
4. Special Methods
5. Connections of Methods of Foreign Language Teaching to other science

 a) Relations of Methods to Pedagogy
 b) Connection of Methods with Psychology
 c) Relations of Methods of Foreign Language Teaching to   Psychology of the Higher Nervous System
d) Relations of Methods of Foreign Language Teaching to Linguistics

Methods of Foreign Teaching as a Science
The word "method" primarily means way or manner of doing something. It is a word of international currency, borrowed into all European languages thorough the Latin "Methodus" from the Greek "Methodos". Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. The English word "method" is likewise used to designate a branch of study. Methods (Методика) as a branch of study is the science of ways or manners (methods) of teaching. Methods of foreign language teaching - is the science of methods teaching foreign languages. It covers three (sometimes four) main problems:
1) Aims of teaching a foreign language = why to teach a foreign language.
2) Content of teaching, i.e. what to teach to attain the aims.

3) Methods and techniques of teaching, i.e. how to teach a foreign language to attain the aims in most effective way to meet modern requirements.
4) Whom to teach .
We must distinguish between General methods (общая методика) and Special methods (частная методика).
By General methods we mean the methods dealing with general problems of foreign language teaching irrespective of the language taught (whether it is English, German or French).
By Special Methods we mean Methods of Teaching of a particular foreign language, i.e. the teaching of a definite foreign language is treated .
The English word "method" has, accordingly, two meanings. It expresses (1), as does the corresponding Russian word, a way of doing something, and (2) unlike the Russian word, that branch of knowledge and study which deals with ways of teaching.

In the first meaning, besides denoting a more or less complex procedure consisting of a series of interconnected acts, the English word, more often than its Russian counterpart, is employed to designate a single teaching device, or a single form of procedure in teaching. (прием).

In its second meaning, the English word usually specifically qualified, may denote the body (совокупность)of the ways of teaching (1)any subject instruction, (2) foreign language generally, (3)any particular foreign language, or (4) any particular aspect of instruction in a foreign language, such as speech, reading, phonetics, grammar, etc.

In pedagogical process the term "methods" (методика) used in three meanings .In its first meaning it means the subject of instruction, for example (Tomorrow we have methods according to the timetable), the second meaning is the sum total of all ways (methodological) of instruction (I like our teacher's methods), in the third meaning it means the theory of instruction and a special subject.

Connection of Method of Foreign Language Teaching to Other Sciences

Methods of foreign language teaching are closely related (connected) to other sciences such as pedagogy, psychology, physiology, linguistics, and some others.

a) Relations of Foreign Language Method to Pedagogy.

Pedagogy is a science connected with the teaching and education of the younger generation. Since methods also deal with the problems of teaching and education, it is most closely related to pedagogy. To study foreign language teaching one must know pedagogy. One branch of pedagogy is called didactics. Didactics studies general ways of teaching in schools. Methods as compared to didactics, study the specific ways of teaching a definite subject. Thus it may be considered special didactics. Pedagogy is the science or general theory, of the bringing up and teaching of children and the young, *in other terms*, the science of education in the narrower sense and instruction or of education in the wider sense. It consists, accordingly, of two main divisions: educational pedagogy and instructional pedagogy, of which the latter is called didactics, otherwise *method* or *methods*.

In foreign language teaching ,as well as in teaching of mathematics, history, and other subjects taught in school, general principles of didactics are applied and, in their tern, influence and enrich didactics. For example, the so-called "principle of visualization" was first introduced in teaching foreign languages.

Now it has become one of the fundamental principles of didactics and is used in teaching all school subjects without exception.

Programmed instruction was first applied to teaching mathematics. Now through didactics it is used in teaching many subjects, including foreign languages.

It is the task of the specialist in methods of teaching foreign languages not only to seek for the best methods of imparting to the pupils knowledge and skills, and of training, them in good habits, but also to look out for the best means of educating the pupils through the subject with whose teaching he is concerned.

Pedagogy is an applied science. Both divisions of it, in all their parts, in particular, foreign language method, are applied psychology.

In foreign language teaching the teacher forms and develops in pupils' pronunciation habits, lexical habits and other habits. Since "*habits*" is the result of the repeated action in the same line pupils can acquire habits by constant steady drill. Therefore, the teacher should remember when organizing pupils learning that drill should be constant and accurate.

This implies correct copy, clearly presented and easy for imitation and reproduction, given under motivating conditions which favors repetitions which will lead to skill. Since skill is the ability to do something well and in language learning skills are pupils ability to use the target language for communicative needs ,the teacher should form and develop such language skills as listening comprehension, speaking, reading and writing.

b) *CONNECTION METHOD WITH PSYCHOLOGY*

One cannot develop language skills(listening comprehension, speaking, reading and writing) of our pupils effectively if we do not know and take into account the psychology of habits and skills, the ways of forming them, the influence of formerly acquired habits on the formation of new ones, and many other necessary factors that psychology can supply us with.

Since bringing up and teaching children are particular modes of combined physical and mental activity, it is clear that psychological principles must largely contribute to the theoretical foundation of pedagogy in general and of methods of teaching in particular.

Pedagogy and psychology may be said to overlap each other, or like two interesting circles, to have a common area, which do main bears the name of "educational psychology".

This relationship may be represented graphically as follows: *Pedagogy - Educational Pedagogy - Psychology.*

At present we have much material in the field of psychology which can be applied to teaching a foreign language. For example, N.I. Zinkin a prominent Soviet psychologist in his investigation of the mechanisms of speech came to the conclusion that words and rules of combining them are most probably dormant in the kinetic center of the brain. When the ear receives a signal it reaches the brain, its hearing center and then passes to the kinetic center. Thus, if a teacher wants his pupils to speak English he must use all the opportunities he has to make them hear or speak it. Furthermore, to master a second language is to acquire another code, another way of receiving and transmitting information. To create this new code in the most effective way one must take into consideration certain psychological factors.

Effective learning of a foreign language depends on to a great extent on the pupils' memory. That is why a teacher must know how he can help his pupils to memorize successfully and retain in memory the language material they learn. P.K. Zinchenko, a Soviet psychologist, came to the conclusion that this memory is retentive. Consequently, in teaching a foreign language we should create favorable conditions for involuntary memorizing.

Experiments, done by the prominent scientists, show that psychology helps Methods to determine the role of the mother tongue in different stages of teaching;

the amount of material for pupils to assimilate at every stage of instruction: the sequence and ways in which various habits and skills should be developed :methods and techniques which are more suitable for presenting the material and for insuring its retention by the pupils and so on.

Psychology allows the methodologists to determine the so-called psychological content of teaching i.e. in what habits and skills should be developed in pupils to acquire language proficiently.

Psychology also helps Methods in selecting techniques for teaching and learning, i.e. in how to teach in a most effective way, for example, under what conditions pupils can learn words, phrases, sentence-patterns more effectively, or how to ensure pupils memorizing new words in an easier way. Since progress in learning is made by the addition of new knowledge may be imparted in teaching a certain group of pupils, what psychological factors should be taken into consideration when imparting a new knowledge to pupils.

c) Relations of Methods of foreign Language Teaching to Psychology of the Higher Nervous system.

Being connected with the psychology Methods of foreign language teaching takes into account functions of the brain and the higher nervous system, I.P. Ivanov's theory of the higher nervous activity.his interrelated theories of "conditional reflexes" of the "second signaling system" and of "dynamic stereotype" bears a direct relation to the teaching of a foreign language. Pavlov writes that all human physical activity is the result of the physiological activity of the definite mass of the brain. Pavlov showed that man's higher nervous activities-speaking and thinking –are the functions of a special system of organic structures within the nervous system.

Pavlov's theory of conditioned reflexes explains and confirms the necessity for the cultivation of habits and for frequent repetitions and revision of the material dealt with in the teaching of all the subjects of instruction, in particular in the teaching of foreign languages, where those precepts arte of special importance. Consequently, one of the forms of human behavior, i.e. speech response to different communication situations. Therefore, in teaching a foreign language we must bear in mind that pupils should acquire the language they study as a behavior, as something that helps people to communicate with each other in various real situations of intercourse. Hence a foreign language should be taught in through such situations.

Pavlov's theory "dynamic stereotype" also furnished the psychological base for many important principles of language teaching, e.g. for the topical vocabulary arrangements.

d) *Relations of Methods of Foreign Language Teaching to Linguistics.*

While linguistics is a science, language as a subject of instruction is not a science, but an activity.

Methods of foreign language teaching is most closely related to linguistics deals with the problems which are of paramount importance to Methods, with

language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary and many others. Methods successfully use, for example, the results of linguistic investigation in the selection and arrangement of language material for teaching.

There can no doubt that all the branches of linguistics: phonetics, the two divisions of grammar –morphology and syntax, - and the two-lexicology and semantics-can furnish useful data to foreign language method.

Many prominent linguists have not only developed the theory of linguistics, but also tried to apply it to language teaching. The following quotation may serve as a proof of this:

”It has occurred to the linguist as well as to the psychologist that the foreign language classroom should be an excellent laboratory in which to test new theories of language acquisition”.

Methods of Foreign Language Teaching like any other science have definite ways of investigating the problems which may arise. They are: 1) A critical study of the ways, foreign languages were taught in our country and abroad.
2) A through study and summing up of the experience of the best foreign language teachers in different types of schools.
3) Experimenting with the aim of confirming or refuting the working hypotheses that may arise during investigation.
Experimenting becomes more and more popular with methodologists. In experimenting, methodologists have to deal with different data that is why in arranging research work they use mathematics, statistics, and probability theory to interpret experimental results.

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Lecture 2
Theme: Aims, content and Principles of Foreign Language Teaching

Problems:
1. The aims of foreign Language Teaching
a) Practical
b) Educational
c) Cultural

2) Content of Foreign Language Teaching
a) Psychological component
b) Linguistic component
c) Methodological component

3) Principles of Foreign Language Teaching
a) The principle of accessibility
b) The principle of durability
c) The principle of conscious approach
d) The principle of activity
e) The principle of visuality
f) The principle of individualization

4) Summary
Aims, Content and Principles of foreign Language Teaching in a
Secondary school.

1. The aims of foreign Language Teaching

Aims are the first most important consideration in any teaching. The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month ,week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching in schools.
The aims of foreign language teaching are threefold: Practical, Educational, and Cultural.
Practical - pupils acquire habits and skills in using a foreign language;
Educational -They develop their mental abilities and intelligence in the process of learning the foreign language;
Cultural -pupils extend their knowledge of the world in which they live.

Practical aims are consequent on the basic function of language, which is to serve as a means of communication. International intercourse is realized directly, through the spoken language or indirectly, through the written language, i.e. through printed, or hand – or type written texts. Therefore the school programs set forth the following practical requirements: the instruction must be such as to ensure that the graduates can converse in the foreign language on simple everyday subjects, using the speech material dealt with in the course, can read and understand without a dictionary an easy text in foreign language, and with the occasional use of a dictionary a text presenting moderate difficulties and can express in written form simple thoughts(wrote a short letter).
The foreign language as a school subject differs from other subjects of the school curriculum. Whereas the teaching, for instance of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the mother tongue leads to the mastery of the language as a system so that pupils will be able

to use it more effectively in oral and written language, the teaching of a foreign language should result in pupils' gaining one more code for receiving conveying information; same purpose as the native language: to use it as a means of communication.

The practical aims in teaching a language are four in number: hearing, speaking, reading and writing.

In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language, which will enable them to further develop it at an institute or in their practical work.

Educational aims. Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since large is connected with thinking through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power.

Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of language through contrastive analysis of language phenomena. In teaching a foreign language the teacher is called upon to inculcate in pupils the scientific outlook, to prepare the young people for an active participation in production and other types of socially useful activities.

Cultural aims. The cultural aims mentioned in the school programs of foreign language imply the following tasks widening the pupil's general and philological outlook developing their powers of abstract thinking, cultivating their sense of beauty and their appreciation of art. The reading of texts (English) is acquainting the pupils' with the life and culture of the English - speaking nations, and with their manners and customs, will contribute to the mental growth of the pupils.

Later the ability of reading English and American authors in the original and texts in the English language reflecting the culture of the countries where that language is spoken will like wise serve the pupils as a means of attaining a higher general educational level.

Foreign language teaching should promote pupils' general educational and cultural growth by increasing their knowledge about foreign countries and by acquainting them with progressive traditions of the people whose language the pupil gains a deeper insight into the nature and functioning of language of language as a social phenomenon.

2. Content of foreign language Teaching

What to teach or the content of foreign language teaching is one of the main problems the Methods deals with.

The following component constitute the content of foreign language teaching in schools Instruction in a foreign language comprises ,like instruction in other school subjects (a) the imparting of knowledge, (b) the formation of habits, and (c) the development skills.

1. <u>The first component</u> of "what to teach" (content) is habits and skills which pupils should acquire while learning a foreign language. <u>Habits</u> are series of connected acts which have become automatic or semi - automatic as the result of repetitions.

<u>Skills</u> - are combination of specific useful habits, serving a definite purpose and requiring the application of definite knowledge.

The four basic skills to be acquired as the result of the study of a foreign language they are the ability to understand the language when heard, to speak it, to read it, and to write it. In other words they are hearing (language comprehension), speaking, reading, and writing. The level of habits and skills is determined by the syllabus for each form.

2. <u>The second component</u> of "what to teach" is a linguistic one. It includes on the one hand ,language material, such as sentence patterns, utterance - patterns, pattern-dialogues, text different in style arranged in topic and serving as starting points for the development of oral language and written language, which allows the teacher to reach the practical educational, and cultural aims set by the syllabys. For example, in the junior stage (4x5 forms) pupils should speak and read about school, home, town and countryside, nature, psychical training and sports.

On the other hand, linguistic material.

I.e. phonology, grammar and vocabulary, is carefully selected for the purpose.

3. <u>The third component</u> of what "what to teach" is a methodological component i.e. pupils should be taught how to learn the foreign language, how to work at he subject to attain the aims.

To sum up, the content of foreign language teaching involves three main components:

1. Psychological components: habits and skills which ensure the use of the target language as a means of communication in oral (hearing, speaking) and written (reading, writing) forms.

2. Linguistic components i.e. language and linguistic material which should be assimilated to be used in language skills.

3. Methodological component i.e. the techniques which pupils should acquire to learn the foreign language in a most effective way.

3. Principles of Foreign Language Teaching.

Principle is defined as a guide to action, in our case as a guide to teaching. Methods of teaching foreign language are based on the fundamental principles of pedagogic (didactics).The seven didactic principles(conscio0usness,activness,visuality,consecutiveness,systematicness,acces sibility,and durability) are interdependent and mutually complementary. In each subject those principles are applied specifically. For instance, the principle of

visuality is differently realized in the teaching of mathematics, geography and foreign languages. different visual aids are used in teaching different subjects, and the purposes of their use vary.

<u>Scientific approach</u> in foreign language teaching implies

Careful determination of what and how to teach to achieve the aims set by the syllabus. There are 3 aims mainly; the leading role belongs to the practical aim.

One of the main methodological principles is the principle of practical or communicative approach. It means pupils should be involved in oral and written communication throughout the whole course of leaning the foreign language. This principle is realized in modern teaching aids and teaching materials now in use in schools. Pupils are taught to use the target language as a means of communication for listening comprehension, speaking, and reading.

Each language activity has its own set of actions which are characteristic of this activity (4Language activities).The development of each activity requires certain techniques and exercises. Hence we have the following methodological principle- the principle of a differential approach in foreign language teaching-each activity requires special attention on the part of the teacher.

<u>The principle of accessibility</u>. In teaching of every subject including a foreign language, the principle of accessibility is realized through conformity with the following requirements:

1. The subject- matter of the instruction must correspond to the age and mental powers of the learners; be either too difficult ,nor to easy or too childish for them.

2. be rightly closed, i.e. be neither overabundant, nor scarce ; this refers to the whole course as provided for in the program, to teach lesson, and each home – assignment; in terms of time relations this means that the rate of progress of the instruction must be neither too rapid nor too slow;

3. Be properly graded; each stage should be prepared by, and follow logically from, the preceding stages, without gaps or missing links in the previous instruction.

4. be so presented that the pupils have to grapple only with one difficulty at a time; graduation of difficulties is also an indispensable condition of accessibility.

For example, new grammar material should be introduced on familiar lexical material lest the pupils should be confronted simultaneously with two sets of difficulties. Or in teaching the Past Indefinite tense aspect form of the verb the affirmative form must be introduced first, then the interrogative and negative.

<u>The Principle of Durability</u> stands somewhat apart from the other didactic principles in so far as it determines the nature not of the teaching, but of the assimilation of the instruction.

To be exact, it (durability) means the ability of a pupil to keep in his memory linguistic and language material he learns of ready access, i.e. the pupil can use units of language semantic-patterns whenever he needs them for oral or written communication. The durability is ensured : by vivid presentation of the material ,when pupils are involved in the act of presentation ,their thinking and senses are at work; by constant revision or drill pupils reproduce the material ,and review it

throughout the course, their auditory, visual, kinesthetic and motor analyzers are at work;

By the use of the material on the part of the learners for communicative needs: pupils and read texts with various assignments to get information through hearing and reading, they carry on conversation within the topics and material covered;

By systematic control;

By constant supervision of pupils' habits and skills on the part of the teacher. Under these conditions pupils keep the material in their memory because it is constantly reviewed by them and revised by the teacher. Modern methodology pays much attention to this principle. The idea of intensive work of visual, auditory, and kinesthetic analyzers has been made real because of the use of various teaching aids and teaching materials.

The Principle of Conscious approach.

Consciousness as a principle of didactics, or in one of the two main senses of this word, (сознательность, сознание) is knowledge, and understanding by the learner (pupils) of what he or she is doing. Pupils understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with "mechanical" learning through repetitive drill.

In teaching a foreign language therefore, it is reasonable to help pupils in assimilating language rules which function in this language by introducing the rules, rather tan to wait until the learners deduce these rules through speech activity. V.A. Artemov a prominent psychologist, B.V. Belyaev and others whose contribution to foreign language teaching is considerable insist, on a similar conscious approach to foreign language teaching.

Only language practice supported by the theory can develop language habits and skills in a desirable direction and lead to mastering of a foreign language.

A conscious approach to foreign language teaching implies the use of the learner's native language (mother tongue).Comparison contributes to the thorough understanding of the material studied, since it causes the learner to observe and analyze the linguistic phenomena. These may be compared with other phenomena of the mother tongue, or with their counterparts in the foreign language.

When a pupil begins to learn a foreign language the words of this language are often associated with the words of the mother tongue first.

However, thanks to constant practice the intermediate link –native language – fades, and foreign language words come into the pupils consciousness directly in connection with the concepts they express. Mastery of the language means formulating one's thoughts within the foreign language. We should use mother tongue as a means of teaching whenever it helps pupils in acquiring knowledge necessary for developing habits and skills. In teaching and learning, the foreign language and the mother tongue are closely connected and influence each other. The pupil can transfer language skills acquired in the native language to those in the target language.

Historical comments on linguistic phenomena also contribute to the conscious assimilation of the language. For instance, information on the origin of the articles helps to understand their meaning, and this is true especially of the indefinite article. However, comparison with the mother tongue, and historical comments made in the mother-tongue, should not take up more than a very small part of the time allotted to the teaching of the foreign language. The pupil's mother tongue often interferes with the target language, i.e., the formation of new habits in hindered by habits already acquired. For instance, pronunciation habits in the mother tongue hinder the development of pronunciation habits in a foreign language. Habits and skills of connect speech, from grammar viewpoint, lead to constant mistakes in the foreign language as the pupils try to transfer the structure of one language to that of the other. In the studying English or French Karakalpak-speaking pupils often make mistakes in word-order. We believe that the best way to overcome interference is, on the one band, some comparison of language phenomena in both languages clearly showing the peculiarities of the foreign language its distinctive features, its characteristics, and, on the hand, constant practice in the foreign language that helps to overcome interference in developing pupils' habits and skills language it is necessary to cope with the mother tongue of pupils.

This means that teaching a foreign language, for example, English to Russian, Karakalpak, Bashkir, Arabic-speaking pupils should differ in the arrangement of language material and in the techniques of its presentation and retention. We cannot ignore pupils' native tongue in teaching a foreign language when searching for the shortest and most sound ways to the desired end. Indeed, Karakalpak-speaking pupils and Georgian speaking pupils have different troubles in learning English.

Internal of English-English comparison, also, should as a rule be preferred to external or English-Russian, or English-Karakalpak. For example, the pupils will profit more if in explaining the words hand and arm, both of which correspond to the one Russian word рука,кора word кол,the teacher does not only speak Russian or Karakalpak, proceeding form the two meaning of the Russian word, but having first used direct demonstration.(This is my hand, this is my arm), further says, <u>we take things with our hands; a mother carries her baby in her arms; gloves are for the hands; the sleeves of a shirt or of a coat are for the arms; little children sometimes walk hand in hand; grown up people sometimes walk arm in arm;</u>

Conscious approach in the foreign language teaching implies that the pupil should understand the material they are to learn to be able to transform it and apply in communication in the target language. Transformation is connected with pupils' abilities to make the material fit new situations, new tasks.

Conscious approach in foreign language teaching implies pupils' comprehension of the material they study. For example, they can single out topical sentences while reading a text, main ideas while listening to a text; pupils can the material for practical needs.

Consciousness also implies the development of independent work in pupils at the target language, which in its turn ensures favorable conditions for extending their knowledge and perfecting habits and skills.

The Principle of activity(Activeness)

Activeness is largely dependent upon interest. We know that the chief psychological factor naturally conditioning interest is relatedness to self. In order to awaken or stimulate the pupils' interest in the English language the teacher will tell them at the very first lesson about the manifold possibilities that open out before each of them at the result of studying that language. The learner should feel a need to learn the subject and have necessary prerequisites created for satisfaction of this need; The main sources of activity are motivation, desire and interest in reading the original interesting and useful books written in English; corresponding with English schoolchildren; conversing with foreign guests to our republic, perhaps visiting or being sent on a mission to one of the countries of the English-speaking nations and converting with the residents in their own language. Exchange of pupils freedom support Act, ACCELS and others

.Young people in our republic want to know foreign languages to illustrate this we may refer to the entrance examinations of language departments of higher schools where the competition is great. To the growing number of people who wish to study at various foreign language courses to the desire of parents to sent their children to specialized schools and etc. The great desire to study foreign language is observed among pupil of the 5th, 6th , form.

In other forms (классах) there is a tendency to the loss of interest in language learning. This shows that there is something wrong in teaching this subject. The teachers fall to sustain and develop the desire to learn which pupils have when they start the course. If the teacher wants to stimulate pupils' interest in the subject he should make them use their knowledge for practical needs while talking, reading, doing various exercises of a communicative character which are creative by nature. Consequently in teaching a foreign language it is necessary to stimulate pupils activity by involving them in the act of communication in the target language either in its oral (hearing, speaking) or written (reading , writing) form. At all stages an Activeness should be coordinated with accessibility.

In our opinion ,from the viewpoint of activeness a lesson in a foreign language should be judged by the following criteria:

 1) The relative extent of the use of the foreign and the native language a) by the teacher and b)by the pupils;

2) The relative duration of the part of the lesson taken up by speech in the foreign language by the pupils;

3) The relation between speech by the teacher and by the pupils;

4) The readiness and the quality of the pupils' answers to the teacher's questions;

5) The use by the pupils of their power of guessing;

6) The number and the contents of the questions asked by the pupils

a) Of the teacher and b) of their comrades.

7) Correction by the pupils and

a) Their own and b) of their comrades mistakes.

The principle of visuality in foreign language teaching is consistent with the psychological principle of associative memorization and with Pavlov's theory of the two signaling systems: A wide use of visuality in the teaching all the subjects is also as main requirement of didactics. Since the gaining of knowledge begins either with sense perception or with what has been formerly perceived that is with previous experience. In foreign language teaching the realization of the principle of visuality primarily finds expression in the direct or visual modes of semantizing, or explaining meanings i.e. the demonstration and naming by the teacher of objects, pictures and actions, wherefore the learners infer the meanings of the words and expressions used.

The use of visual aids develops the pupils habits of speech enhances the emotional influence of visual impressions causing the desire to speak. Visualization allows the teacher to create natural conditions for pupils' oral practice and "free conversation". И.Е.Аничков, В.Н Снакянц: Visuality as applied in foreign language teaching of two kinds: Material (предметная нач-ть), consisting in the demonstration of objects and actions, and graphic (изобразительная нач-нь), consisting in the use of pictures, tables, and diagrams.

B.V Belyaev suggests the following classification for visualization (see p 57-Y.V.Rogova).In this connection V.A. Artemov writes...... Для классификации существующих и вновь возникающих видов нач-ти при обучении иностранным языкам существенны следующиее различающие их признаки:

1)объектная - образная
2)предметная изобразительная
3) педцевитная-мнемическая
4) реальная- схематическая
5) однорецепторная-многорецепторная
6)чистая (синтетическая) - опосредованная (аналитическая 7)комплексно языковая –аспектно языковая
8)театрализовано поступочная - кино поступочная

The use of visualization makes foreign language lessons emotionally colored, gets the pupils interested and awakens their thought. All these provide favorable conditions for the realization of the principle of conscious and active teaching and create natural situations for the use of language as a means of communication.

The principle of individualization in foreign language teaching is of great importance since this subject is an essential one in the curriculum in out schools therefore each pupil should habits and skills the syllabys sets. However some individuals in a class learn more rapidly than others. The teacher should access the progress of each individual in the class and find the way hoe to manage the classroom activity so that the slowest learners are not depressed by being left behind and the fastest and most able learners are not frustrated by being held back. Individualization in foreign language teaching is achieved:

1) through the use of so-called "individual cards"(раздаточный материал)

2) through the use of the programmed materials when each pupil can work at his own place;

3) By special selection of exercises for each group of pupils in the class: bright average and dull; the former can do more difficult exercises than the latter; by the use of additional material, for example: for reading for bright pupils. by arranging pupils communication in the target language so that each pupil can do his best as a participant of the work done in the classroom.

In conclusion it should be said that to apply the principle of individual approach in foreign language teaching the teacher should be familiar with the class, with its individuals.

The foreign language syllabus is the main document which lays down and the content of teaching foreign languages in schools.

Literature

1)Методика обучения иностранным языкам в средней школе /Сост. Гез А.И. Ляховицкий М.В, Миролюбов А.А ,Фоломкина С.К ,Шатилов С.Ф Москва высшая школа 1982.

2)Теоретические основы обучения иностранным языкам в средней школе/Под редакцией Клименко А.Д ,Миролюбова А.А Москва педагогика 1981

3) Rogova G.V "Methods of Teaching English" Moscow 1983

4)Жалолов Ж.Чет Тил Укитиш Методикаси

Lecture 3

Theme: Main (Basic) Methodological concepts

A) Basic methodological concepts in Methods

b) Methodological Principles

c) Some ideas on methods of teaching

d) Types of teaching methods

e) Methods of foreign language teaching

f) The system of teaching and teaching Aids

It is worthwhile discussing briefly the difference between three words which are often used when talking about teaching foreign languages: techniques, methods and approaches.

When we use the word approach we mean that an idea or theory is being applied: that whatever the teacher does certain theoretical principles are always born in mind. When we talk about a technique we mean a procedure used in the classroom. Finally a method is a set of procedures or a collection of a techniques used in a systematic way which it is hoped will result in efficient learning.

A technique then is the narrowest term, meaning one single procedure. A method will consist of a number of techniques, probably arranged in a specific order. The word approach is much more general and has the implication that whatever method or techniques the teacher uses, he does not feel bound by these, but only by the theory in which he believes. If he can find new and better methods or techniques which will fit in with his approach, then he will adopt these.
We therefore have a hierarchical system:

Approach

Method 1   Method 2   etc

Technique A   Technique 2   etc.
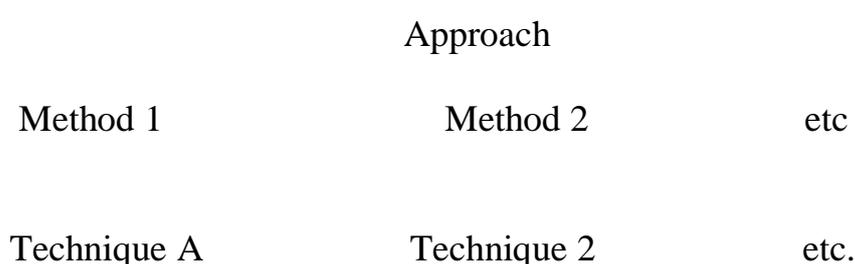
It follows from this that different approaches may share the same techniques and even the same methods; and different methods may share the same techniques.

We have already introduced the scheme of behaviorist learning theory. In this case it makes sense to talk about "the behaviorist approach" but "the audio - lingual method". We can also talk about different drilling "techniques".

A final word of warning Approach has been introduced: later we will introduce the mentalist approach and the communicative approach. However approach is often used informally to mean something closer to method. We might say for example that a teacher should "vary his approach when teaching different types of class". This does not mean that the teacher should change his theoretical believes for each type of class!

Some techniques have developed independently, but many of the important ones have arisen from particular methods Success in teaching a foreign language and in learning this subject depends greatly on the interrelation of aims, content and principles which determine the strategy of this bilateral process. Indeed aims settle the content of teaching; methodological principles decide the methods and techniques of the teaching learning process.

Methods of teaching include those things that are done to stimulate learning Method may be defined as away of governing or guiding the learning. In teaching learning process method may be conceded as a structural - functional component of Teacher-Learner activity. Teacher and learner are interrelated. This interrelation is carried out through methods. The main function of the teacher is to help pupils to learn namely:

1).The teacher organizes their learning.
2).The instructs and educated pupils.

3).He provides the evaluation and checking of pupils' learning.

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

1).The acquisition of knowledge about a linguistic or language item the pupil is to learn.

2).drill and transformation or the process of manipulating knowledge to make it fit new tasks, new situations to form habits.

3).Making use of what he learns in the act of communication developing language skills.

One more important task should be emphasized in teaching-learning process, i.e. evaluation, checking whether the way the pupil learns the adequate to the task. When the pupil uses the material learnt in the act of communication in hearing, speaking, or reading the teacher checks the pupils' ability to communicate in the target language.

New knowledge is acquired by illustration and object teaching by pictures and maps, by explanation and by stimulation of the thought on the part of the teacher of those teaching materials which are used for the purpose.

Each method is realized in techniques. We mean an individual way of doing something in gaining a certain goal in teaching –learning process. For Example, while organizing pupils' acquisition of a new should the teacher can use either demonstration of the pronunciation of the sound ,or an explanation of how the sound should be pronounced in the target language or he uses both demonstration and explanation to help pupils to grasp this sound and produce it correctly as an isolated element, then in a word in which it occurs and in various sentences with the word.

The choice of techniques is of great importance for effective teaching, since the techniques the teacher uses may produce poor or good effect on pupils learning.

E.g. Only imitation

The choice of techniques for each method depends mainly on the methodological principles the teacher observes. In the example the teacher violates the principle of conscious approach in teaching reading.

When organizing pupils' acquisition of a new material the teacher thinks of the techniques which are more suitable for his pupils, he takes into consideration pupils' age, their progress in language learning, their intellectual development, and the conditions under which pupils learn. It is very important that the techniques used by the teacher should put the pupils in such a position that he is faced with the necessity to solve problems that require thinking and not only merely memorizing. The pupil would not only reproduce the speech unit, but would himself be able to build sentences, for example, be able to gay: we are going to go on a Nike next Sunday. Give me a pen.

It may be concluded that methods indicate an activity that is organized by the teacher and carried out by the pupil in the process of learning a foreign language. Methods possess a universal character and may be found in any system of teaching ways and techniques are the precise content of actions which differ considerably from each other depending on the principles that are accepted in the teaching of a

given subject in schools. Consequently the choice of techniques is determined by the methodological principles which govern the teaching of foreign languages in schools.

Literature:

1)Методика обучения иностранным языкам в средней школе / Сост. Гез А.И, Ляховицкий М.В, Миролюбов А.А,Фоломкина С.К,Шатилов С.Ф Москва высшая школа 1982.
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3) Rogova G.V "Methods of Teaching English" Moscow 1983
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Lecture 4
Theme: Teaching aids and teaching materials

Problems:
1. Introduction
2. Teaching aids
 a). non-mechanical aids
 b).mechanical aids
3. Teaching materials:
a). A teaching book
b). Pupil's
c). Programmed materials
d).Visual materials
e).Audio materials
f).Audio-visual materials
4.The qualities of teaching materials
5.Implementing Teaching Aids and materials into school life

Teaching Aids and teaching Materials
To achieve effective classroom learning under the conditions of compulsory secondary education, the teacher must use all the accessories he has at his disposal in order to arouse the interest of his pupils and retain it throughout the lesson which is possible only if the pupils are actively involved in the very process of classroom learning.

To teach a foreign language effectively the teacher needs teaching aids and teaching materials. During the last few years important developments have taken place in this field. As a result there is a great variety of teaching aids and teaching materials at the teacher's disposal.

Teaching aids.

By teaching aids we mean various devices which can help the foreign language teacher in presenting linguistic material to his/her pupils and fixing it in their memory, in testing pupils' knowledge of words, phrases and grammar items, their habits and skills in using them. Teaching aids which are at teachers' disposal contemporary schools may be grouped into:

a) Non-mechanical aids

b) Mechanical aids

Non-mechanical aids are: a blackboard is perhaps the most useful of visual aids and the majority of teachers would feel hammered in a classroom which did not have one. It is the oldest aid in classroom; the teacher turns to the blackboard whenever he needs to write something while explaining some new linguistic material to his pupils, correcting pupils' mistakes, or arranging the class to work at some words and sentence patterns, etc.; the blackboard can also be used for quick drawing to supply pupils with "objects" to speak about; Unfortunately many teachers do not make full use of the blackboard or they use it badly. Some hints:

1)   Turn to the students as you are writing and turn round frequently to face them.

2) ask them what they think this word picture is going to be

3) Get them to read things as you write them

4) Ask them to spell the difficult words for you

When writing try standing on the right of the board as the students see it.

 rd drawing, saying that they can't draw, often without ever having tried. However, simple stick figures are not beyond even the most hopeless artist, and with a little practice every teacher can learn enough to draw simple pictures for drills or picture compositions. The blackboard is probably the most useful visual aid available to use, but our lessons can be enlivened enormously if we have other aids at our disposal.

A flannel board (a board covered with flannel or other soft fabric for sticking pictures on its surface). It is used for creating vivid situations which would stimulate pupils' oral language; the teacher can have a flannel board made in a workshop or by one in a specialized shop; the use of a flannel board with cut-outs prepared by the teacher or by the pupils leads t active participation in the use of the target language as each pupil makes his/her own contribution to working out "a scene" on the flannel board;

A magnet board (a board which has the properties of a magnet, i.e., can attract special cards with letters, words, phrases, or pictures on it) used with the same purpose as a flannel board.

Mechanical aids are: the tape-recorder has come to be an invaluable aid to the language learner and teacher, and after the blackboard, is probably one of the most commonly used pieces of equipment in the classroom The tape-recorder allows the pupil to play back the tape listening to the speaker's voice and recording his own on the second tack (twin-track). The tape-recorder is considered to be the most important aid in learning a foreign language. The tape-recorder can obviously be used for all the listening activities. Listening is a skill which requires a great deal of concentration so it is a good idea to limit the time spent on continuous listening. A very motivating activity for students is to let them write and record dialogues. You could also record students' telling a story.

Positioning the tape-recorder is also an important matter. Try to use a speaker which directs the sound at the students; after all, you're not teaching the ceiling. Some criteria for choosing tuned material should be taken into consideration (see "A Training Course for TEFL" by Peter Hubbard).

A gramophone or record-player is also an audio equinment available in every school; the record-player is an indispensable supplement to contemporary textbooks and other teaching materials.

An opaque projector or epidiascope used for projection of illustrations and photographs.

A filmstrip projector which can be used in a partially darkened room.

An overhead projector used for projection of a table, a scheme, a chart, a plan, a map or a text for everyone to see on a screen. They can be used both in a daylight and artificial light.

Television and radio equipment: Television would make it possible to demonstrate the language in increasingly varied everyday situations; pupils are invited to look, listen and speak; television and radio programmes are broadcast, but it is not always easy for teachers using these programmes to synchronize their lesson time with the time of the television or radio transmission;

Teaching machines which can be utilized for present information to the pupils, for drilling, or testing; the teaching machine can provide an interaction between the pupil and the "programme"; the learner obtains a stimulus and a feed-back from his/her response; thus, favorable conditions are created for individual pupils to learn, for instance, vocabulary, grammar, reading, etc.

A language laboratory. This is a special classroom designed for language learning. It is equipped with individual seats or semi-private stalls. They are connected with a network of audio writing, the nerve centre of which is the monitoring console which has a Switch board and tape decks, making it to all possible to play tapes and send the programme to all or any combination of booths. The teacher at the monitoring console can listen in, or can have :i two-way conversation with any pupil. There are two main of language laboratories-library a broadcast system.

The language laboratory is used for listening and speaking. It is used for "structural drills" which usually involve rephrasing sentences according to a model, or effecting the substitutions.The language laboratory keeps a full class of pupils working and learning for the entire period, and thus enables the teacher to teach the foreign language more effectively The teacher must know about each aid described above, be able to operate it, and train pupils to use it. When used in different combinations teaching aids can offer valuable help to the teacher of a foreign language in making the learning of this subject in schools more effective for pupils.

Teaching Materials

By teaching materials we mean the materials which the teacher can use to help pupils learn a foreign language through visual or audio perception. They must be capable of contributing to the achievement of the practical, cultural, and educational aims of learning a foreign language. The following teaching materials are in use nowadays: teacher's books, pupil's books, visual materials, audio materials, and audio-visual materials.

A teacher's book must be must be comprehensive enough to be a help to the teacher. This book should provide all the recorded material summaries of the aims and new teaching points of each lesson; a summary of all audio and visual materials required; suggestions for the conduct of the lesson and examples of how the teaching points can be developed.

Pupil's book must include textbooks, manuals, supplementary readers, dictionaries, programmed materials.

Textbooks. The textbook is one of the most important source; of obtaining knowledge. It contains the material at which pupils work both during class periods under the teacher's supervision and at home independently. The textbook also determines the ways and the techniques pupils should use in learning, the material to be able to apply it when hearing, speaking, reading and writing.

The modern textbooks for teaching a foreign language should meet the following requirements:

1. The textbooks should provide pupils with the knowledge of the language sufficient for developing language skills, i.e., they must include the fundamentals of the target language.

2. They ensure pupils activity in speaking, reading and writing, i.e., they must correspond to the aims of foreign language teaching in schools

3. The textbooks must arouse pupils' interest and excite their curiosity

4. The textbooks must extend pupils' educational horizon, i.e., the material of textbooks should be of educational value.

5. They should have illustrations to help pupils in comprehension and in speaking.

6. The textbooks must reflect the life and culture of the people whose language the pupils study.

Every textbook for learning a foreign language should contain exercises and texts.

The textbooks should provide the revisions of words in texts, drills and speech exercises. Exercises for developing oral language should constitute 40-50 % of the exercises of the textbook. The other 50 % will be those designed for assimilating vocabulary,

grammar, the technique of reading etc.

Manuals. It is a handbook which may be used in addition to the textbook.

Selected reading. There is a great variety of supplementary readers graded in forms and types of schools.

Dictionaries. For learning English there are some English-Russian, English-Uzbek, English-Karakalpak dictionaries available.

Programmed materials. They are necessary when programmed learning is used. The main features of programmed learning are as follows:

1. Learning by small easy steps. Every step or frame calls for a written or an oral response which requires both attention and thought.

2. Immediate reinforcement by supplying a correct answer after each response. The pupil is aware that his response is right. The steps are so small and the their arrangement is so orderly that he is likely to make very few errors. When an error

occurs, he discovers his mistake immediately by comparing his response with the one given in "the feed-back",

3. Progression at the learning rate of each individual pupil. Each pupil can work at his pace.

Visual materials. Objects (Realia). There are a lot of things in the classroom such as pens and pencils of different sizes and colours/ books, desks, and many other articles which the teacher can use in presenting English names for them and in stimulating pupils' activities to utilize the words denoting the objects they can see, touch, point to, give, take, etc. Toys and puppets may be widely used in teaching children of primary schools, which is the case in the specialized schools.

Flashcards. a) Picture flashcards b) word flashcards. A flashcarcl is a card with a letter, a sound symbol, or a word to be used for a quick showing to pupils and in this way for developing pupils' skills in reading and pronunciation. Picture flashcards have the advantage that the teacher can prepare them at his/her leisure at home. In this way, they can be made more attractive and colorful an can include details impossible to include in a hastily drawn blackboard picture. Although, they will probably be used in much the same sort of way and for much the same sort of purpose as blackboard drawings, they have the advantage of cutting down greatly on time as well as providing variety. One can also make double sided flashcards to use when drilling certain contrasting language items, e.g.

Side one: She usually drinks tea.

Side two: But now she is drinking champagne.

Wall-charts: A wall-chart is a big sheet of paper with drawing or words to be hung in the classroom and used for revision or generalization of some linguistic phenomenon, such as "English Tenses", "Passive Voice", "Rules of Reading" and so on.

Posters or series of illustrations portraying a story. They are used as "props" in retelling a story read or heard.

Pictures. a) Object pictures (a bed, a cat, a table)
b) Situational pictures (the picture of a boy lying in bed)
c) Topical picture (a picture of a bedroom)

Printed pictures, magazine pictures. Printed and magazine pictures are one of the most useful visual aids available to teachers. The students can be presented with completely unusual situations in magazine pictures, which at the same time are stimulating and colorful. Magazine pictures are also easily accessible to everyone- they are cheap and easy to find.

Photographs. They are of two kinds: black-and-white and colorful e.g. "Views of London" and etc.

Albums. An album is a book of pictures or photographs which is used for developing pupils' language skills.

Maps and plans. In teaching English the maps of Great Britain, the USA, and other countries where English is spoken may be used. The plans, for example, of a house, building.

Slides. A slide is glass or plastic plate bearing a picture.

<u>Audio materials.</u> Tapes and records or discs belong to audio materials. Tapes and records are used for teaching listening comprehension, speaking, and reading aloud.

<u>Audio-visual materials.</u> Sound film loops and films, are examples of visual materials.

<u>Sound film loops</u> are becoming popular with the teachers. They are short (1,5-1,7 min.) and the teacher can play the film loop back as many times as necessary for the pupils to grasp the material and memorize it.

<u>Films.</u> Specially prepared educational films for language teaching have appeared, e.g., "Australia", "New York", "Winter Sports[1]" and other.

Teaching aids used in various combinations allow the teacher to develop his pupils' oral-aural skills: These materials are valuable for presentation, exercised, revision, testing. Visual materials have an important role to play in the development of hearing and speaking skills.

Teaching materials can also be used to assist in the general development of the pupil's personality, and 'his is of great educational value.

Teaching materials acquire special importance in gaining cultural aims. In this connection it is necessity to mention the qualities teaching materials should possess:

1. Authenticity
2. Clarity
3. Practicality
4. Appropriateness

According to A. Spicer, "The purpose of teaching materials is not to usurp the role of the teacher, nor even to make his work easier. Their main purpose is to make it possible for the teacher to teach more effectively, more interestingly and more economically. It is equally important that the material should help the pupil to learn more easily and more rapidly."

Lecture 5
Theme: Methods of Foreign Language Teaching
Problems:
1. General Remarks.
2. The Grammar-Translation Method.
3. The Direct Method.
4. Henry Palmer's Method.
5. M. West's Method.
6. Summary.
7. Literature
Methods of Foreign Language Teaching

A person who starts studying Methods will be puzzled by the variety of "methods" he may come across in books and journals and, of course, there are good grounds for this.

At different periods, depending on the aims of teaching and learning a foreign language, new methods sprang up. Moreover, the methods themselves have been modified by teachers and textbook writers, while still remaining recognizably the same basic method by another so that same amalgamated versions have resulted. In each case the method

received a certain name denoted logical categories, for example: the synthetic method (synthesis), the analytic method (analysis), the deductive method (deduction), the inductive method (induction) sometime the method was names after the aspect of the language upon which attention was focused as in the cases of the grammar method, the lexical method, the phonetic method. A third set of methods received their names from the skill which was the main object of teaching. Among these is the translation method, the oral method. Sometimes the method got its name from the psychology of language learning: in this category, the following names occur; the intuitive method, the conscious method, the direct method.

Finally, the method was sometimes named after its inventor. Thus we find: the Amos Comenius method, the Jacotot method, the Berlitz method, the Palmer (West, Fries) method. In some cases the methods bear coupled names: they represent two sides of teaching , for example, the leading aspect of the language and the skill the pupils acquire (the grammar-translation method), or the name of the author and the language activity which is the main aim in teaching-"Fries oral method", "the method of teaching reading by West". We may find even such names as "hear-say-see-say-read-write method" and other.

All the methods existed in the history of teaching languages are grouped into four classes. It is certainly true that all four methods have survived intact and are still being used by some teachers somewhere in the world. The four following methods are archetypes-classic examples – and offer a clear picture of the way language teaching has developed in the present century. Teachers of English have concluded that no single method or approach is appropriate for all learning styles. A good lesson will therefore be one in which you use a smorgasbord of activities taken from a variety of sources. By varying your technique, you will give students of all styles the chance to shine some of the time. With this thought in mind, you can begin to appraise the language learning approaches used in the country in which you serve. Each method (approach) has something to offer. Our task is to identify AND exploit those elements. Below, we have selected for comment those methods which have had a long history and have influenced the contemporary methods of foreign language teaching, and live on in them.

The Grammar Translation Method.

The grammar translation method looks upon language learning as an intellectual activity. Untill twenty-thirty years ago, this method was commonly used in Europe to teach Latin in schools. For a long time, it was uncritically assumed that this was the only way languages should be taught. It was transferred to the teaching of modern languages when they were introduced into schools, first as an optional and then as a compulsory subject. In a typical Grammar Translation class the main focus is on reading and writing, with little attention being given to speaking or listening. The method consisted of giving the pupils grammatical rules and paradigms. Paradigms are lists of forms arranged according to a grammatical pattern.

For example: Simple Present Indicative Active Tense of the verb "to go".

	Singular	Plural
First person	I go	We go
Second person	You go	You go

Third person	He _____ She goes It -	They go

The central text for each lesson is literary. Passages are selected from authors such as M. Twain, Ch. Dickens or modern writers. These passages are read and then comprehension questions are asked and answered, first orally, then in writing. Grammar is taught deductively, through presentation and study of the rules, followed by practise through translations and exercises.

Students were also given lists of vocabulary together with their translation equivalents in their mother tongue. And they were given grammatical rules such as the rule for the usfeage of <u>some</u> and <u>any</u> together with any exceptions to these rules. First students had to memorize all these" "facts" about the language and they were often tested on their knowledge by being asked to recite the paradigms or give the translation of words. Or they were asked to "parse" words. E.g. <u>"He goes"</u> is the third person singular of the simple present indicative active tense of the verb "to go". Next the students were made to put their knowledge to use by translating sentences or texts from mother tongue to foreign language or vice-versa. So memorization particularly may be considered a valued teaching tool, especially in societies where oral traditions are strong, or where periods of study in Koranic or Buddhist schools are the norm.

In teaching a foreign language by means of the grammar-translation method attention was paid to the assimilation of grammar rules of the foreign language that pupils studied. The vocabulary was "turned up" to grammar. Translation was extensively unilized both as a means of explanation of new words, grammar forms, and structures, an as a means of mastering the foreign language, all exercises for assimilating the language material being limited to translation from the mother tongue into the foreign language and from the foreign language into the mother tongue.

The distinguishing features of the grammar-translation method are: 1) insistence upon grammatical analysis and 2) the assumption that grammatical categories can be defined in general terms with reference to meaning, the grammatical categories being the common denominator of all languages. According to this method the best way to say a sentence in a foreign language is to start with a sentence in the mother tongue, analyze it grammatically into such components as subject, i.e. one who performs the action, predicative, that which denotes the action, object, that which receives the action, etc. If necessary pupils go on with the analysis, for example, they name tense, mood, etc. Then the pupils is told to find the corresponding forms in the foreign language.

Summary:

The Grammar Translation Method:
1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.

3. Long elaborate explanations of the intricacies of grammar are given.

4. Grammar provides the rules for putting words together and instruction often focuses on the form and inflection of words.

5. Reading of difficult classical texts is begun early.

6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

7. Often the only drills are exercised in translating disconnected sentences from the target language into the mother tongue.

8. Little or no attention is given to pronunciation.

There were many serious disadvantages the grammar-translation method. Here are some obvious ones:

1) The grammatical analysis was very neat and satisfactory for the grammarians who had devised it, but it often made facts about the language very confusing to the students.

2) The method put a tremendous strain on students' memories.

3) Word-to-word translations were often unsatisfactory.

4) The students had to learn a lot of grammatical terms (noun, tense, indicative, etc). In fact, they had to learn a new language, talking about language.

The grammar-translation method in its orthodox form was practised in schools in the XVIII-th and XIX-th centuries. The development of pedagogies, psychology and linguistics brought changes in the grammar-translation method. It was greatly modified at the end of the XIX-th century and in the XX-th century, and, first of all, these modifications dealt with the approach to the relationship of "two grammars". Instead of forcing the target language into the mold of the learner's native language, the "grammars" are compared with the result of better comprehension and retention in all points of difference and interference. The grammar-translation method is often mentioned even nowadays when one wants to emphasize a traditional approach to foreign language teaching.

The Direct Method

It has often been pointed out that the direct method was developed as a reaction to the grammar-translation method. This is true, but in fact people have been learning languages by this method at least as early as Roman times, when young men were provided with Greek, the cultural language of Europe in those days and an essential part of one's education. The educationalists attempted to build a language learning methodology around their observations of child language learning. They argued that a foreign language could be taught without translation or use of the learner's native tongue. The Direct Method therefore insists on thinking and communicating directly in the target language and does not allow translation. The Berlitz School of Languages is the best known proponent of this method.

The appearance of this method was brought about by the rapid development of various branches of industry and the tremendous development of international trade and colonial expansion required plenty of officials who had a practical mastery of the language, people who could speak and write a foreign language and be able to communicate with foreigners. Therefore practical mastery of a foreign language becomes the main purpose of teaching this subject at school. The rapid development of

pedagogies, psychology, namely, a perceptive psychology, and linguistics promoted the appearance of new methods.

Distinguishing Features:

The four language skills are taught from the beginning, but a special emphasis is placed on speaking. Classes often start with the reading aloud of a specially graded text which introduces the lesson's vocabulary and grammatical structure. Practice follows with exercises such as guided conversation, where the teacher asks questions on the text and the students answer using full sentences. Students will then ask each other similar questions. Other practice exercises include filling-in-the blanks, dictation, controlled composition or listening comprehension exercises. Grammar is taught inductively, that is to say, language patterns are presented and practiced, but the rules are not explicitly given. The Direct Method teacher uses mime, demonstrations, relia, and visual aids to help students understand grammar and vocabulary.

1) The practical direction in the teaching of foreign languages which is understood as teaching language skills and speaking in particular, therefore spoken language becomes the basis of teaching;

2) the ignoring of the existence of the mother tongue as it is assumed that learning the mother tongue and learning a foreign language are similar processes, merely undertaken at different ages;

3) Restricted application or very often complete elimination of translation as a means of teaching a language which plays a leading part in the grammar-translation method;

4) the inductive approach to teaching grammar, i.e., the learner may discover the rules of grammar for himself after he has become acquainted with many examples (in the grammar-translation the rule is first stated, and then sentences embodying the rule are studied; later the rule is put into practice by writing new sentences, generally by translating sentences from the mother tongue into the foreign language);

5) Great care in teaching pronunciation throughout the course and especially the first weeks and months. Correct pronunciation must be constantly practiced since comprehension and speaking is possible if the learner has adequate pronunciation in the target language;

6) Great attention to the subjects of the texts, especially a topical arrangement of the material with the purpose of ensuring speech development.

The method is called direct because in teaching a foreign language an attempt is made to establish a direct connection between a foreign word and the thing or notion it denotes without the aid of the native language.

The "No Translation" rule can become an issue. Teachers complain that it is sometimes time consuming to mime vocabulary, when a simple translation would do. And some words are difficult to mime. Students become frustrated when some members of the class do not understand the teacher's explanations and when the whole class is held up untill the meaning becomes clear to all..

While monitoring carefully the amount of your students' native language you use in class, you should use your common sense in this question of translation. If you judge that your students are not getting the point, or the meaning of a particular word, if you think that

your lesson straying from its objectives, and if you know the word in your students' language, then give a translation and get on with your lesson.

Many of the textbooks based on the Direct Method, most of which are by now quite dated, were written for Western school children. This can be problematic since the method is heavily dependent on the text and the texts are not guarantied to be culturally accessible. A textbook used in Francophone Africa describes children having cornflakes for breakfast, putting on their Wellington boots because it is raining, and catching a double-decker bus to go to school. It is not difficult to transfer this lesson into a cultural context that your students will understand, but it is an additional barrier for your students to overcome. And your role in this process will be to provide the necessary cultural translation.

Summary

1. Lessons begin with a brief anecdote or dialogue in the target language, and in modern conversational style.

2. The material is first presented orally with actions or pictures.

3. The mother tongue is never , never used.(i.e., there is no translation).

4. The preferred type of exercise is a series of questions in the target language based on the anecdote or dialogue, and answered in the target language.

5. Grammar is taught inductively: rule generalization comes only after experience.

6. Verbs are used first and systematically conjugated much later.

7. Advanced students read literature for comprehension and pleasure; literary texts are not analyzed grammatically.

8. The culture association with the target language is also taught inductively.

At the end of the XlX-th and in the beginning of the XX-th century there appeared several varieties of the direct method which differed only in some details.

The most orthodox advocates of the Direct Method were F. Gorin, M.Berlitz, M.Walter, and B.Eggert. The teachers, who accepted the method, involve the pupil from the first step of learning a new language in conversation and supply meaning by referring directly to objects and picture charts; they act out the meaning of sentences in order to make themselves understood.

The direct method found ready seepporters. At stimulated enormously the pupils' curiosity to learn and make progress. But there were too many difficulties in the use of the method, the main of them being the following;

1. No scientific principles were applied to selection of study material and vocabulary in particular. The only principle applied was the topical one, the material was arranged in topics. As a result of such arrangement of vocabulary, the pupil had to assimilate a great number of words. For example, in textbooks compiled according to F. Gouin's system the vocabulary listed 8.000 words.

2. School conditions did not favour the development of pupils speech habits (too few periods a week, overcrowded classes, lack of visual materials, etc.).

3. In the hands of un experienced and ill-equipped teachers the direct method did not work and the teachers had to return to the old grammar-translation method.

However during the period between the two wars it became possible to revive the main principles of the direct method;

a) by careful experimentation ; b) by taking note of the new developments in the field of linguistics (Ferdinand de Saussure) and psychology (Thorndike); c) by insisting that clear statements he made as to the aims of objectives of teaching. This was done by Henry Palmer and M. West, prominent English methodologists.

The main points in Palmer's method are:

1. In learning a foreign language the pupil must tread the path he has followed in acquiring the mother tongue, i.e. starting with oral language.

2. The teaching of a foreign language must be based upon carefully selected material. H.Palmer was one of the first methodologists who tried to work out the principles of vocabulary selection on a scientific basis. A Special Research Institute was established in Tokyo and H.Palmer headed this Institute. The results of the work were 3000 word minimum vocabulary list.

3. Great attention should be given to the rationalization of a study material to make the assimilation of a foreign language easier.

Henry Palmer compiles a series of study guides for teaching oral language: 1) English through Actions.

2) 100 Substitution Tables- in which typical English sentences (sentence patterns) are arranged in tables for pupils to make up their own sentences. This table wills yield 4096 perfectly rational sentences.

3) Systematic Exercises in English Pronunciation. In this book a graded system of exercises in pronunciation is presented.

4) Standard English Reader contains easy material which gradually becomes more complicated and interesting to read. The material is based on selected vocabulary.

5) English Through Questions and Answers is attached to these readers.

The Books present a gradual transition from simple to complex questions on every text. Later on the books "Graded Exercises in English Composition" are added. These books contain various grammar and vocabulary exercises on each text of the Standard Readers.

Palmer distinguishes four stages in teaching and learning a foreign language: elementary, intermediate, advanced, and subsequent life, as Henry Palmer says: "Learning a language has a beginning, but no end". H. Palmer gives much attention to methods of teaching in the first two stages. H esays: "Take care of the initial stage and the rest will take care of themselves". Since, in his opinion , its necessary to begin by teaching oral language, he works out most carefully the methods and techniques of teaching this aspect of speech activity.

In contrast to H. Palmer, M.West proposes to begin by teaching to read. In support of such a sequence in foreign languages teaching: from reading ~ reception, to speaking ~ reproduction, M.West advances the following arguments:
1. In country where the child must be bilingual and he brought into easy contact with world culture it is necessary to begin by teaching to read.
2. Reading is the easiest aspect of the language to acquire, for reading involves no active use of grammar and idioms and the memory of the vocabulary is merely recognition. M.West says it is necessary to begin with reading because "We need not begin by teaching

the child to speak for that would be to teach something easy by means of something more difficult".

3. In teaching reading it is easier to develop a sense of the language and a feeling of what is idiomatic which would very greatly diminish the child's liability to errors and very greatly accelerate his progress.

4. In learning reading the child will sooner feel his progress in language knowledge and enjoy it. Besides, he can improve his knowledge independently without the teacher's aid.

M. West compiled a series of teaching materials for teaching reading: ten readers, supplementary readers, exercise books, and blank companions.

He has developed methods of teaching oral language and compiled special teaching materials for the purpose.

We greatly appreciate H.Palmer and M.West for their contribution to Methods. These English methodologists have enriched the technology of foreign language teaching:

1. They have raised the problem of careful selection of language material, worked out criteria of selection, and selected the material.

2. They have raised the problem of the necessity for rationalizing teaching materials and worked out systems of foreign language teaching: H.Palmer-speaking, M.West-both reading and speaking.

3. They have compiled series of guide books: H.Palmer for teaching speaking; M.West for teaching reading and speaking.

4. They have introduced a lot of new and effective exercises: H.Palmer for the development of speaking skills, M.West for the development of reading skills and comprehension of a foreign text as well as for the development of speaking.

Lecture 6,
Theme Contemporary Methods of foreign language teaching
1.General Remarks
2.The audio-1ingual Methods
3.Audio-Visual Method
4.The structural-situational method
5.Mixed or in-between methods
6.Behavioral method of teaching
7.The Cognitive Approach
8.Communicative Language Teaching
9.Suggestopedia
Methods of Foreign Language Teaching
Contemporary Methods
All the points mentioned in previous described methods are undergoing further development in contemporary Methods abroad. There are many Methods of language teaching and a considerable amount of controversy as to the best way of foreign languages teaching abroad at present. However it is possible to group them into(l) traditional Methods which have truer origin in the grammar' translation

method, and (2) audio--lingual methods which are considered to be a further development of the direct method line.,

The traditional approach to foreign language teaching is characterized by (1) the use of the native language for explanation, retention and checking; (2) the deductive explanation of grammar and the use of grammar exercises (3) the development of all the language ski11s, i.e., hearing, speaking, reading, and writing from the beginning of the course. This approach is called traditional because it has been prevalent in schools for a long time. The traditional methods, although they are adopting some kinds of innovation in teaching materials, still retain those distinguishing characteristics. Since these methods are often contrasted with audio- lingual methods.

The audio-lingual methods are considered to be contemporary ones. During the second World War, army programmes were set up to teach American military personnel languages such as German, French, Japanese and Tagalot. Strong emphasis was placed on aural-oral training. The Audio-lingual Method developed from these programmes. This method was also influenced by behavioral psychologists who believed that foreign language learning is basically a process of Mechanical habit formation.

It could be said that this method consist entirely of drilling in one form or another.

Audio-lingual means "Listening-speaking". Another name for the method is the confusing homophony of the phrase aural-oral. The method consist of presenting an oral model to the student, on tape or on the teacher's voice, and caring out a series of pattern drills based on the model.

In the audio-lingual method, skills are taught in the natural order of acquisition: listening, reading, speaking and writing. Audio-lingual classes begin with a dialogue which introduces the lesson's sentence patterns. The students memorize this dialogue then practice grammar patterns in drill such as listen and repeat substitution, chain and transformation. Accuracy in pronunciation is emphasized and festered through minimal pair drills where students learn to differentiate between sounds such the vowels in "ship" and "sheep", "bit" and "beat" and "hit" and "heat". Lessons are sequenced according to grammatical complexity. Translation, considered to cause interference from the mother tongue, is not allowed. Learning is tightly controlled by the teacher, who follows the text closely.

Summary:

Audio-lingual approach is a reaction to the Reading Approach; much is taken from the Direct Method, the rest from behaviorism.
1.New material is presented in dialogue form.
2.There is dependence on mimicry, memorization of set phrases and over learning (i.e. it is believed that language learning is habit formation).
3.Structures are sequenced and taught one at a time.
4.Structural patterns are taught using repetitive drills.
5.There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.

6.Skills are sequenced listen, speak, read and write.

7.Vocabulary is strictly limited and learned in context.

8.Teaching points are determined by contrastive analysis.

9.There is much use of tapes. Language labs and visual aids.

10.There is an extended pre-reading period at the beginning of the course.

11.Great importance is attached to pronunciation with special attention being paid to intonation.

12.The cultural background of the target language is stressed.

13.Some use of the mother- tongue by teachers is permitted.

14.Successful responses are immediately reinforced.

15.There is a great effort to prevent student errors.

16.There is a tendency to manipulate language and disregard content.

The following principles:

a).Students should first listen, then speak, and finally write the language. (An extreme forms of this method, students had to listen for many hours before they were allowed to speak).

b).The "Grammar" should be presented in the form of modal patterns or dialogues. Drilling consisted of forming new utterances on the basis of the original pattern. This was called "analogous pattern drilling". That is the students formed the new utterances by analogy.

c).Drilling should follow the stimulus response reinforcement scheme. Students should always be awarded when they responded correctly, by seeing that they had got the answer right.

d).Students should proceed by very easy steps, starting with simple repetition and going on to simple drills, then more complex drills and so on. Ideally the possibility of a student making an error should be avoided altogether, because positive reinforcement (reward) was considered more effective than negative reinforcement (punishment). This principle was called error prevention.

e).By repeating the stages of stimulus response reinforcement, students would develop correct language habits. Once a habit had been formed, a student could produce examples of the pattern effortlessly and without thinking about how to do so. The student was then regarded as being fluent in that pattern.

MAIN FEATURES (G. V. ROGOVA)

The development of audio lingual skill first, i.e., listening comprehension and speaking, that is why the methods are called audio lingual. The justification of the priority of spoken language in foreign language learning is found in the observation that a language is first of all a system of sounds. Used for social communication: writing is a secondary derivative system people use for the recording of spoken language. Children normally learn spoken language before they written language. It is though that reading and writing might, at least in the beginning interfere with the development of audio lingual skills;

Great care in teaching speaking so that the learner could use they spoken forms as accurately as possible, that is, with native like sentence patterns and pronunciation. For this purpose the student should have some adequate modal of speech preferably in the person of a native or near-native speaker of the language,

or in the form of a recorded voice of such a speaker. This is now becoming possible because of modern teaching equipment such as radio, television, language labs and teaching machines.

1.The rejection of translation as the name tool of instruction. All the exercises performed by the students are usually within the target language. The use of the student's native language is minimized. It is admitted to supply meaning to the student, although, even in this case the target language supported by whatever props, pictorial materials or pontomic gestures, in preferred.

2.Teaching grammar through pattern practice. The grammatical exercises is usually take the form of drills in which the student is asked to substitute words for other words, or to make changes in sentences, e. g. , from singular to plural, from past to present, from active to passive, following the model.

3.Extensive use of "real-life" communication situation for stimulating the student's language activity. This is done to involve the student in the act of communication in the target language, and in this way to arose his interest in language learning and increase his motivation.

4.The development of reading and writing first using the linguistic material characteristic of written language with the aim of getting information (reading) and sending information (writing).

Critics of the audio lingual method would focus mainly on the fact that much the method consists of mechanical drilling. Practice activities tend to be repetitive and boring. More serious is the dangerous that students might produce analogous pattern without realizing what they are saying.

The features of contemporary methods may be illustrated by Voix et images de France (голос и образ Франции) and Fries American English Series. Voix et images de France is a French course which has been worked out by the Research Center is Saint Cloud in France.

The method is known as the Saint Cloud audio visual method. The situations and speech patterns have been carefully selected.

All these are reproduced by native speakers. Students "receive" the material through audio and visual perception, i.e., they see a picture (or a series of picture) on a screen or in the book and listen to the conversation from a tape-recorder. They assimilate the material by the memorizing the language and the situations in which this material can be used. The work takes the student trough the following stages:

1.Receptive stage: the student listens to the conversation 2-3 times and tries to grasp it;

2.Reproductive stage: the student reproduces the phrases and the sentences said by the speakers.

The method is popular with foreigners who come to France. The course has been created for adult learners. It is an intensive course, i.e., students learn a foreign language for 3-6 months 20-25 hours a week; therefore it can not be utilized in schools.

The structural- situational method.

This method is widely used at the time of writing and a very large number of textbooks are based on it. Best it, also has important links with the audio lingual

method especially as far as the way the language to be taught is organized (the "structural" ingredient). New language is presented in the form of modal patterns or dialogues. Much use, too, is maid of repetition and analogous pattern drilling.

However, great care is always taking to present and practice language within a situation. Billows explains the word "situation" in the passage you are about to read. The purpose of the situational ingredient is to ensure a meaningful context for language practice. (Another word for this is "contextualization"). In other words it aims to avoid meaningless and mechanical practice.

There are quite a number of prominent methodologists who have contributed to foreign language teaching and English in particular. In conclusion, it should be said that between the grammar-translation method however modified and direct method in various modification there have been mixed or in between methods. The advocates of the latter method try to avoid the extremes of the former. "Language learning" by Peter Humboldt is an example of such a method.

The chief tendency in the development of Methods abroad may be characterized by a scientific approach to the teaching of foreign languages, extensive use of linguistic science, psychology, psycholinguistics, and experimenting. The progress made in the sphere or phonetics, vocabulary and grammar study has shed fresh light on the content, i.e., on what to teach, what linguistic material should be used for developing audio – lingual skills and written language.

The practical application of some theoretical views of American descriptive structural linguists and psychologists, such as the primary of the spoken over the written language, has – led to the oral approach to foreign language teaching; the treatment of language as a complex of habits and skills, as a form of social behavior, has been realized in teaching a foreign language, i.e., a reaction of the organism as a who to a social environment. The learner should know what a native speaker's response would be in a certain situation.

In this article "Learning English as behavior" M. West gives the following examples of wrong and right responses:

wrong	right
What's this?	What's this? This is a book.
This is a book.	Where is the book?
Where is the book?	It's on the table.
The book is on the table.	(or on the table.)

Know what they speak but how they speak, or rather how they converse.

In a behavioral method of teaching it is necessary to combine a correct and systematic build-up of linguistic elements (structures and carefully selected vocabulary) and a vital and behavioral use of the language. M. West says: "Ideally one needs television or a film so that the pupil may not merely hear how the English language is behaved but see it behaved as well. The behavioristic stimulus-response and reinforcement theory in psychology adopted by foreign language

teaching has resulted in repetitive drill of certain patterns of language or in pattern practice; for the purpose language laboratories, programmed instruction, and other innovations have been offered. However this has not brought the result which were promised and expected. The behavioral method has begun to be strongly criticized by psychologists and by the teachers and students themselves. As a consequence of this criticism the cognitive code-learning theory has been proposed. It is considered a more modern and sophisticated version of the grammar-translation method.

The Cognitive Approach is a reaction to the behaviorist features of the Audio-lingual Approach as well.

DISTINGUISHING FEATURES:

1. There is emphasis on communication, or communicative competence (i.e. being able to use the language).

2. Language acquisition is seen as rule (not habit) formation: deductive explanation of grammar is preferred.

3. Pronunciation is de-emphasized, since it is considered futile for most students to try to sound like native speakers.

4. Group work and individualized instruction are encouraged.

5. There is renewed interest in vocabulary, especially the expansion of passive vocabulary for reading purpose.

6. The teacher is viewed as a facilitator rather than a figure of absolute authority.

7. The important of comprehension especially listening comprehension - is emphasized.

8. Errors are seen as an inevitable by product of language learning; systematic study, interpretation, and where possible remediation is of concern.

9. The written language skills (reading and writing) and the spoken language skills (listening and speaking) are viewing as being of equal importance, rather than the former secondary the latter primacy.

10. Repletion in and of itself discourage; silence is recognized as useful and often necessary.

11. There is contextualization of all teaching points through the use of audio-visual aids, stories, or other opposite means.

12. The use of the mother tongue and translation are permitted.

13. There is increased interest in the affective domain: the attitude of the teacher and student are seen as important, human sensitively crucial, and the quality of interaction is significant variable.

14. Bilingual-bicultural proficiency is seen as an ideal goal.

COMMUNICATIVE LANGUAGE TEACHING.

The late 1960s saw a shift in focus from the audio-lingual method and its prototypes to communicative language teaching, this shift evolved partly as a result of studies carried out by the council of Europe, which began to identify the language needed in a variety of social situations by someone integrating to Common Market countries. The studies sought to evaluate how language itself is used how native speakers of a language express themselves in various situations. The studies had a major impact on the teaching of English as a foreign language.

The teachers and curriculum designers began to look at content, at the kind of language needed when greeting or shopping. The emphasis on form, on explicitly learning grammar rules or practicing grammatical patterns, was downplayed in favorer's needs when using the language in daily interaction.

There is no single text or authority on communicative language teaching. It's make communication the goal of language teaching. Several models have evolved around this principle: the Communicative Approach. Total Physical Response, Natural approach, and competency based approach. These approaches overlap.

COMMUNICATIVE APPROACH. BACKGROUND.

The emphases are placed on using the target language to accomplish a function such as complaining, advising, or asking for information. Attention is also paid to the social context in which this function take place. For instance, different language will be used when complaining to a teacher than when complaining to a close friend.

DISTINGUISH FEATURES: all four language skills are taught from the beginning. In speaking skills the aim is to be understood, not to speak like a native. In the sequencing of lessons, priority is given to learner interests and needs. This is in contrast to the grammar translating method which may start with verb tenses and work through from the present simple to the conditionals. In the COMMUNICATIVE APPROACH, if a learner needs to know how to gives advice ("If I were you, I would…") then this conditional is taught. Interaction between speakers and listeners or readers and writers is at the root of all activities. Learners usually work in pairs or group for role play, information sharing, or problem sharing, or problem solving. Exercises using authentic materials, such as newspapers or recording from the radio, are selected so that learners can practice language in real situations where possible.

SUGGESTOPEDIA. BACKGROUND.

The founder of Suggestopedia, George Lozanov, believes that language learning can be made more efficient if the psychological barriers to learning are lowered; he believes that learners raise these barriers and limit themselves because of a fear of failure. In order to make better use of learners' capabilities Lozanov has developed a process of "decongestion", which he has applied to language learning. This process is designed to promote a relaxed frame of mind and to convert learners' fears into positive energy and enthusiasm for language learning.

DISTINGUISHING FEATURES.

In suggestopedia, great attention is paid to the environment, the seating is as comfortable as possible, the lightning is not harsh, and music plays in the background. Colorful posters and charts are pinned to the wall. The posters show attractive sights in target language country, the charts contain grammatical information which, in casual readings, the students will absorb without conscious effort. The suggestopedia teacher's tone is always calm as lightning is not harsh, and music plays in the background. Colorful posters and charts are pinned to the wall. The posters show attractive sights in target language country, the charts contain grammatical information which, in casual readings, the students will absorb without conscious effort. The suggestopedia teacher's tone is always calm

as students are reassured that language learning is easy and fun. At the beginning of the lesson, the teacher briefly presents the vocabulary and grammar. the tent for the end day is given to the student: in the left column the text is in the target language: in the right column it is in the students' mother tongue. the teacher reads the text, while music plays in the background, the students relax, close their eyes and listen. For homework, the students are asked to read the text just before going to bed and getting up in the morning. The teacher leads the class in role play, question and answer, and other activities based on the text. During these activities, students are invited to use the imaginations and to take on new names and new personalities in the target languages. They are encouraged to visualize themselves as successful people in their new identities, with exciting jobs and a good standing in the community.

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Lecture 8
 Theme: Methods of Investigation of Foreign Languages Teaching Methods
Problems:
1.Main (basic) methods of investigation
2. Subsidiary methods
3. Summary

Methods of Investigation of the Foreign Language Teaching Methods
Methods of foreign language teaching like any other sciences, has definite ways (methods) of investigating the problems which may arise. Methods of foreign language teaching methods are mainly grouped into two types:
1. Main (basic) methods of investigation.
They are as follows: a) a critical study of the ways foreign languages were taught in our country and abroad (методикалық мийрасларды үйрениў).

a) A thorough study and summing up of the experience of the best foreign language teachers in different types of schools (тәжирийбелерди үйрениў, анализлеў хәм жуўмақлаў).
b) Scientific research observation (илимий баклаў)
c) Teaching as an experiment (тәжирийбе ретинде оқытыў)
d) Test teaching (сынаў, оқытыў)

e) Experimenting with the aim of confirming or refuting the working hypothesis that may arise during investigation.

2. Subsidiary method

a) Having questionnaire (анкета жүргизиў)

b) Testing

c) The method of talking (Гүрриң жүргизиў)

d) Statistical method

e) The method of chronometering (Сабақ процессин жазып алыў хәм анализлеў).

Experimenting becomes more and more popular with methodologists. In experimenting methodologists have to deal with different data, that is way in arranging research work they use mathematics, statistics and probability theory to interred experimental results.

a) Research in Methods usually begins with observation of what is going on in the classroom.

For instance:

- how a teacher and pupils react to each other (the division of Labor in the classroom);
- how pupils read, understand the teacher, speak or write;
- what mistakes pupils make in speaking, reading or writing;
- what difficulties they encounter while reading, hearing, speaking or writing;

b) Talks with teachers and pupils with the purpose of finding out something are also used in research in Methods. For instance, a research worker wants to know (find out):

- how much time the pupil works at his English in the laboratory (at home)
    • In the amount of material for home reading and pupils' treatment of It;
    • In the arrangement of pupils' work while developing some language skill,

d) Experiment or specially arranged teaching with the purpose of solving some methodological problem^ It is used for testing some hypothesis. The experiment is usually connected with the introduction of some new techniques, material organization of pupils for learning. Shortly with some innovation. To experiment with a new way of teaching one needs experimental groups and control groups. The comparison of results shows the difference in pupils' learning.

The experiment requires the following procedure:

    • pre-test in all the groups both control and those taken for experimenting;
    • experimental class sessions (lessons);
    • post-test

The difference in results testifies the effectiveness of teaching. For example, the following experiment was carried on. The hypothesis was: the wording of the task is essential for forming speaking skills.

In learning grammar pupils often perform mechanical exercises to acquire habits in using this particular grammar item. To such exercises belongs this one : «Make the following sentences negative», or «Make the following sentences interrogative*. In the experiment the assignments were given in the following

wording: «Disagree with the speaker», «Ask if it is so». The only variable was the wording of the assignment. This trifle change resulted in an improvement in students' speaking reaching 30%. Here is meant correctness and tempo of speaking. The experiment allowed the experimenter to determine differences in pupils' achievement.

e) Questionnaires are extensively used in Methods. The research worker turns to the questionnaire whenever he needs answers t^ the questions he faces. For
example, he wants to know how much time teachers spend on checking pupils' homework (or how they check it). He distributes a questionnaire among teachers, they answers the questions. The analysis of their answers allows the experimenter to get the data.

In recent years there has been a great increase of interest in Methods since foreign language teaching has many attractions as an area for research. A great deaf of useful research work has been carried out. New ideas and new data produced as the result of research are usually developed into new teaching materials and teaching techniques.

It should be said that we need research activities of the following types: descriptive research which deals with "what to teach", experimental and instrumental research dealing with "how to teach".

More research is now needed which compares different combination of devices, various teaching aids, etc.

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Lecture 9
Theme: The Teaching of Pronunciation

Problems for Discussion

1. General Remarks
2. The Importance of Teaching Pronunciation
3. The Content of Teaching Pronunciation
4. The difficulties in English Pronunciation experienced by Karakalpak-speaking pupils
5. How To Teach Pronunciation

The basis of all language skills is the sound structure. It is in these sound sequences that the ideas are contained. Listening is the first experience; the attempt to understand accompanies it. The acquisition of good pronunciation depends to a great extent on the learner's ability of listening with care and discrimination. The

phonetic system of English which consists of the following components: speech sounds, the syllabic structure of words, word stress, and intonation (prosody). These four components constitute what is called *pronunciation*. So the task is not only to teach correct pronunciation of sounds or sound sequences but also to teach pupils to use the stress in the right place, syllable division and intonation components, combined together. One of the tasks of language teaching consists in developing ways to help learner "and" the unfamiliar sounds. The hearing of a given word calls forth the acoustic image of that from which a pronunciation is obtained. Therefore teaching pronunciation is of great importance in the developing of pupils hearing and speaking habits and skills.

But just as a pupil reaches school level with an active command of grammar structures and vocabulary so he should arrive with an active command of grammar structures and vocabulary so he should arrive with an active command of pronunciation should be an integral part of an English teaching programme from the early stages, just as the teaching of structures and vocabulary.

Teaching pronunciation is of no less importance in the developing of reading and writing habits and skills, since writing (or what is written) is a graphic representation of sound sequences. In reading visual images become acoustic images. These are combined with kinaesthetic images, resulting in inner speech.

Wrong pronunciation often leads to misunderstanding. E.g., when a speaker or a reader replaces one phoneme with another he unintentionally uses quite a different word, in this way altering. The sense of what he wanted to say. E.g. *White* instead of *wide*; *it* instead of *eat*; *pot* instead of *port*, etc.

Every teacher must understand how important the teaching of correct pronunciation is.

Phonetics is not taught as a special subject at school; the pronunciation skills for pupils are formed (developed) in the process of speaking, reading and grammar lessons simultaneously of course, it is impossible to teach English pronunciation to schoolchildren as native speakers do. So the level of approximation is required. It means very close type of pronunciation to the literary standard English pronunciation. The following pronunciation requirements are put forward to the schoolchildren: the acquisition of the function of phonemes differentiating the meaning of words; the acquisition of fast and fluent reading habits; the listener should understand the speaker perfectly. One more requirement lies in the mastering of the automatic pronunciation skills; the normal tempo of speech must be 130-150 words per minute.

The schoolchildren must not only acquire the knowledge of word meaning differentiating function of phonemes but also they should master the usage of intonation patterns nuclear tones, as well as the position matters the use of stress in a right place and rhythmic segmentation of phrases and sentences.

The language material of phonetic minimum is selected according 2 main principles. The first principle is the selection of the material needed for communication. According to this principle all the sounds differentiating word meaning and into phonemes are included into the teaching minimum. That's to say phoneme variants, positional and combinatory variants, expressive intonation

patterns are not included. Low Fall and Low Rise are the minimum requirements only.

The second principle is the stylistic one. Pupils should study English Uterary constitutes Received Pronunciation. This is the language of radio, TV, theatres, universities and schools.

In our schools we teach pupils literary pronunciation which is characterised by:
a) clear stress in all rhythmic groups;
b) clear pronunciation of the sounds;
c) typical abbreviations in auxiliary words; it's, won't, doesn't, can't, shouldn't, etc.

Proceeding from the aims and objectives pupils must assimilate:
1. The sounds of the English language its vowels and consonants. They should be able in different phonetic contexts.
2. Some peculiarities of English Language in comparison with those of the Karakalpak language, such as, English vowels differ in quality and length of vowels is of no importance; the devoicing of the voiced sounds at the word final position leads to the change of word meaning, etc.
3. Stress in a word and a sentence, and melody (fall and rise). Pupils must be able to divide a sentence into groups and intone it properly.

Only when pronunciation is correct, when all main phonic rules are strictly followed, can one understand what one bears and clearly express one's thoughts in English.

The teacher, therefore, faces the following problems in teaching pupils English pronunciation:
1. the problem of discrimination, i.e., the hearing the differences between phonemes which are not distinguished, or used in the Karakalpak language and between falling, rising and level tones;
2. the problem of articulation, i.e., learning to make motor movements adequate to proper production of English sounds.
3. the problem of integration, i.e., learning to make right stresses, pauses and use appropriate patterns;
4. the problem of integration, i.e., learning to assemble the phonemes of a connected discourse (talk) with the proper allophonic variations (member of a phoneme) in the moths, hard times;
   5. the problem of automaticy, i.e., making correct production so habitual that it does not need to be attended to in the process of speaking.

Consequently, discrimination, articulation, intonation, integration, automaticy are the items that should constitute the content of the teaching of production, i.e., pupils should be taught to discriminate or to distinguish English sounds form mother tongue sounds, long sounds from sounds, long sounds from short ones; falling tone from rising tone; to articulate English sounds correctly, to use appropriate tone patterns; to integrate of to combine sounds into a whole and, finally, they should be taught to use all these while hearing and speaking the English language of course absolute correctness in impossible. We can not expect

more than approximate correctness, the correctness that ensures communication between people speaking the same language.

Selected phonetic minimum is usually taught during the 1st stage of teaching, i.e., 5-6 forms. This periods characterised with the formation of listening, hearing and pronunciation skills of the children if these formulated automatic skills are not supported in the next stages the process of deautomaticy of the skills will take place.

Any language has its specific phonic system. This true for English as well. The sounds of English are not the same as the sounds of Karakalpak, though there are, of course, some sounds which occur both in English and in Karakalpak. There are many difficult sounds in English for Karakalpak learners, [ð, θ, r, ts, v, , , ɘ, ɛɘ] for example. To Karakalpak-speaking pupils the combination of sounds [θs], [ðz] which occurs in English at the end of a word (moths, clothes) is strange and they find great difficulty in pronouncing a word with this sound combination. The sounds of English may be arranges in three groups: vowels, diphthongs and consonants. Vowels may be short and long. But Karakalpak vowels don't fall under such grouping.

Some authorities D.Janes, consider the state of tension of tongue to be unimportant factor in the pronunciation of various vowel from lax vowels. Long sounds are fully long only when final - *far*, *sea*, *saw*, *two*, *fur*; Karakalpak - peaking pupils because they do not appear in their native language: [ɛɘ, ou].

English consonant also presents some trouble to Karakalpak pupils, first because there are sounds which are quite strange to pupils, for example, [ð], [θ]. In final portion voiceless consonants have strong articulation (white), voiced consonants - weak articulation (wide).

Therefore in teaching pupils how to pronounce consonants in final position the of teacher should emphasise the strength the of articulation and tenacity of voiceless consonants and weakness of voiced consonants. The sound is hardly pronounced and heard.

The pronunciation of words is not only a matter of sounds, but also of stress or accent. Some words have the hearer stress on the first part of the word: *sorry*, *evening*, *morning, answer*, and other words have the hearer stress on the second part: *begin, mistake, result*. Stress is very important to the assimilation of English pronunciation.

Foreigners often find it difficult to understand an Englishman's speech and ask him to speak more slowly, because in quick speech the accented syllables are so strong that they almost down the others.

The pronunciation of sentence patterns includes also variations of musical tones: _rise_ and _fall_. English tone patterns differ from those of Karakalpak, that is why pupils find it difficult. Sometimes Karakalpak people speaking English use wrong intonation because of the interference of the mother tongue.

In teaching English pronunciation the teacher should bear in mind that the difficulties he will meet with - and they occur throughout the course - are sounds,

stress, and musical tones should know. What they are and how to teach pupils to overcome these difficulties.

1) The phonic phenomena which do not require any explanation or special demonstration since there are similar phenomena in the mother tongue of the pupils. For example, sounds [b, k, m, s], a falling tone at the end of affirmative sentences.

2) The phonic phenomena which require only corrections, a little different in languages. E.g., English sounds [t, d, n, l]differ in pronunciation in comparison with corresponding Karakalpak sounds. The teacher shows the pupils how to pronounce.

3) The phonic phenomena which require explanation of special demonstration on the part of the teacher since they are quite strange for Karalaplak-speaking pupils. E.g. English [   ], the rising tone in the interrogative sentence. Pupils should acquire new habits, there is nothing to transfer from the mother tongue.

How to Teach Pronunciation

One of the mains principled of teaching pronunciation is the comparison of the English phonic phenomena with those of other tongue.

Having acquired great skills of mother tongue pronunciation schoolchildren encounter great difficulties as the initial stage of learning English pronunciation on the one hand.

The interference may occur. On the other hand mother tongue habits may facilitate the process of mastering pronunciation. Pupils assimilate English pronunciation through: 1) the acquisition of new sounds, stress, tone-patterns; 2) drill in recognition and reproduction new material to acquire pronunciation habits, and 3) making use of the pronunciation habits in language skills (hearing, speaking, reading and writing).

In teaching pronunciation there are at least two methodological problems the teacher faces: 1) to determine the cases, where simple imitation can or must be used; 2) to decide on types of exercises and the techniques of using the,. Pupils must because conscious of the differences between English sounds and those of the native language. This is possible provided the foreign sound is contrasted with the native phoneme which is substituted for it, e.g.

E(t)-K(m); E(n)-K(H); E(K)-K(p).

Each sound is also contrasted with the foreign phonemes which come close to it and with which it is often confused.

The contrast is brought out through such minimal pairs as: it-eat, spot-sport, wide-white, cat-cart, full-fool, boat-bought.

The experience of the sound contrast is reinforces audio-visually:

1) by showing the objects which the contrasting words represent. E.g. *ship-sheep*. The teacher makes quick simple drawing of a ship and a sheep on the blackboard or shows pictures of these objects.

2)by showing actions. E.g. *He is riding - He is writing*. Situational pictures may be helpful if the teacher can not make a sketch on the blackboard.

3)by using sound symbols [   ] - [   ]; [   ] - [   ]. To teach pupils how to pronounce a new language correctly in a conscious way means to ensure that the pupils learns to put his organs of speech into definite positions required for the production of the speeds sounds of this language.

A person learning a foreign language unconsciously continues to use his muscles in the old ways and substitutes the phenomena the intonation of his native tongue, e.g. zis instead of this. In learning pronunciation great use should also be made of the method *«imitation»*. Pupils learn to pronounce - new language by imitating the pronunciation of the teacher. The teacher is often at a loss, how to show his pupils the pronunciation of this or that vowel because he can not show them the position of the organs of speech while producing the sound. E.g. *«back»*, *«front», «the soft palate»*. It is easier for them to pronounce a sound, a word, or a sentence in imitation of the teacher that to assimilate «What is what» in the mouth cavity. Therefore pupils merely imitate the teacher. As to intonation it should be taught mainly through *imitation*, though some explanations and gestures in particular are helpful (hand moving): symbols (   ), (   ), (   ), (   ). Consequently, teaching pronunciation in school must be carried out through *conscious approach* to the problem and imitation of the teacher and speakers when tape-recordings and records are used. Pupils pronounce first in unison, then individually, then in unison again until the teacher sees that they can pronounce the sound, the word with the sound, and the whole sentence correctly. Individually - bright pupils, then average and finally slow pupils to pronounce.

Exercises used for developing pronunciation habits may be of two groups: *recognition exercises* and *reproduction exercises*. Recognition exercises are designed for developing pupils ability to discriminate sounds and pupils sequences. The ability to and is developed if the teacher uses the aural-oral method or oral approach in teaching the language (by ear). Pupils to be able to acquire the phonic aspect the language. It can be done:

a) by listening to the teacher pronouncing a sound, a sound combincation and sensible sound sequence;

b) listening to the speaker from a tape-recording. The following technique may be recommended: the teacher pronounces his pupils to recognise the new sound.

E.g.: the new sound is [ ]. The teacher pronounces the words: a desk, a nest, a pen, a pan, a bed, bad. When a pupil hears the new sound he raises his hand, the teacher sees if the pupil can recognise the new sound.

The teacher pronounces the sentence: *They left for Kiev yesterday* and -asks his pupils to say which words are stressed. If they say *left, Kiev, yesterday* they hear the stressed words.

The teacher pronounces English phrases with a rising or falling tone and asks pupils to raise their hands when they hear a falling tone, e.g. *on the table - on the table*. If the pupils raise their hands in the right place then it shows that they can hear fall and rise in the voice, therefore, they can recognise the melody.

Reproduction exercises are designed for developing pupils' pronunciation habits, i.e. their a ability to articulate English sounds correctly and to combine

sound into words, phrases and sentences easily, enough to be able to speak English and to read aloud in this language. A few minutes at each lesson must be developed to drilling the sounds which are most difficult for Karakalpak - speaking pupils.

The material used for pronunciation drill should be connected with the lesson pupils study. If the teacher notes wrong pronunciation of [   ] or [   ] or [   ], he selects words with those sounds and includes them in pronunciation drills.

If the teacher is going to introduce the Present Continuous, pupils should be taught hoe to pronounce [   ]. The same should be done with the regular and irregular verbs in the Past Indefinite. When pupils study this tense, e.g. - ed [t, d, id]: *buy - bought*. The teacher may take poems for pronunciation of English sounds.

Proverbs and some useful expressions can be used as material for pronunciation drills.

The material pupils get for reproduction can be presented in two possible ways:

(1) through auditory perception only;

(2) through auditory perception reinforced by visual perception of a sound, a word, a phrase, a sentence, and a text. Hence pupils' learning by heart the material included in a phonetic drill (rhymes, proverbs, poems, songs, dialogues) is not the main aim. The main aim, is pupils' correct pronunciation with regard to sounds, stress, rhythm and melody.

It is impossible to underestimate the role that can be played by sound film loops, records, tape playback devices, video and computer in teaching pronunciation.

Some authors (A.P. Starkov, R.R. Dixon) recommend the «articulation exercises» that is the so-called «gymnastics of the tongue and lips». They are very helpful.

Pronunciation is a skill that should be developed and perfected throughout the whole course of learning the language that is why the teacher should use pronunciation drill during the lesson, irrespective of the stage of instruction

Lecture 10
Theme: Teaching Grammar

Problems:

1. The Importance of Grammar in Learning a Foreign Language

2. Comparative Characteristics of the English Grammar Structure with that of Mother Tongue of the Pupils (the Most Common Difficulties Pupils have in Assimilating English Grammar).
3. The Content of Teaching Grammar. The Principles of Selecting Grammar Material for Teaching.
4. How to Teach Grammar
5. Types of Exercises for Assimilation of Grammar

1. *The Importance of Grammar in learning a Foreign Language*

Grammar is one of the components of language together with the sound system and vocabulary. Studying grammar teaches you how total and write correctly. Teaching grammar of the pupils deals with the formation of grammar skills of the schoolchildren. That means the assimilation of word forms and combination of words in phrases and sentences, the study of how words and phrases are arranges in the expression of thoughts and ideas. This study (grammar) of the language is parallel to a biologist's study of a plant or animal: What are the various organs in this organism? How for they work? What do they do? How do they interact with one another? The learner needs to know what the words of the language are and what they mean. He also needs to know how to combine these words to say what he wants to say.

A command of the grammar structure of the language of the pupil ensures hearing, speaking, reading and writing. Grammar play the role of forming and arranging the words, because like the vocabulary and the sound structure of the language grammar also makes material based of the language. It gives one definite meaning to the words in order to express the meaning (idea).

E.g.   саған, китапты, бердим, мен - these are morphological aspect of grammar. At the same time these word forms are arranged into word combinations, sentences and texts, according to the syntactical features of the language.

That means a person having starts to utter the first word takes himself a grammatical obligation. It stimulates for searching rules of combination of words as a whole unit in the mind. Without assimilating the grammar mechanic, of the language one may fail to understand the sentence or to express himself correctly even if all the words are familiar:

E.g. *We saw him book a ticket. It made me return home.* Because each of the examples includes some grammar difficulties for Karakalpak - speaking pupils (here infinitive construction and unusual meaning of the familiar words *book* and *make*). The pupil must look the word *book* up in a dictionary under *v*. In the second sentence the verb *make* is used in the meaning of «заставлять». The pupil can easily recognise it f he has learnt the infinitive construction.

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. If a learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes: «Grammar is something that produces the sentences of language. By something we mean a speaker of English. If you speak English natively, you have built into you the ruled of English grammar. In a sense, you are an English grammar. You posses, as an essential part of your being, a very complicated apparatus which enables you

to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore, by applying your rule you can easily tell whether sentences that your hear is grammatical English sentence or not.»

A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Pupils need grammar to be able to and, speak, read, and write in the target language.

2. *Comparative Characteristics of the English Grammar Structure with that of Mother Tongue of the Pupils (the Most common difficulties pupils have in Assimilating English Grammar).*

The fact that English and Karakalpak belong to different families of languages says that they have both similarities and differences in Grammar structure. From the viewpoint of morphological level in both languages there exist the endings (suffixes) of number and case in the nouns, tense, voice, mood, person and number categories of the verbs. But these categories are realised in different ways and causes much difficulties in the process of learning English.

бес китап (лар)   five books
он талабан(лар)   ten students

The formation of the noun plural form in English by vowel and consonant changing in the stem is one more differentiating feature of English nouns.

E.g.   Man- men   адам - адамлар
        foot-feet   аяк - аяклар

So the chief difficulty in a new language learning is that of changing from the grammatical mechanism of the native language to that of the new language. Indeed, every language has its own way of fitting words together that in Karakalpak. The word order in: *Tom gave Helen a rose* indicates what was given (a rose), to whom (Helen), and by who, (Tom).

If we change the word order and say *Helen gave Tom a rose*, we shall change the meaning of the sentence. In Karakalpak, due to inflections, which are very important in this language, we can say.

Том Ленага роза гул берди or *Ленага Том роза гул берди* without changing the meaning of the sentence.

Both in English and Karakalpak nouns have the category of case but there are 6 cases in Karakalpak while English nouns have only two (Common and Possessive).

The English tense system also present a lot of trouble to Karakalpak speaking pupils because of the difference which exists in these languages with regard to time and tense relations. For example, the pupil cannot at first understand why he must say *I have seen him today* and *I saw him yesterday.* For him, the action is completed in both sentences, and he does not associate it in any way with *today* or *yesterday*.

The sequence of tenses is another difficult point of English grammar for Karakalpak - speaking pupils because there is no such phenomenon in their mother tongue. Why should he say *She said she was busy* when *She is busy?*

The use of modal verbs in various types of sentences is very difficult for the learner.

For example, - *May I go home?* - No, you mustn't. - May I take your pen? - Yes, you may. - Must I do it? - No, you needn't.

Pupils find some specific yes of infinitive, participle and gerund constructions difficult. E.g. *I saw him run (running). I want you to go there. There were seen to arrive. After finishing their work they went home.*

The most difficult point of English grammar is the article because it is completely strange to Karakalpak pupils. Preposition of English also cause great difficulties.

On the syntactical level there are some similarities and differences between the two languages.

The word order in the English sentence presents one more difficulty. The word order in English is more strict but in Karakalpak it is free.

E.g. The hunter caught the hare.

Аңшы коян тутты. Коян тутты аншы. It is impossible to change the word order in English. *The hare caught the hunter. Caught the hunter the hare.*

One cannot find such English sentence constructions as «there is/are»: *I had my haircut* in Karakalpak.

Such structural types of Karakalpak sentences as Сууык. Жаз. (It is cold. It is summer.) cannot be find in English.

In teaching grammar, therefore, the teacher should approach to the material differently depending on the difficulties pupils encounter in the assimilating of a grammar phenomenon. He should choose the most effective methods and techniques for developing grammar skills of the children.

3. *The Content of Teaching Grammar. The Principles of Selecting Grammar Material for Teaching.*

«Grammar», i.e., what is meant by «grammar»? This is the question to be answered before speaking about the selection of grammar material. By grammar one can mean adequate comprehension and correct usage of words in the act of communication. Such knowledge is acquired by a child in the mother tongue before he goes to school, he has no idea of the system of the language; he simply uses the system. The child learns to speak the language, and to use all the word-endings for singular and plural, for tense, and all other grammar rules without special grammar lessons only due to the abundance of auditing and speaking.

His young mind grasps the facts and *«makes»* simple grammar rules for arranging the words to expresses various thoughts and feelings. Sometimes little children make mistakes. But mistakes are corrected as the child grows older and learns more of his language. By *«grammar»* we also mean the system of the language, the discovery and description of the nature of language itself. It is not a natural grammar, but a constructed one. There are several constructed grammars: traditional, structural and transformational grammars.

Traditional grammar studies the forms of words (morphology) and how they are put together in sentences (syntax); structural grammar studies structures of various levels of the language (morpheme level) and syntactical level; transformational grammar studies basic structures and transformation rules.

We need the simplest and shortest grammar that meets the requirements of the school syllabus in foreign languages.

Since graduates are expected to acquire language proficiency in aural comprehension, speaking and reading grammar material should be selected for the purpose.

There exist the following principles of selecting grammar material both for teaching speaking knowledge (active minimum) and for teaching reading knowledge (passive minimum):

1. the principle of frequency, i.e. how frequently this or that grammar item occurs.
2. the principle of _sampleness_ (принцип образцовости)
3. the absence of synonymical grammar phenomenon.
4. the principle of polysemia, for instance, is of great importance.
5. Pupils should be taught to distinguish such grammar items which serge to express different meanings.

-ing	Present Participle	-ed	Past Indefinite
	Verbal Noun		Past Participle
	Plural of Nouns		
- s(es)	the 3rd person singular of Present Indefinite		

According to the first principles grammar phenomenon which are widely used for speaking and which spread on a large vocabulary are selected to the active minimum. For instance, the Past Perfect in English is not used in oral speaking, but frequently used in writing (books). So it is included into Passive minimum. According to the third principle the modal verb _«must»_ is included into Active but its equivalent «_to have to_ + infinitive» included into Passive minimum.

Passive minimum is selected according to the following principles:

1. the principle of frequency of usage in bookish style.
2. the principle of polysemia.

Although the content of grammar teaching is disputable among teachers and methodologists, and there are various approaches to the problem, pupils should, whatever the content of the course, assimilate the ways of fitting words together to form sentences and be able to easily recognise grammar forms and structures, while hearing and reading, to reproduce. Phrases and sentences stored up in their memory and say or write sentences of their own, using grammar items appropriate to the situation.

4. *How to Teach Grammar*

Teaching grammar at school be based upon the following principles:

1. *Conscious approach* to the teaching grammar. This means that in sentence patterns teaching points are determined so that pupils can concentrate their attention on some elements of the pattern to be able to use them as orienting points when speaking or writing the target language. For example, _I can sees a book. I can see many books. The man asked for your telephone number. The man was asked for your telephone number._ The teacher draws pupils' attention to the new

element in the sentence pattern. The teaching point may be presented in the form of a rale, a very short one. It is usually done in the mother tongue. This ensures a conscious approach to learning. They only help to attain the practical goal. Conscious learning is also ensured when a grammar item is contrasted with another grammar item which is usually confused. The contrast is brought out through oppositions.

I get up at 7 o'clock.

It's 7. I am getting up.

I was reading at 2 yesterday.

Give me the book.

Give me a book.

Realise the difficulties the sentence pattern presents for your pupils. Comparative analysis of the grammar item in English and in mother tongue may be helpful. Think of the shortest and simplest way for presentation.

2. *Practical approach* to the assimilation of grammar. It means that pupils learn those grammar items which they need for immediate use either in oral or written language. E.g. Pupils need the Possessive Case for aural comprehension and speaking about things or objects which belong to different people. E.g. Ann's book, the boys' room, etc. In the senior stage (8-9-10) pupils need the sequences of Tenses and so on.

The learner masters grammar through performing various exercises in using a given grammar item.

 Rule for the teacher: Teach pupils correct grammar usage and not grammar knowledge.

3. *Structural approach*. It means that grammar items are introduced and drilled in structures or sentence patterns. It has been proved and accepted by the majority of teachers and methodologists that whenever the aim is to teach pupils the command of the language, and speaking in particular the structural approach meets the requirements.

Rule for the teacher: Furnish pupils with words to change the lexical (semantic) meaning of the sentence pattern so that pupils will be able to use it in different situations. Remember that pupils should assimilate the grammar mechanism involved in the sentence pattern and not the sentence itself.

 4. *Situational approach*. Pupils learn a grammar item used in situations. E.g. The Possessive Case may be effectively introduced in classroom situations. The teacher takes or simply teaches various things and says: *This is Ann's pen. That is Nick's book* and so on. *Complex Object*. The teacher says: Pete, I want you to give me your book, and etc.

 Rule for the teacher: Select the situations for the particular grammar item you are going to present. Look through the textbook and other teaching materials and find those situations, which can ensure comprehension and provide the usage of the item.

5. *Different approaches* to the teaching of active grammar (grammar for conversation) and passive grammar (grammar for reading). Grammar items pupils

need for conversation are taught by the oral approach, i.e. pupils and them, perform various oral exercises, finally see them printed , and write sentences using them.

Grammar items necessary for reading are taught through reading. (E.g. The Past Continuous). At present they do not need this tense form for conversation. They need it for comprehension of the text only.

Rule for the teacher: If the grammar item you are going to present belongs to those pupils need for conversation, select the oral approach method for teaching. If pupils need the grammar item for reading, start with reading and writing sentences in which the grammar item occurs.

In short new grammar it, may be introduced in two ways: a) inductive; b) deductive. Inductive way means to observe grammar facts (phenomenon) in the texts, to select them in the speech situations and generalise them. Deductive means giving some rules or presenting in the form of speech patterns, then pass over to examples, exercises and so on. If necessary both ways are possible to use at one lesson. Choosing this or that way of presentation of a grammar item mostly depends on:

a) the character of the grammar item to be presented;

b) the absence or presence of the grammar material in the mother tongue of the pupils;

c) the degree of the pupils' linguistic experience.

For example, The Past Continuous may be easily presented and introduced on the base of Present Continuous (inductive way).

Translation method will do well if grammar item has its coincidence in the mother tongue.

5. *Types of Exercises for Assimilation of Grammar.*

The following types of exercises may be suggested:

1. *Precognitive exercises* - which are the easiest type of exercises for pupils to perform. They observe the grammar, in structures (sentence patterns) when hearing or reading.

E.g. - Listen to the sentences and raise your hands whenever you hear the verbs in the Past Indefinite.

E.g. - Read the sentences in which (1) the action was not completed (she was reading a book), (2) the action was completed (she had read the book).

E.g. - Read the sentences and choose the correct form of the verb: I (go, went) to the library last Monday. Recognition exercises are indispensable as pupils retain the grammar material through auditory and visual perception. Auditory and visual memory is at work.

2. *Drill exercises*. The learners cannot assimilate the material if they only hear and see it. They must reproduce it both in outer and inner speech. The more often they say it the better they assimilate the material. Drill exercises are groups into:

a) Repetitive drill. Pupils pronounce the sentence patterns r dialogues after the teacher, or speaker in imitation of the teacher, both individually and in unison. E.g. They are dancing in the park.

b) Substitution. Pupils substitute the words or phrases in a sentence pattern. E.g. The children are dancing in the park. (garden, street, yard, hall, etc.)

After this the verb is substituted. (playing and so on). The teacher may use some pictures.

3. *Completion.* Pupils complete the sentences the teacher utters looking at the pictures he shows. E.g. Teacher: Look at the picture. Mike is ....

4. *Creative exercises (speech exercises).* It requires creative work on the part of the learners.

A) Making statements either on the picture the teacher shows, or on objects. E.g. The teacher hangs up a picture and asks his pupils to say or write three or five statements in Present Continuous.

B) Asking questions with a given grammar item.

C) Speaking about the situation offered by the teacher.

E.g.   Pupil 1: Go to the door, Mike.

Pupil 2: Mike is going to the door.

Other tense forms may also be used.

D) Dramatising.

E) Translating into English and etc.

All the exercises mentioned above are designed:

(1) to develop pupils' skills in recognising grammar forms while auditing and reading English texts;

(2) to assimilate correct sentence patterns in the pupils' memory which they can reproduce whenever they need these patterns for speaking or writing;

(3) to help the pupils to produce sentences of their own using grammar items necessary for speaking about a situation or a topic offered, or writing an essay on the text heard or an annotation on the text read.

5. *Grammar tests*. Tests allow the teacher to evaluate pupils' achievement in grammar, that is hoe each of them has masters forms, meaning and usage.

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Lecture 11
Theme: Teaching Vocabulary of the English Language

Problems:
1. The Importance of Teaching Vocabulary, its role and Syllabus Requirement.
2. Difficulties Pupils Experience in assimilating Vocabulary.

3. Psychological and Linguistic peculiarities of the English Vocabulary.
4. How to Teach Vocabulary in School.

The Importance of Teaching Vocabulary , its role (place) and syllabus Requirements.

Teaching Vocabulary is the base of language learning. To know a language means to master its structure and words. Thus, vocabulary in one of the aspects of the language to be taught in schools. Vocabulary is the total of words and word combinations to e taught and to be learnt.

The problem is what words and idioms pupils should retain. It is impossible to assimilate language skills (speaking, reading, writing, listening) without the knowledge of Vocabulary. Speech is impossible without vocabulary items. Listening comprehension in English is only possible when a certain amount of vocabulary is learnt. The meaning of speech remains abstract, no information obtained if the pupils don not know vocabulary. English vocabulary has specific peculiarities and difficulties in reading. While reading pupils perceive by visual signals. That is why in order to get information and to understand he should recognise, to words, be able to read them and to understand their meaning.

Much attention should be drawn to the lexical point f writing (written speech). The pupil must acquire writing skills, pronunciation and reading skills of the vocabulary in order o give a proper and meaningful information by writing.

Above mentioned points say that Vocabulary (lexics) is necessary for all language skills.

The number of words pupils should acquire in schools de[ends wholly on the syllabus requirements. The following lexical vocabulary (minimum) items are accepted for each form in secondary in the 5th form - 300, in the 6th form - 200, in the 7th form - 200, in the 8th form - 200, in the 9th form - 100, in the 10th form - 100, in the 11th form - 100 vocabulary items (1200 words) (1000 words in Uzbek schools). The accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school. Scientific principles of selecting vocabulary have been worked out. The words selected should be: (1) frequently used in the language; (2) easily combined (nice room, nice girl, nice weather); (3) unlimited from the point of view of style (oral, written); (4) included in the topics the syllabus sets; (5) valuable from the point of view of word building (use, used, useful, useless, usefully, user, usage).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills pupils need «reading vocabulary» and etc.
The words selected may be grouped under the following two classes (Mwest):

1. Words that we talk with or *form (structural) words* which make up the form (structure) of the language.

2. Words that we talk about or *content words*.

In teaching vocabulary for practical needs both structural words and content words are of great importance. The is why they are included in the vocabulary minimum.

It is generally known that school leavers' vocabulary is poor. They have trouble with hearing, listening, reading and writing. One of the reasons is poor teaching of vocabulary.

The teacher should bear in mind that a word is considered to be learned when:

    (1) it is spontaneously recognised while auding and reading;

    (2) it is correctly used in speech, i.e. the right word in the right place.

2. Difficulties Pupils Experience in assimilating Vocabulary

Learning the words of a foreign language is not an easy business every word has its form, meaning and usage and each of these aspects of the word may have its difficulties indeed, some words are difficult form (daughter, busy, bury, woman, women) and easy in usage; other words are easy in form (enter, get, happen) and difficult in usage consequently, words may be classified according to the difficulties pupils find in assimilation. In methodology some attempts have been made to approach the problem.

The analysis of the words within the foreign language allows us to distinguish the following groups of words; concentrate abstract and structural Words denoting concrete things (book, street, sky), actions (walk, dance, read), and qualities (long, big, good) are easier to learn than words denoting abstract notions (words, home, believe promise, honest). Structural words are the most difficult for Karakalpak-speaking pupils.

In teaching pupils a foreign language the teacher should bear this in mind when preparing for the vocabulary work during the lesson.

3. *Psychological and Linguistic Peculiarities of the English Vocabulary*

From the view point of psychology words (vocabulary) are the complicated phenomenon which stimulate perceiving and understanding the speech.

As a stimulator there are two aspects of the word: on the one hand we hear, listen to the words and see it in written form, and a person gives an answer with the help of words on the other hand.

As a persons answer we can see one more aspect (the third) of the word-action aspect. The pronunciations and writing (spelling) of the words are realised by actions (by brain activities). Thus, the assimilation of words by a pupil depends on the activity of the higher nervous system (correlation of seeing, listening, hearing reflexes in the brain). So the psychological structure an meaning of a word consists of listening, seeing, (visual) pronunciation and writing activities. In teaching pupils English vocabulary the teacher-methodologist should bear the psychological aspects in mind. Words are elements of the language used in the act of communication. They are single units, and as such cannot provide the act of communication by themselves they can provide it only when they are combined in

a certain way. In teaching pupils vocabulary both the ear and the organs of speech should take an active part in the assimilation of words, pupils should have sample practise in hearing words and pronouncing them not only as isolated units but in various sentences in which they occur.

Rule 1 for the teacher: While teaching pupils vocabulary introduce words in sentence patterns in different situations of intercourse. Present the words in keeping with the structures to be taught.

Rule 2 for the teacher: Present the word as an element, i.e., in a sentence pattern first. Then fix it in the pupils memory through different exercises in sentence patterns and phrase patterns.

Speech is taken in by ear and reproduced by the organs of speech. «Есть основание считать, что местом образования и накопления слов является рече двигательный анализатор. Слуховой анализатор лишь контролирует способ образования слов, но не содержит их в себе. Только то слово может быть понято и узнано, которое уже образовано и двигательные следы которого хранятся в двигательном анализаторе. Незнакомые слова должны быть (под контролем слуха) предварительно усвоены рече-двигательным анализатором». Жинкин Н.И. Механизм речи. М., 1958.

Rule 3 for the teacher: While introducing a word pronounce it yourself in a context, ask pupils to pronounce it both individually and in unison in a context, too.

Linguistic peculiarities of the English vocabulary can be grouped into 3 classes.
1. Specific properties of the English vocabulary itself.
2. Peculiarities of the English Vocabulary in Comparison with the pupils' mother tongue vocabulary.
3. Differences of the English Vocabulary in Comparison with the Russian and the pupils' mother tongue vocabulary.
1. The first group includes the following:
(1) silent letters in several words. E.g. Whom, take, light, autumn;
(2) polysemy of words;
(3) the presence of conversion. E.g. to work - work;
(4) the exceptions from the reading rules of some letters. E.g. put [p t], gone [n], come [k m];
(5) difficult pronunciation of some letter combinations in words: thin, this, mathematics;
(6) the presence of the 4 forms of English verbs: go - went - gone - going.

2.(1) Non-coincidence of the word meaning in both languages, the meaning is narrow in one language but broad in the other one. E.g. Afternoon - from 12 till 18 o'clock. The meaning by one word in Karakalpak.
(2) To word meaning in the mother tongue coincides in some extent in English language: Karakalpak «тахиа» - a skullcap, «тон» - a robe. The meaning is close in some extent, because there are no such clothes in England.
(3) Two words coincide to one word in mother tongue: кол - arm, hand.

(4) Words which have no counterparts in Karakalpak: a lunch, show.
(5) The pronunciation of the English word coincides to the pronunciation of the Karakalpak word but with different meaning. E.g. a magazine.

3.
(1) This group includes the international words which exist in three languages: E.g. finish, start, football, volley-ball.
(2) In English and in Russian the word meaning coincides but in K-k - not.

Arm   Hand

локоть - тирсек   кисть (панжа - кафт)
от кисти до плеча   кол
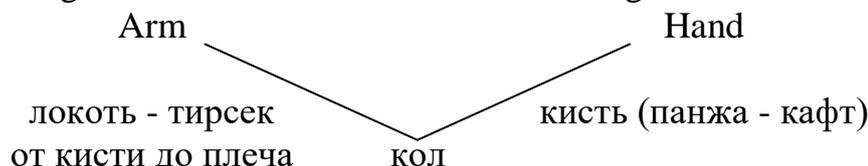
(3) There are a set of prepositions in English and Russian, but there are no prepositions Karakalpak. Instead there are case inflexions and auxiliary words.

In teaching pupils vocabulary the teacher should use the pupils' mother tongue and Russian language.

The pupils' mother tongue experience may cause positive and negative influence when learning the pronunciation, spelling (writing), meaning of the English vocabulary. The positive influence makes the process of learning easy. The negative influence causes the so-called *«interference»*. It makes the process of learning difficult, e.g. for positive influence.

Word order: Бул китап - *This is a book*.

Word formation: *work - work<u>er</u>* (жумыс - жумысшы); *dining - room* (асхана); *bedroom* (уйықлаў бөлмеси).

Negative influence of the mother tongue factors:

The absence of conversion: an eye - to eye (коз - кориу).

The word order in a sentence: *Мениӊ ағам мектепте ислейди. My brother at school works*. Instead of *My brother works at school*.

While reading in English conversion may cause interference.

Ex. *His works are very interesting. He works very well.*

In each sentence the word «works» is understood as «ислеу». Silent letters in the words also make it trouble some. Ex. Tak<u>e</u>, w<u>h</u>ich, <u>h</u>our. Any word in the language has very complicated linguistic relation with other words in pronunciation, meaning, spelling and usage.

Rule 4 for the teacher: In teaching words it is necessary to establish a memory bond between a new word and those already covered.

For instance: see - sea; two - too; one - won (in pronunciation); answer - reply; caught - taught; night - right (in spelling); and etc.

Hence there are two stages in teaching vocabulary: presentation or explanation, retention or consolidation which are based on certain psycho-linguistic factors.

4. *How to Teach Vocabulary in School.*

Teaching and learning words are carried on through methods we are familiar with; the teacher organises learning, i.e. in the acquisition of information about a new word, its form, meaning and usage; in drill and transformation to form lexical habits; in making use of the lexical in hearing, speaking and reading, or in language skills.

Various techniques are used to attain the goal - to fix the words in pupils' memory ready to be used whenever they need them.

Presentation of new words. Since every word has its form, meaning, and usage to present a word means to introduce to pupils its forms and to explain its meaning, and usage. The techniques of teaching pupils the pronunciation and spelling of a word are as follows:

(1) pure or conscious imitation;

(2) analogy;

(3) transcription;

(4) rules of reading since a word consists of sounds it heard or spoken and letters it read or written the teacher shows the pupils how to pronounce, to read, and write it.

There are two ways of conveying the meaning of words: direct way and translation. The direct way of presenting the words of a foreign language bring the learner into direct contact with them, the mother tongue does not come in between.

The direct way of conveying the meaning of foreign words s usually used when the words denote things, objects, their qualities, sometimes gestures and movements, which can be shown to and seen by pupils, for example: a book, a table, red, big, take, stand up, etc. The teacher should connect the English word he presents with the object, the notion it denotes directly, without the use of pupils mother tongue.

The teacher uses various techniques for the purpose. It is possible to group them into: (1) visual, and (2) verbal. The first group involves the use of visual aids (object, pictures, situations, movements and gestures).

The second group of techniques involves the utilisation of verbal means for conveying the meaning of unfamiliar words. These may be context, synonyms, antonyms, definitions, word-building elements, etc.

Example: the use of definition. *The new word is blind. A blind person is one who cannot see.*

Word-building for conveying the meaning of words. Teacher: You know the words: worker, teacher... now guess the meaning of the word writer.

Write - writer; teacher - teach.

The teacher may also use synonyms to convey the meaning of a new word. For example, the word *town* may be presented through the familiar word *city; receive - get; reply - answer*, etc.

Teacher: You know the word *city*. Kiev is a city, but Nukus us not city. It is a town.

The use of the direct way, however, is restricted. Whenever the teacher is to present words denoting abstract notions he must resort the mother tongue, i.e. to translation.

The translation may be applied in its two variants:

1. Common (proper) translation. Ex. *to sleep - спать; flower - цветок*.

2. Translation-interpretation. Ex. *to go - ехать, идти, лететь (движение от говорящего), education - воспитание, образование*.

The translation is effected for presenting new words: it is economical from the point of view of tome it ensures the exact comprehension of the meaning of the words presented. As far as the stages of instruction are concerned, the ways of conveying the meaning of unfamiliar words should be used as follows:

- verbal presentation prevails in junior forms;
- verbal means prevails in intermediate and senior forms;
- translation in all the forms, especially in senior forms.

From psychology it is known that the process of perception is a complicated one; it includes various sensations and at the same time, is closely connected with thinking and speech, with pupils' attention, their will, memory and emotions. The more active the pupils are during the explanation of new words the better the results that can be achieved.

The choice of ways and techniques is a very important factor as it influences pupils' assimilation of words.

The choice of the way for conveying the meaning of a word depends on the following factors:

1. *Psychological factors:*

(1) pupils' age: the younger the pupils are the better is the chance for the use of the direct way;

(2) pupils' intelligence: the brighter the child the more direct the way.

2. *Pedagogical factors:*

(1) the stage of teaching (junior, intermediate, senior)

(2) the size of the class; in overcrowded classes the translation is preferable because it is economical from the standpoint of time required for presentation, so more time is left for pupils to do exercises in using the word.

(3) the time allotted to learning the new words; when the teacher is pressed for time he turns to the translation;

(4) the qualifications of the teacher: the use of the direct way requires much still on the part of the teacher.

The direct way is usually a success provided the teacher can skilfully apply audio-visual aids and verbal means.

3. *Linguistic factors*

(1) abstract or concrete notions: for conveying the meaning of abstract notions the translation is preferable;

(2) extent (range) of meaning in comparison with that of the Karakalpak language: in cases where range of meaning of a word does not coincide in the mother

tongue and in the target language the translation interpretation should be used (e.g. education).

The assimilation is gained through performing various exercises which allow the pupils to acquire lexical habits.

Retention of Word

To attain the desired and pupils must first of all perform various exercises to fix the words in their memory.

Two groups of exercises may be recommended for vocabulary assimilation.

Group 1. Exercises designed for developing pupils' skills in choosing the proper word.

Group 2. Exercises designed to form pupils' skills in using the word in sentences.

Group 1 may include:

1) Exercises in finding the nexessary words among those suggested (see page 145);

2) Exercises in finding the necessary words among those stored up in the pupils' memory (9 types are mentioned in the book by G.V.Rogova).

Group 2 may include:

1) Exercises in inserting the necessary words in word combinations, phrases, sentences; the words and sentences being suggested. For example:

sky	fine	
rain	blue	blue sky
snow	heavy	
weather	white	

2) Exercises in using word comvinations, phrasesm sentences stored up in pupils' memory in connection with situations given (see pages 146-147).

3) Exercises which help pupils to acquire skills in using vocabulary in speech which may be stimulated by: a) visual materials; b) verbal means; c) audio-visual materials.

There are three problems the teacher is to deal with in vocabulary retention:

1) the number of exercises to be sued;

2) the type of exrcises to be used;

3) the sequence or the order of complexity in which the selected exercises should be done.

In modern teaching materials now in use the words pupils are to learn pass through the following stages:

1. Pupils listen t the words in sentences arranged in a structural group.
2. They learn the meaning of the words in variuos contexts.
3. Pupils learn the forms of words.
4. They perform various exercises with the words in phrases and structres to assimilate the usage of the words.
5. Pupils use the words in speaking in various situations.

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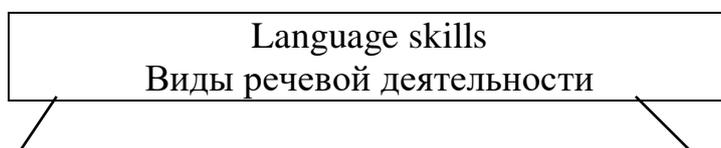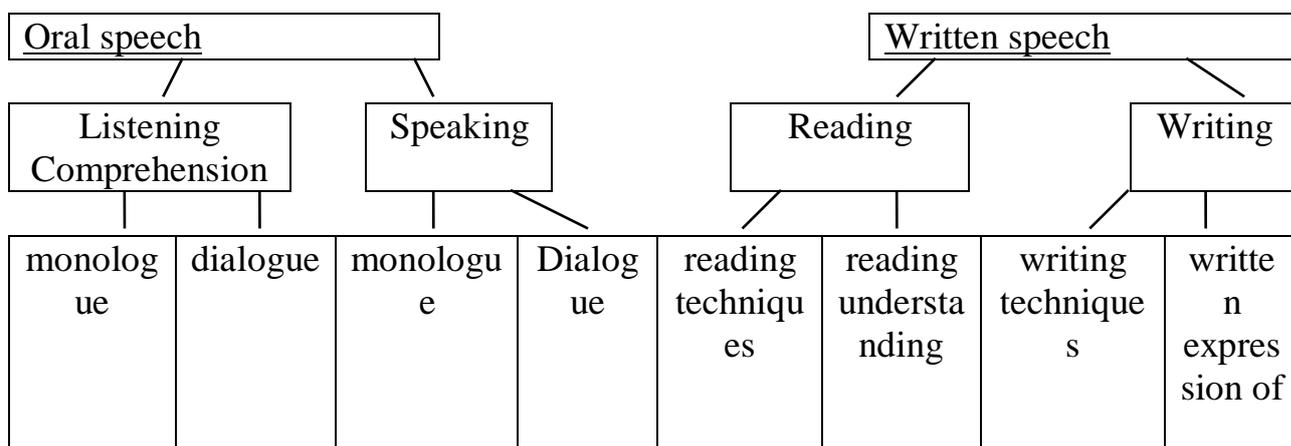Theme: *Teaching Listening Comprehension*

Problems:
1.The importance of Listening Comprehension
2.The Difficulties in Auding Foreign Language
3.The Content of the Material for Listening Comprehension
4.The ways (techniques) of teaching Listening Comprehension

1.The importance of Listening Comprehension

"The reason why we have two ears and only one mouth is so that we may listen more and talk less". Without actually having been taught to listen a pupil (student) may be able to express himself orally, but he will never be able to communicate with speakers of English if he is unable to understand what is said to him. Until now we spoke of teaching various aspects of the language, namely, phonetics (pronunciation), vocabulary and grammar. The knowledge of each of the aspects is of great importance to learners. However, when we say a person knows the language we first of all mean he understands the language spoken and can speak it himself. Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication.

Speech is a bilateral process. It includes hearing, on the one hand and speaking, on the other. When we say "hearing" we mean <u>auding or listening and comprehension.</u> That's why it is important to teach to all language skills. Through language skills the information is given (speaking and writing) and information is perceived (listening and reading) speech is divided into 2 forms: oral speech (language) and written language (speech). Teaching spoken (oral) language comprises listening comprehension and speaking. They are closely interrelated with each other. Teaching written language (speech) consist of teaching reading and writing.

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┌────────────────────────────────────┐
│         Language skills            │
│   Виды речевой деятельности         │
└────────────────────────────────────┘
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Oral speech				Written speech			
Listening Comprehension		Speaking		Reading		Writing	
monolog ue	dialogue	monologu e	Dialog ue	reading techniqu es	reading understa nding	writing technique s	writte n expres sion of

Often pupils find the listening skill the most difficult, yet in a lot of cases it isn't actually taught- because it is a passive skill, many teachers seem to assume that it's quite easy. However, as listening is the most varied medium, over which the student has no control, it would seem logical that it should be actually taught along with speaking, and the learner should be exposed, quite early on, to as many different types of listening as possible. It is clear from teaching process that communication is the most difficult if listening skills are not developed. It is known that listening comprehension is one the language skills. It belongs to receptive skills. It is the most complicated language skill, because the content must be understood in a very fast way. Listening comprehension skills stimulate the development of speaking abilities. The pupil can well participate in a dialogue. While listening pupil can quickly understand the words they can read, pronounce well and understands the meaning. While writing the pupils also do well if they can read the words, the sentences well. Thus, all the language skills (listening comprehension, speaking, writing and reading are interrelated with each other).

2.The Difficulties in Auding a Foreign Language.

Auding or listening and comprehension are difficult for learners, because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognise this as a sense unit. Pupils can easily and naturally do this in their own language and they can not do this in foreign language when they start learning the language. Pupils are very slow in grasping what they hear, because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding. When auding a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decade it. Not all the pupils can cope with difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors, which can ensure success in developing pupils skills in auding:

1. linguistic material for auding
2. the content of the material suggested for listening and comprehension
3. conditions in which the material is presented

1).The difficulties and peculiarities of Listening Comprehension may be grouped into 2 groups:

1. Extralinguistic difficulties
- mechanic way of speech of Listening Comprehension material (фонограмма, видеограмма и т.д.)
- listening to the speaker himself from his mouth
- tamper of speech
- tempo of speech
- the situation- position the listening comprehension carries out, the discipline of the pupils, noise, the number of the students
- the necessity of speaking
- the attentiveness of the listeners
- the number of listening
- the existence of pictures, and some other base means

2).Linguistic difficulties:
- the form of speech- monologue and dialogue
- the phonetic difficulties, the correct pronunciation of words
- vocabulary (lexical) difficulties- familiar words, multiple meaning of word; conversion
- grammatical difficulties: familiar -unfamiliar tense forms, grammatical forms, the structure of sentences
- stylistic difficulties: dialectal or literary standard form of the listening speech.

1. Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by pupils. However, this does not completely eliminate the difficulties in auding. Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical and grammatical.

Phonetic difficulties appear because the phonic system of English and Karakalpak differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. The following opposites present much trouble to beginners in learning English: [%-s], [/\-o], [s-z], [% -f], [! -z], [w-v] and etc. They can hardly differentiate the following words by ear: worked-walked; first-fast-forced; line-lion; tired-tide; bought-boat-board.

The difference in intonation often prevents pupils from comprehending a communication.

e.g.: Good `morning (when meeting); Good ,morning (at parting). The teacher, therefore, should develop his pupils ear for English sounds and intonation.

Examples for lexical difficulties: <u>The horse is slipping. The horse is sleeping. They worked till night. They walked till night.</u> Pupils often misunderstand words because they hear them wrong. The most difficult words for auding are the verbs with postpositions, such as: <u>put on, put off, see off, go in for, etc.</u>

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle

constructions; -ed as the suffix of the past Indefinite and the Past Participle. This is difficult for pupils when they aud.

3. The Content of the Material for Listening Comprehension

1. The content of the material for auding is exactly determined for each form in the secondary school syllabus G.V.Rogova divides it into 3 parts:

- linguistic
- psychological, it includes the assimilation of all the habits and skills of listening -comprehension
- Methodological part. Teaching the pupils for the ways and techniques of auding. Besides, by the technology of hearing the rules, principles, methods and means of teaching to aud are identified.

2. *The content of the material influences comprehension. The following factors should be taken into consideration when selecting the material for auding*:

- the topic of communication: whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names terminology etc.)
- the type of communication: whether it is a description or a narration. Description as a type of communication is less emotional and interesting that is why it is difficult for the teacher to arose pupils' interest in auding such a text. Narration is more interesting for auding. Consequently, this type of communication should be used for listening comprehension

The context and pupils' readiness (intellectual and situational)_ to understand it.

- The form of communication: whether the text is a dialogue or a monologue. Monologue speech is easier for the learners, therefore , it is preferable for developing pupils' ability to aud.

3. *Conditions of presenting the material are of great importance for teaching auding, namely:*

The speed of the speech the pupil is auding. The hearer cannot change the speed of the speaker. There are different points of view on the problem of the speed of speech in teaching auding a foreign language. N.V.Elukhina believes that in teaching auding the tempo should slower than the normal speed of authentic speech. However this slowness is not gained at the expense of time required for producing words (that might result in violating the intonation patterns of an utterance), but of the time required for pauses which are so necessary for a pupil to grasp the information of each portion between the pauses.

The number of times of presenting the material for auding: whether the pupils should listen to the text once, twice, three times or more. Pupils should be taught to listen to the text once and this must become a habit. However they sometimes can grasp only 50% of the information and even less, so a second in case the pupils cannot grasp most of the information, practice proves that manifold repetitions when hearing do not help much.

The presence or absence of the speaker is another factor. The most favourable condition is when pupils can see the speaker as is the case when the teacher speakers to them in a foreign language. The most unfavourable condition for

auding is listening and comprehending a dialogue, when pupils cannot see the speakers and do not take part in the conversation.

Visual "props" which may be of two kinds, objects and motions. Pupils find it difficult to aud without visual props. The eye should help the ear to grasp a text when dealing with beginners. The voice of the speaker also influences pupils' comprehension. Pupils who get used to the teachers' voice can easily understand him, but they cannot understand other people speaking the same language.

Consequently, in teaching listening comprehension the teacher should bear in mind all the difficulties pupils encounter when auding in a foreign language.

4. *The ways (techniques) of Teaching Listening Comprehension.*

Teaching Listening Comprehension process consist of two stages:

- The first stage consist of forming such skills in pupils as assimilation of phonemes, words, syntagmas, sentences necessary for listening comprehension, to differentiate and understand them.
- The second stage consist of forming and developing such habits and skills as understanding unfamiliar dialogic speech, micromonologue texts and analysing them by hearing. The content of the text undergoing for listening mustn't be familiar. They mustn't see the graphical expression of the text.

This stage should be fulfilled in the following chronical sequences:

- the preparation for listening comprehension : The teacher selects the texts or complies them according to the age, knowledge level, language material assimilated by the pupils. Unfamiliar vocabulary, grammar structures names of cities, geographical names and other difficulties the correct pronunciation and the meaning of some words must be explained to the pupils by the teacher before. Even about three words (place names, city names and etc.) can be translated and written on the blackboard.
- the process of having listening comprehension. Listening comprehension activity may be carried out in the following methodological consequence:

A) writing the translation of place and geographical names, surnames and etc. On the blackboard from the text or sounding speech.

B) Listening to a reading of a teacher, from the mouth of a native-speaker, recording and so on. Pupils should listen to the speech only once in a normal tempo. The following tasks may be put forward before listening:

a) listen and grasp the meaning; b) listen and answer the questions; c) listen and grasp the meaning, then retell it in English or in Karakalpak; d) give suitable title to the text; e) make a plan of retelling and so on. Such tasks may be recommended in the 5-7 forms before listening and in the 8-11 forms after the listening.

C) Doing exercises stimulating (facilitating) the comprehension of the unfamiliar content of the text. The following questions may be useful: Where was it? Who was he or she? What was he or she? When was it? How did finish? Did you agree? What was happened?

D) If it must necessary for deeper understanding the text (speech) must be put for listening for the second time.(Syllabus requirement is only one time)

E) Testing (control) understanding of the text (speech) listened.

F) The analysing of the content. Individual view point of each pupil; What the author's senses are.

The following questions may be asked:

What do you think about the content? What does the author want to say by it? Will you decide to do so? Is the author right?

Such discussion is mainly done with pupils of the 8-11 forms.

To fulfil the task the teacher must train his pupils in listening comprehension beginning with the first lesson and throughout the whole period of instruction. These are the techniques the teacher uses for the purpose:

1. The teacher uses the foreign language:

- when giving the class instructions
- when presenting new language material (words, sentence patterns)
- when checking pupils' comprehension
- when consolidating the material presented
- when checking pupils' assimilation of the language material covered.

These are the cases when the target language is used as a means of communication and a means of teaching. There is a great deal of auding in all the points of the lesson. This raises the problem of the teacher' speech during the lesson. Conducting a lesson in a foreign language gives the teacher an opportunity to develop pupils' abilities in hearing, to train them in listening to him attentively during the lesson, to demonstrate the language as a means of communication.

Exercises for developing listening comprehension may fall under two types: 1)drill exercises, 2) speech exercises. We can group <u>drill exercises</u> into exercises designed for overcoming linguistic difficulties, and exercises which can eliminate psychological difficulties.

<u>Speech exercises</u> are designed for developing pupils' skills in auding. Several groups of exercises may be suggested:

- exercises which teach pupils to understand texts different in content, form, and type.
- Exercises which develop pupils' skills to understand a text under different conditions. Sound producing aids should be extensively used for developing pupils' auding, as pupils are supposed to understand not only their teacher's speech, but other people speaking the target language, including native-speakers. Besides, sound producing aids allow the teacher to supply pupils with recorded speech different in speed and voice.

(see G.V.Rogova pp.180-183). Pupils' skills in auding are gradually developed. They pass through the following 11 stages (for this see G.V.Rogova p.184)

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Lecture 13
Theme: Teaching Reading in Secondary Schools

Problems:
1. Reading as an aim and a means of teaching and learning a foreign language
2. The content of teaching reading
3. Some difficulties pupils have in learning to read in the English language (Linguistic and Extralinguistic)
4. How to Teach Reading
5. Mistakes and How to correct them

1. In recent years, language teaching methodologists have gained a greater appreciation of the nature of the reading skill. They have come to understand that in fact it is not a single monolithic skill. Rather it is a behaviour which is made up of a large number of component skills sometimes referred to as microskills. These range from such foundational skills ass the ability to recognise the letters of the alphabet and to match spoken words and sentences with their written representation, to quite sophisticated skills such as skimming a piece of writing to gain a general idea of its content, or evaluating a text for its general tone or bias.

Methodologists have also come to believe that the types of reading done in the language classroom should reflect the many uses to which reading is put in real life. You use reading not only for study purposes but also for daily living. You read not just novels, essays, and poetry, but also newspapers, instruction manuals and the labels on the products you buy in the supermarket. Thinking of this variety of reading tasks, you can see that different tasks require different approaches. For maximum efficiency, students must be taught to vary their approach to suit the purpose of their reading.

Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. The syllabus for foreign language lists reading as one of the leading language activities to be developed. It runs: By the end of the course pupils must be able to read easy texts of social-political contents, popular-science and fiction. In learning to read they should acquire skills in skimming and searching reading.

Therefore reading is in one of the practical aims of teaching a foreign language in schools. Reading is of great educational importance, as reading is a means of communication, people get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the pupil enriches his knowledge of the world around him. He gets acquainted with the countries where the target language is spoken.

Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Reading ability is , therefore, not only of great practical, but educational, and social importance, too.

Reading is not only an aim in itself, it is also <u>a means</u> of learning a foreign language. When reading a text the pupil reviews sounds and letters, vocabulary and grammar, memorises the spelling of words, the meaning of words and word combinations. The more the pupil reads the better his retention of the linguistic material is. Reading helps them to acquire speaking and writing skills as well.

Reading is, therefore both an end to be attained and a means to achieve that end.

2. The Content of Teaching Reading

Reading is a complex process of language activity. As it is closely connected with the comprehension of what is read, reading is a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison.

Reading as a process of connected with the work of visual, kinaesthetic, aural analysers and thinking. The visual analyser if at work when the reader sees a text. While seeing the text he "<u>sounds</u>" it silently, therefore the kinaesthetic analyser is involved. When he sounds the test he hears what he pronounces in his inner speech so it shows that the aural analyser is not passive, it also works and, finally, due to the work of all the analysers the reader can understand thoughts. The speech of reading depends on the reader's ability to establish a direct connection between what he sees and what it means. To make this easier to understand it may be represented as follows:

visual analyser   →   thought
    ↓
Kinaesthetic analyser   →   aural analyser
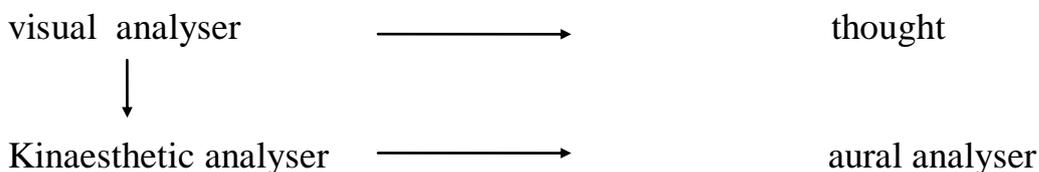
There are two ways of reading: aloud or orally, and silently. In teaching a foreign language in school both ways should be developed.

The eyes of a very good reader move quickly, taking long "<u>jumps</u>" and making very short "<u>halts</u>". We can call this ideal reading "<u>reading per se</u>". Reading per se is the end to be attained. It is possible provided:
(1) the reader can associate the graphic system of the language with the phonic system of the language;
(2) the reader can find the logical subject and the logical predicate of the sentence;
(3) the reader can get information from the text (as a whole).
These are the three constituent parts of reading as a process.

As a means of teaching reading a system of exercises is widely used in schools, which includes:
1) graphic-phonemic exercises which help pupils to assimilate graphemic-phonemic correspondence in the English language;
2) structural-information exercises which help pupils to carry out lexical and grammar analysis to find the logical subject and predicate in the sentence following the structural signals;

3) semantic-communicative exercises which help pupils to get information from the text.

The actions which pupils perform while doing these exercises constitute the content of teaching and learning reading in a foreign language.

3. Reading in English language is one of the most difficult things because there are 26 letters and 146 graphemes which represent 46 phonemes. Indeed the English alphabet presents many difficulties to Karakalpak-speaking pupils because the Karakalpak alphabet differs greatly from that of the English language. A comparison of some letters show that they are the most difficult letters for the pupil to retain. (H-N; G-C; C-K; R-J). It is not sufficient to know English letters. It is necessary that pupils should know graphemes or consonant combination is read in different positions in the words (window, down). The teacher cannot teach pupils all the existing rules and exceptions for reading English words. When learning English pupils are expected to assimilate the following rules of reading: how to read stressed vowels in open and closed syllables and before "r"; how to read -ay-, -oo-, -ou-, -ow-; the consonants -c, -s, -k, -g; -ch, -sh, -th, -ng, -ck and -tion, -ssion, -ous. The pupils should learn the reading of some monosyllabic words which are homophones. For example, son - sun; tail - tale; too- two; write - right; eye - I, etc.

The most difficult thing in learning to read is to get information from a sentence or a paragraph on the basis of the knowledge of structural signals and not only the meaning of words. Pupils often ignore grammar and try to understand what they read relying on their knowledge of autonomous words. And, of course, they often fail, e.g. the sentence He was asked to help the old woman is understood as Он просил помочь старушке, in which the word he becomes the subject and is not the object of the action. Pupils sometimes find it difficult to pick out topical sentences in the text which express the main ideas.

To make the process of reading easier new words, phrases and sentences patterns should be learnt orally before pupils are asked to read them. So when pupils start reading they know how to pronounce the words, the phrases and the sentences, and are familiar with their meaning.

Consequently, in order to find the most effective ways of teaching the teacher should know the difficulties pupils may have.

4. The teacher can use the whole system of exercises foe developing pupils'' ability to read which may be done in two forms - loud and silent.

<div align="center">Reading aloud.</div>

In teaching reading aloud the following methods are observed: the phonic, the word, and the sentence ways. When the phonic way is used, the child learns the sounds and associates them with graphic symbols - letters. In the word way a complete word is first presented to the child. When several words have been learnt they are used in simple sentences. The sentence way deals with the sentences as units of approach in teaching reading. The teacher can develop pupils' ability to read sentences with correct intonation. Later the sentence is split up into words. The combination of the three methods can ensure good reading.

Reading in chorus, reading in groups in imitation of the teacher which is practised in schools forms rather kinaesthetic images than graphic ones. The result is that pupils can sound the text but they cannot read. The teacher should observe the rule "Never read words, phrases, sentences by yourself. Give your pupils a chance to read them."

Teaching begins with presenting a letter to pupils or a combination of letters, a word as a grapheme. The use of flash cards and the blackboard is indispensable. Flash cards. When the teacher uses them allow him:

a) to present a new letter (letters);

b) to make pupils compose a word;

c) to check pupils' knowledge of letters or graphemes;

d) to make pupils recollect the words beginning with the letter shown (p - pen, pupil, etc.);

e) to make pupils show the letter (letters), which stand for the sound [ou], [a:], [o], etc.

In teaching to read transcription is also utilised. It helps the reader to read a word in the cases where the same grapheme stands for different sounds: build, suit, or words which are not read according to the rule: aunt, colonel.

At an early stage of teaching reading the teacher should read a sentence or a passage to the class himself. When he is sure the pupils understand the passage he can set individuals and the class to repeat the sentences after him, reading again himself if the pupils' reading is poor. The pupils look into the textbook. [T-Class-T-P1-T-P2-T-Pn-T-C] This kind of elementary reading practice should be carried on for a limited number of lessons only. When a class has advanced far enough to be ready for more independent reading, reading in chorus might be decreased, but not eliminated: T-C-P1P2Pn.

Reading aloud as a method of teaching and learning the language should take place in all the forms. This is done with the aim of improving pupils' reading skills. In reading aloud, therefore, the teacher uses:

a) diagnostic reading (pupils read and he can see their weak points in reading);

b) instructive reading (pupils follow the pattern read by the teacher or the speaker);

c) control reading or test reading (pupils read the text trying to keep as close to the pattern as possible).

5. *Mistakes and How to Correct them.*

In teaching pupils to read the teacher must do his best to prevent mistakes. The following techniques may be suggested:

1. The teacher writes a word (e.g. black) on the blackboard. He underlines ck in it and asks the pupil to say what sound these two letters convey. If the pupil cannot answer the question, the teacher asks some of his classmates. They help the pupil to correct his mistake and he reads the word

2. One of the pupils asks: What is the English for «Зара- черный»? If the pupil repeats the mistake, the "corrector" pronounces the word properly and explains the rule the pupil has forgotten. The pupil now reads the word correctly.

3. The teacher or one of the pupils says: Find the word "Зàðà" and read it. The pupil finds the word and reads it either without any mistake if his first mistake

was due to his carelessness, or he repeats the mistake. The teacher then tells him to recollect the rule and the word correctly.

4. The teacher corrects the mistake himself. The pupil reads the word correctly. The teacher asks the pupil to explain to the class how to read "ck".

5. The teacher tells the pupil (to write the word "black" and underline "ck". Then he says how the word is read.

Another question arises: whether we should correct a mistake in the process of reading a passage or after finishing it. Both ways are possible.

<u>Silent Reading</u>.

In learning to read pupils widen their eyespan. The eye can move faster than the reader is able to pronounce what he sees. Thus reading aloud becomes an obstacle for perception. Special exercises may be suggested to develop pupils' skills in silent reading. For instance, "<u>Look and say</u>", "<u>Read and Look up</u>". (M.West).

Teaching silent reading is closely connected with two problems:

(1) instructing pupils in finding in sentences what is new in the information following some structural signals, the latter is possible provided pupils have a certain knowledge of grammar and vocabulary and they can perform lexical and grammar analysis;

(2) developing pupils' ability in guessing. Pupils should be taught how to find the logical predicate in a sentence. The teacher may ask his pupils to read a text silently and find the words conveying the new information in the text according to their position.

To read a text the pupil must possess the ability to grasp the contents of the text. The pupil is to be taught to compare, to contrast, to guess, and to foresee events.

One of the most frequently used techniques by which children attack new words is through the use of picture clues. The use of context clues is another word -getting technique.

In teaching pupils to read much attention should be given to the development of their ability to guess. One of the best ways to develop this skill is to give the pupil the text for acquaintance either during the lesson or as his homework. To develop pupils' reading skill, i.e. to teach them to get information from the text it is necessary that text should be taken as a whole (the teacher does not break it into pieces). / For detail, see G.V.Rogova, p. 210-215/

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Lecture 14
Theme: Teaching Writing in a Secondary School
Problems:
1. Roles of writing in the Learning and Use of Language. Writing as a skill.
2. Difficulties pupils have in Learning to Write English
3. Stages in the Development of Writing Proficiency
4. How to Teach Writing
5. Examples of Exercises to Develop the Writing skills
6. Summary

1. The aims of instruction in a foreign language includes, besides speaking and reading it, also writing it. Every school graduate must be capable of writing a letter in the foreign language he has studied, to keep up a correspondence in it with friends living abroad. Writing in the foreign language is also a very important means of instruction. As a means of instruction writing serves to consolidate both acquired linguistic knowledge and habits of using the language. Writing helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking , and reading. So writing is very important skill. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind.

Writing includes penmanship, spelling, and composition. The latter is the aim of learning to write. Proficiency in expressing one's thoughts in written form promotes proficiency in the use of the spoken language. Writing is also a highly effective means of testing the pupils' knowledge and mastery of the foreign language. Setting test papers enables the teacher to appraise the attainments of the whole class and of each pupils in the acquisition of knowledge, in habit formation and in the development of specific skills. In the English language classroom, writing activities serve two different purposes. On the one hand, they help your classroom pupils to learn the kinds of personal, academic or professional writing which they will use in their daily lives. On the other hand, writing in English has a more purely pedagogical role. It reinforces the learning which goes on through the medium of the listening, speaking and reading skills. Since writing is a complicated skill it should be developed through the formation of habits such as:
(1) the habit of writing letters of the English alphabet;
(2) the habit of converting speech sounds into their symbols-letters and letter combinations;
(3) the habit of correct spelling of words, phrases and sentences;
(4) the habit writing various exercises which lead pupils to expressing their thoughts in connection with the task set.
In forming writing habits the following factors are of great importance:
1. Auditory perception of a sound, a word, a phrase, or a sentence, i.e., proper heaving of a sound a word, a phrase or a sentence.

2. Articulation of a sound and pronunciation of a word, a phrase, and a sentence by the pupil who writes.

3. Visual perception of letters or letter combinations which stand for sounds.

4. The movements of the muscles of the hand in writing.

The ear, the eye, the muscles and nerves of the throat and tongue, the movements of the muscles of the hand participate in writing. And at last, but not the least, factor which determines progress in formation and development of lasting writing habits is pupils' comprehension of some rules which govern writing in the English language.

Our methodology believes that a conscious to teaching and learning a foreign language can ensure pupils' progress in writing.

2. Since pupils should be taught penmanship, spelling, and composition it is necessary to know the difficulties Karakalpak pupils find in learning to write English. The writing of the English letters does not present much trouble because there a lot of similar letters in both languages. Only a few letters, such as s, r, t, b, h, l, f, j, I, G, A, N, etc., may be strange to Karakalpak pupils.

Pupil find it difficult to make each stroke continuous when the body of the letter occupies one space, the stem one more space above, the tail one more space below.

The most difficult thing for Karakalpak pupils in learning to write is English spelling. The spelling system of a language may be based upon the following principles:

1. Historical or conservative principle when speaking reflects the pronunciation of earlier periods in the history of the language. E.g.: English: busy, brought, daughter.

2. Morphological principle. In writing a word the morphemic composition of the word is taken into account. E.g.; in Russian: рыба, рыбка; the root morpheme is рыб, in English: answered, asked; the affixal morpheme is -ed.

3. Phonetic principle. Spelling reflects the pronunciation. E.g. in Russian: бесконечный - безграничный; in English: leg, pot.

One or another of these principles may prevail in any given language. In French and English the historical or conservative principle dominates. The modern English spelling originated as early as the 15th century and has not been changed since then. The pronunciation has greatly during that time. Significant difference in pronunciation and spelling is the result. The same letters in different words are read differently. E.g. fat, fate, far, fare.

Different letters or letter combinations in different words are read in the same way: I - eye; rode - road; write - right; tale - tail. Many letters are pronounced in some words and are mute in other words; build [bild], laugh [la:f], brought [br :t].

The discrepancy that exists in the English language between pronunciation and spelling may be explained by the fact that there are more sounds in the language that there are letters to stand for these sounds. 20 vowels - 6 letters to convey them. In teaching English spelling special attention should be given, in the words which present much trouble in this respect. The spelling of the words, for example, busy,

daughter, beautiful, through and very many others, must be assimilated through manifold repetition in their writing and spelling.

In conclusion it should be said that it is impossible to master accurate spelling without understanding some laws governing it. Pupils should know:

(1) how to add: -s to words ending in y: day-days; city-cities, study-studies; -ed to verbs: play-played; carry-carried; -ing to verbs: write-writing; play-playing; -er, -est to adjectives in the comparative and the superlative degrees: clean-cleaner-cleanest; large-larger-largest;

(2) when the consonant should be doubled: sit-sitting; thin-thinner; swim-swimming;

(3) the main word-building suffixes; -ful: use-useful; -less: use-useless; and others.

Writing a composition or a letter which is a kind of a composition where the pupil has to write down his own thoughts, in another problem to be solved. The pupil comes across a lot of difficulties in finding the right words, grammar forms and structures among the limited material stored up in his memory. The pupil often does not know what to write, he wants good and plentiful ideas which will be within his vocabulary and grammar.

3. In the teaching of writing, just as in the teaching of reading, it is helpful to have a long-range overview of how proficiency develops. You will notice that the links between reading and writing become closer as students progress through the three main phases of the sequence.

1. Early stages of writing.

2. Proficiency level. Low beginners.

3. Skills and features of English to learn: use printed/cursive forms of roman alphabet. Learn general spelling and punctuation rules. Use simple word, phrase, and sentence forms.

Expanded writing skills. Proficiency level. High beginners and intermediate students. Skills and features of English to learn. Use commonly occurring word, phrase, and sentence patterns. Write paragraphs with topic sentences and supporting details . Use link words to signal organisation of paragraphs. Practice techniques for pre-writing, revising, editing.

Academic writing skills. Proficiency level. High intermediate and advanced students. Skills and features of English to learn.

Use discourse patterns expected in academic writing. Develop a thesis with appropriate supporting details. Become more independent in the writing process.

General Lesson Plan for Composing Assignments. It is difficult to give a lesson plan which will cover all types of writing tasks. When your pupils are composing you should always have a pre-writing phase and you should always allow plenty of time for revising. In fact, it is so difficult to separate writing and revising that the most appropriate lesson format consists of just two main phases:

1. Pre-writing

    a. Brainstorming in various forms, oral and written

    b. Analysis of models

    c. Reading

d. Notetaking
2. Writing and Revising
a. Time for multiple drafts
b. Feedback from teacher and other
Basic Writing Skills and Reinforcement of Speaking and Listening.

Your pupils may need writing instructions at the most basic level -learning to form the letters and other symbols of the English writing system. Pupils needing such instruction range from those who have neither reading nor writing skills in any language to those who are fully literate but who happen not to have learned a language which uses the Roman alphabet.

Here are some general points to consider when teaching writing at this very basic level :

Teaching the printed forms of letters, both capitals and lower case, has the advantage that there will be a closer match between the shapes which students write and the shapes which they must read. However, older learners may feel that printed letters are for children and insist on learning the cursive forms which they associate with adult handwriting. Choose the forms which work best for your students.

- When you began to learn to write in English, you may have learned the letters in alphabetical order. A more efficient to their shapes. For example, a number of lower case letters in their hand printed form are 'ball and stick' figures: a, b, d, p, q.

- At the same time that pupils are developing a legible handwriting, they can also learn spelling rules of wide applicability, as well as the use of common punctuation marks (especially the period, question mark, comma, and apostrophe).

Keep in mind that your students should be able to understand everything that they are asked to write. Thus it makes sense to present new content first via the listening and speaking skills, and to use reading and writing to reinforce what has been mastered in the aural/oral activities.

4. Teaching writing should be based on such methodological principles as a conscious approach to forming and developing this skill, visualisation and activity of pupils. Pupils learn to write letters, words, and sentences in the target language more successfully if they understand what they write, have good patterns to follow Dan make several attempts in writing a letter (a word, a sentence) until they are satisfied that the work is well done.

Training in penmanship should proceed by steps.

1. The teacher shows the learners a letter or both a capital and a small letter, for instance, Bb. Special cards may be used for the purpose. On one side of the card the letters are written. On the other side there is a word in which the letters are written. On the other side there is a words in which this letter occurs. E.g. Bb bed

2. The teacher shows his pupils how to write the letter. He can use the blackboard. E.g. V and W are made with one continuous zigzag movement. Q is made without lifting the pen except for the tail. L is also made without lifting the pen.

Whenever the teacher writes on the blackboard he gives some explanations as to know the letter is made, and then how the word is written. His pupils follow the movements of his hand trying to initiate them; they make similar movements with their pens in the air, looking at the blackboard.

3. The teacher asks pupils to write first the letter, then the word in their exercise-book.

When pupils are writing he walks round looking at the work they are doing and giving help to the pupils who need it. Since habits are formed and developed through performing actions pupils are told to practise in writing the letter and the word (words) at home.

The teacher's handwriting and his skill in using the blackboard is of great importance. Children learn by imitating. They usually write in the way the teacher does, so he must be careful in the arrangement of the material on the blackboard because pupils will copy both what is written and how it is written.

Consequently, training in penmanship implies: visual perception; observations accompanied by some explanations on the part of the teacher; practice under the teacher's supervision in class, and independently at home.

In spelling instruction the teacher should take into consideration the difficulties of English Spelling and instruct pupils how to overcome these difficulties. The following exercises may be suggested for the purpose:

1. Copying. The aim of this exercise is to allow the pupils to practise what has been taught in Listening and Speaking. Writing does this because the movements of the muscles of the hand are now called in to help the ear, the eye and the muscles and nerves of the throat and tongue. The "look" and the "feel" of the word are used to help the memory (F.French).

For better assimilation of the spelling of words, it is recommended that various associations should be established, such as:

a) associations by similarity in Spelling:

within the Eng. language {room, spoon, moon; thought, bought, brought; night, right, light}

between Eng. & Rus words - биография - коммунизм - энтузиазм
                              biography - communism - enthusiasm

b) associations by contrast in spelling:

two - too   spelling alone distinguishes these
see - sea   homophones
one - won

Much care should be given to the words whose spelling does not follow the rules for example, daughter, busy, sure, usual, colonel, clerk, soldier, etc. Pupils master the spelling of such words by means of repetitions in writing them.

Copying may be carried out both in class and at home. In copying at home the following tasks may be suggested:

a) underline a given letter or letter combination for a certain sound; b) underline a certain grammar item; c) underline certain words depicting , for example, the names of school things.

2. Dictation. This kind of writing exercise is much more difficult then copying. Dictation in a valuable exercise because it trains the ear and the hand as well as the eye; it fixes in the pupil's mind the division of each sentence patterns, because the teacher dictates division by division. E.g.: Tom and I/go to school/ together.

Dictations can vary in forms and in the way they are conducted:

(a) visual dictation as type of written work in intermediate between copying and dictation. The teacher writes a word, or a word combination, or a sentence on the blackboard. the pupils are told to read it and memorise its spelling. then it is rubbed out and the pupils write is from memory.

(b) Dictation drill aims at consolidating linguistic material and preparing pupils for spelling tests.

(c) self-dictation. Pupils are given a text (a rhyme) to learn by heart. After they have learned the text at home the teacher asks to recite it. Then they are told to write it in their exercise-books.

3. Writing sentences on a given pattern. The following exercises may be suggested:

(a) substitution. Mick has a sister. The pupils should use other words instead of a sister. (b) Completion. E.g. He came home late because..

(c) Extension. Ann brought some flowers (adjective before flowers)

4. Writing answers to given questions. The question helps the pupil both with the words and which the pattern required for the answer. the object of every kind of written exercise mentioned above is to develop pupil's spelling in the target language and to fix the linguistic material favourable conditions for developing their skills in writing compositions. By composition in this case we mean pupil's expression of their own thoughts in a foreign language in connection with a suggested situation or a topic within the linguistic material previously assimilated in speech and reading.

In teaching compositions the following exercises may be suggested:

1. A written reproduction of a story either heard or read.

2. A description of a picture, an object or a situation.

3. A descriptive paragraph about a text, or a number of texts on a certain subject. Pupils may be given concrete assignments.

4. An annotation on the text read.

5. A composition on a suggested topic.

6. Letter writing. Pupils are usually given a pattern letter in English, which shows the way the English start their letters and end them.

Various kinds of tests may be recommended in teaching writing to measure pupils' achievements in penmanship, spelling and composition (see G.V. Rogova, p. 231-32)

5. Exercises for beginning writers should build on material which is already familiar to the students. The pre-writing phase should contain a lot of oral work and the actual writing done by the students should be limited and controlled in various ways. Here are some suggestions for beginning writing activities.

 - Have pupils dictate the first part of a story. After three or four sentences have been dictated, give the students the story to complete independently in writing.

- Give students copies of cartoons from which the characters' dialogue has been omitted. Have them compose orally, experimenting with various things the characters might say, and then write their ideas on the cartoons.
- Have students invent and act out brief social exchanges: asking directions, making a purchase in a store, greeting someone in the street, ordering food at a snack bar. Then have them write these dialogue form.

Summary

Writing activities serve two purposes in the English language classroom:

1) Learning the types of personal, academic, and professional writing which students need in their daily lives.

2) Reinforcing the learning which goes on through the medium of the other language skills. In planning and conducting writing activities with your students:
- be sure to include activities that allow your students to communicate ideas that are meaningful to them;
- include exercises which help your students understand and master the features of written discourse: overall patterns of organisation, ways of expressing logical relationships, and so on.

   Use pre-writing activities to generate ideas and provide the language resources needed for the writing tasks.

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Lecture 15
Theme: *Teaching Speaking in English*

Problems:
1. General Remarks
2. The Most Difficulties of Teaching Speaking a Foreign Language
3. The Content of Teaching Speaking in English
4. Techniques for Teaching Speaking

1. The knowledge of each of the aspect of the language is of great importance to learners. However, when we say a person knows the language we first of all mean he understands the language spoken and can speak it himself.

   Speaking in English is also one of the language skills. By speaking information is given. Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication. Speech is a bilateral process. It includes hearing, on the one hand, and speaking, on the other. When we say "hearing" we mean auditing or listening and

comprehension. Speaking exists in two forms: dialogue and monologue. Speaking is closely interacted with other language skills. If the pupil acquires listening and understanding (Comprehension) skills well his speaking abilities also develops in a quick tempo.

Reading is also interrelated with speaking. The pupil gives information, can speak according to the material he reads. reading is the material base for speaking. The language learner (pupil) can express (write) the information in written form through reading, speaking, and listening.

The secondary school syllabus requirement is to carry on a conversation and to speak a foreign language within the topics and linguistic material. Thus, speaking is the practical aim in teaching oral language. Finally, it is use for developing pronunciation habits and skills and, therefore, for reading and writing since they are closely connected with pupils' ability to pronounce correctly what they read and write. Thus speaking is the most important part of the work during the lesson.

Consequently oral language is:
- an aim when pupils make use of the target language as a means of communication, i.e. the target language is used for:
(1) Teacher-pupils communication in the classroom;
(2) pupils' communication when talking on a topic under Teacher's supervision;
(3) pupils' communication when working at a text-discussing the problems touched in it;
(4) pupils' communication during out-of-class activities in the target language;
- a means of teaching and learning a foreign language when it is used:
(1) within the methods of acquisition of new information about a linguistic or language phenomenon and drill and transformation to form pronunciation, lexical, grammar, etc. habits in pupils;
(2) for checking pupils' comprehension.

2. Speaking a foreign language is the most difficult part in language learning because pupils need ample practice in speaking to be able to say a few words of their own in connection with a situation. This work is time-consuming and pupils rarely feel any real necessity to make themselves understood during the whole period of learning a new language in school. The stimuli the teacher can use are often feeble and artificial. The pupil respects the sentence he hears, he completes sentences that are in the book he constructs sentences on the patterns of a given one. These mechanical drill exercises are, of course, necessary; however, when they go on year after year without any other real language practise they are deadening. There must be occasions when the pupils feel the necessity to inform someone of something, to explain something and to prove something to someone. This is a psychological factor which must be taken into account when teaching pupils to speak a foreign language.

Difficulties of Teaching Speaking a foreign language may be divided into 2 groups:
A) *Extralinguistic Difficulties*

B) Linguistic Difficulties

<center>A.</center>

1. Speech (speaking) may be addressed to someone, or to be devoted to some events, things, some life situations.

2) Creating speech situations, speaking a union (a Group of people) when speaking.

3) The existence of various aids (visual and etc.), means and so on.

4) The necessity of speaking

5) The peculiarities of the conditions where speaking is carried out (the division of the class (form) into 2 parts or not classroom placement and etc.

6) Using various kinds thetic movements, mime and so on while speaking. Besides, there are some psychological difficulties of speaking. The pupil needs words, phrases, sentence patterns, and grammatical forms and structures stored up in his memory ready to be used for expressing any thought he wants to. In teaching speaking, therefore, the teacher should stimulate his pupils' speech by supplying them with the subject and by teaching them the words and grammar they need to speak about the suggested topic or situation. The teacher should lead his pupils to unprepared speaking through prepared speaking.

B. Linguistic difficulties of Speaking

1. the right selection of lexical and grammatical items (material), speech patterns necessary for speaking.

2. the difficulties in the usage , meaning and content of the lexical and grammatical (item) necessary for speaking.

3. the difficulties in the correct pronunciation, tone (tune) and rhythm affecting the speaking process.

4. the difficulties in the usage of speech patterns, phrases

   Besides speaking has the following difficulties too:

a) speaking not in a literary standard language but in a colloquial style

b) sentences, phrases are made very short: Have you? and you? How many books have you? - One. and the like.

c) shortened forms are widely used:

don't, won't, I've, shan't and so on.

d) shortened words are widely used:

laboratory - lab; microphone-mike; mathematics-maths.

e) making remarks: Well, Hello, why not, Hey, etc.

   Speaking exists in two forms: dialogue and monologue. There are some peculiarities of the monologue and dialogue speaking. Speech may also be divides into: prepared (ready -made) and spontaneous (unprepared). It is considered prepared when the pupil has been given time enough to think over its content and form. He can speak on the subject following three plan made either independently at home or in class under the teacher's supervision. His speech will be more or less correct and sufficient fluent since plenty of preliminary exercises had been done before. In schools, however, pupils often have to speak on a topic when they are not yet prepared for it. As a result only bright pupils can cope with the task. The teacher should encourage each pupil to speak on the subject in his own way and

thus develop pupils initiative and thinking. The pupils' speech is considered unprepared when, without any previous preparation, he can do the following:

- speak on a subject suggested by the teacher (E.g. winter holidays, or Football match).

- speak on the text read. For example, pupils have read two or three chapters of Robin Hood.

-speak on the text heard: - Discuss a problem or problems touched upon in the test read or heard.

- have an interview with "a foreigner".

-Help "a foreigner', for example, to find the way to the main street or square of the town; or instruct him as to places of interest in the town. This may be done directly or with the help of "an interpreter."

There are, of course, other techniques foe stimulating pupils' unprepared speech. The teacher chooses the techniques most suitable for his pupils since he knows their aptitudes, their progress in the language, the time he has at his disposal for developing speaking skills, the concrete material at which pupils are working.

It should be said that prepared and unprepared speech must be developed simultaneously from the very beginning. The relationship between prepared and unprepared speech should vary depending on the stage of learning the language. In the junior stage prepared speech takes the lead, while in the senior stage unprepared speech should prevail.

3. The content of teaching speaking in English comprises the following three aspects: Linguistic, Psychological and methodological.

Linguistic Aspect (chapter) consists of the language materials and speech materials, sentence structures, speech patterns and so on. necessary for speaking. These materials must be selected on the base of certain topics. Besides, some extraslinguist elements such as mime, actions and some other means must be kept in mind.

Psychological Aspect of speaking includes speech skills (language skills). That is reproduction, putting in the right place, transformation, extension, adding and mixing. Reproduction means reproducing (saying aloud, repetition) of what he (she) heard from the mouth of a teacher or recording.

Methodological Aspect includes the usage of methods, techniques of teaching speaking.

`It is important that pupils should use the means of basement (опора, таянч). That is the means (опора) of listening, seeing, words and etc.

4. As it was mentioned above there are 2 forms of speaking; monologue and dialogue. Each form has its peculiarities, In teaching monologue we can easily distinguish three stages according to the levels which constitute the ability to speak:

(1) the statement level; (2) the utterance level; (3) the discourse level.

1. No speech is possible until pupils learn how to make up sentences in the foreign language and how to make statements. To develop pupils' skills in making statements the following procedure may be suggested:

Pupils are given sentence patterns to assimilate in connection with situations.

For example:
a) I can see a ....
b) I am fond of...
c) We are proud of...
Pupils are invited to perform various drill exercises within the sentence patterns given:
- substitution: L have a book (pen).
- extension: I have an interesting book. I have an interesting book at home.
- transformation: He has a book; He has no book.
- completion: If I have time I will....
Pupils make statements of their own in connection with the situations suggested by the teacher.
- Give it a name. Teacher: We write with it.
Pupil: it is a pen (pencil).
- make statements on the picture
- say the opposite. - I live in Berdakh Street. I do not live in Berdakh Street.
2. Pupils are taught how to use different sentence patterns in an utterance about an object, a subject offered. First they are to follow a model, then they do it without any help.
Teacher: Say a few words about it. (He points to an object)
Pupil: This is a pencil. The pencil is green. It is on the table. I like the pencil.
Get information and sum up
What you have learnt from your classmate?
Teacher: She cut her finger.
Pupil: Who cut her finger?
Class: Ann.
- When did she cut it? - Yesterday.- What did she cut it with? - With a knife.
- Why did she cut her finger? - Because the knife was sharp.

This exercise is useful both for developing dialogue and monologue speech. At this stage pupils learn to express their thoughts, their attitude to what they say using various sentence patterns. Thus they learn how to put several sentences together in one utterance about a subject, an object, etc.

3. After pupils have learned how to say a few sentences in connection with a situation they are prepared for speaking at discourse level. At this level pupils are asked to speak on a picture, a set of pictures, a film-strip, a film, comment on a text they have read or heard, make up a story of their own.

The three levels in developing pupils' speaking should take place throughout the whole course of instruction, i.e., in junior, intermediate, and senior forms.

Rule for the teacher: In teaching monologue instruct pupils how to make statements first, then how to combine various sentences in one utterance and, finally, how to speak on a suggested topic.

A dialogue consists of a series of lead-response units. the significant feature of a lead-response unit is that the response part may, and usually does, serve in its own turn as a fresh inducement leading to further verbal exchanges, i.e., lead-response- inducement-response.

In teaching dialogue we should use lead-response units as a teaching point and pattern-dialogues as they involve all features which characterise this form of speech. (see pp. 189-193, Rogova).

When a pattern dialogue is used as a unit of teaching there are three stages in learning a dialogue: (1) receptive; (2) reproductive; (3) constrictive (creative).

Rule for the teacher: In teaching dialogue use pattern dialogues; make sure that your pupils go through the three stages from receptive through reproductive to creative, supply them with the subject to talk about.

As to the relationship between monologues and dialogues, it should be vary from stage to stage in teaching speaking in schools. In the junior stage (4-6) dialogue speech, the one which allows the teacher to introduce new material and consolidate it in conversation, must prevail; in the intermediate stage (7-8-9) dialogue and monologue must be on an equal footing.

In the senior stage (10-11) monologic speech must prevail since pupils either take part in discussion and, therefore, express their thoughts in connection with a problem or retell text read or heard. To sum it up both forms of speech (monologue and dialogue) should be developed side by side with preference for the one which is more important for pupils' progress in learning a foreigner language at a certain stage.