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Qualification paper on:  
**Learning Technologies based on Communication Method**

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### **Conclusions**

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## Introduction

During the years of Independence a great many changes have taken place in our social, economical and cultural life. After September 1991, in independent Uzbekistan many political, economical, cultural and social factors have changed as well as the language usage, being one of the social factors.

With the political, economic and social development and foreign relations of the country, the demand for foreign languages and translation is risen rapidly. The language universities, once not very popular, have become one of the top choices for students. Thousands of linguists have been trained in the country and at the same time many works about Uzbekistan, culture of Uzbek people and other different materials have been translated into different languages of the world.

As the President I.A. Karimov noted in his book<sup>1</sup> "Uzbekistan along the road of independence and progress", there are four fundamental principles on which Uzbekistan's path of reform and development is based:

- adherence to universal human values;
- consolidation and development of the nation's spiritual heritage;
- freedom for the individual's self-realization;
- patriotism;

The highest objective of reformation in Uzbekistan is to revive those traditions, fill them with new content, and set up the necessary conditions for achieving peace and democracy, prosperity, cultural advancement, freedom of conscience and intellectual maturity for every person on earth.

According to the requirement of the national program of personal training and reforms of higher education in the republic of Uzbekistan, it is important to make effective changes in the system of higher education(1997). Moreover, 2010 is declared as the year of the mature generation, because "Our young generation must be quick-cuter, wiser, healthier and of course, must be happier than us<sup>2</sup>" Upbringing such a generation is at the centre of the governmental programs<sup>3</sup>.

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<sup>1</sup>I.A. Karimov. Uzbekistan along the road of independence and progress. Tashkent 1993.p.67

<sup>2</sup>I.A.Karimov. There is no future without history. Tashkent.1997. p. 47

<sup>3</sup> See: The Decision of the President of the Republic of Uzbekistan on the State Program for 2010 as "The year of the Mature Generation". Ўзбекистон Республикаси Президентининг қарори. "Баркамол авлод йили" давлат дастури тўғрисида. "Халқ сўзи" газетаси, 2010 йил 28 январь, №19 (4934), 1 бет.

This qualification paper is dedicated to the study of the development of methods of teaching foreign languages, particularly the English language paying more attention to the learning technologies based on communication methodology.

**Actuality** of this theme is dictated by the fact that in the course of development of the language education teaching methods are changing like winds and shifting sands and these changes are occupying positive place in the process of teaching foreign language. As is well known the English language teaching tradition has been subjected to a tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of Maths or Physics, that is, the methodology of teaching Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this qualification paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning. This fact brings it to the interest and as a trigger motivates us to make a research on this theme.

**The aim** of this given paper is description to discuss the main approaches to the problem of teaching technologies based mainly on the communicative methodology pointing out the main peculiarities of the communication method in teaching a foreign language.

The aim of my research work makes to put forward a lot of tasks such as:

- to give a short description of the history of language education;
- to choose the best and most effective methods in teaching foreign languages, especially English;
- to study the essence of modern technologies of teaching a foreign language and to find out the most effective means of reaching the purpose in this process;
- to study the nature of the difficulties which the beginner teacher of English comes across studying the methods of teaching English;

**Theoretical value:** There are given different theoretical conceptions in the description and several points of views of some scholars in the field of teaching methods we would like to our smart contribution to that system.

**Practical value of the research.** The purpose of this paper is to study the essence of the learning technologies based on communicative method and choose the best ones and to

emphasize its positive effects in teaching process and recommend them to the beginner teacher. The conclusions and recommendations received from this research paper can be used by students to define the method of teaching system during their school practice and in their further activities as a teacher of English.

**Structurally** this paper consists of an Introduction, the main body consisting of two chapters, conclusions and the list of selected bibliography.

**Introduction** presents reasons of choosing the theme for discussion leads us to get general information about the structure and the main plot of the paper.

The body of the given qualification paper includes two chapters which deal with general features of the history of language education, historical development of methods of teaching foreign language where a special attention is paid to the learning technologies based on communicative methodology.

The used literature as a source is alphabetically given in bibliography.

## **Chapter I. Foreign Language Teaching and Learning today.**

### **1.1. Foreign language education.**

Language education is the teaching and learning of a language. It can include improving a learner's mastery of her or his native language, but the term is more commonly used with regard to second language acquisition, which means the learning of a foreign or second language and which is the topic of this article. Some scholars differentiate between acquisition and learning. Language education is a branch of applied linguistics.

People need to learn a second language because of globalisation, connections are becoming inevitable among nations, states and organisations which creates a huge need for knowing another language or more multilingualism. The uses of common languages are in areas such as; in trade, tourism international relations between governments, technology, media and science. Therefore, many countries such as Japan (Kubota, 1998) and China (Kirkpatrick & Zhichang, 2002) create education policies to teach at least one foreign language in primary and secondary school level. However, some countries such as India, Singapore, Malaysia and Philippines make a second official language in their governing system. However, according to

Gao (2010) many Chinese people are giving enormous importance to foreign language learning especially learning English Language.

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT (English Language Teaching) industry over the last ten years.

Some people, though, use the phrase 'Blended Learning' to refer to learning taking place while the focus is on other activities. For example, playing a card game that requires calling for cards may allow blended learning of numbers (1 to 10).

**Skills teaching.** When talking about language skills, the four basic ones are: listening, speaking, reading and writing. However, other, more socially-based skills have been identified more recently such as summarizing, describing, narrating etc. In addition, more general learning skills such as study skills and knowing how one learns have been applied to language classrooms.

In the 1970s and 1980s the four basic skills were generally taught in isolation in a very rigid order, such as listening before speaking. However, since then, it has been recognized that we generally use more than one skill at a time, leading to more integrated exercises. Speaking is a skill that often is underrepresented in the traditional classroom. This could be due to the fact that it is considered a less-academic skills than writing, is transient and improvised (thus harder to assess and teach through rote imitation).

More recent textbooks stress the importance of students working with other students in pairs and groups, sometimes the entire class. Pair and group work give opportunities for more students to participate more actively. However, supervision of pairs and groups is important to make sure everyone participates as equally as possible. Such activities also provide opportunities for peer teaching, where weaker learners can find support from stronger classmates.

1995 European Commission's White Paper "Teaching and learning – Towards the learning society", stated that "upon completing initial training, everyone should be proficient in two Community foreign languages". The Lisbon Summit of 2000 defined languages as one of the five key skills.

In fact, even in 1974, at least one foreign language was compulsory in all but two European member states Ireland and the United Kingdom (apart from Scotland). By 1998 nearly all pupils in Europe studied at least one foreign language as part of their compulsory education, the only exception being the Republic of Ireland, where primary and secondary schoolchildren learn both Irish and English, but neither is considered a foreign language although a third European language is also taught. Pupils in upper secondary education learn at least two foreign languages in Belgium's Flemish community, France, Denmark, Netherlands, Germany, Luxembourg, Finland, Sweden, Switzerland, Greece, Cyprus, Estonia, Latvia, Lithuania, Poland, Romania, Serbia, Slovenia and Slovakia.

On average in Europe, at the start of foreign language teaching, pupils have lessons for three to four hours a week. Compulsory lessons in a foreign language normally start at the end of primary school or the start of secondary school. In Luxembourg, Norway, Italy and Malta, however, the first foreign language starts at age six, in Sweden at age seven and in Belgium's Flemish community at age 10. About half of the EU's primary school pupils learn a foreign language.

English is the language taught most often at lower secondary level in the EU. There, 93% of children learn English. At upper secondary level, English is even more widely taught. French is taught at lower secondary level in all EU countries except Slovenia. A total of 33% of European Union pupils learn French at this level. At upper secondary level the figure drops slightly to 28%. German is taught in nearly all EU countries. A total of 13% of pupils in the European Union learn German in lower secondary education, and 20% learn it at an upper secondary level.

Despite the high rate of foreign language teaching in schools, the number of adults claiming to speak a foreign language is generally lower than might be expected. This is particularly true of native English speakers: in 2004 a British survey<sup>1</sup> showed that only one in 10 UK workers could speak a foreign language. Less than 5% could count to 20 in a second language, for example. 80% said they could work abroad anyway, because "everyone speaks English." In 2001, a European Commission survey<sup>1</sup> found that 65.9% of people in the UK spoke only their native tongue.

Since the 1990s, the Common European Framework of Reference for Languages has tried to standardize the learning of languages across Europe (one of the first results being UNICert).

**Bilingual education.** In some countries, learners have lessons taken entirely in a foreign language: for example, more than half of European countries with a minority or regional language

community use partial immersion to teach both the minority and the state language.

In the 1960s and 1970s, some central and eastern European countries created a system of bilingual schools for well-performing pupils. Subjects other than languages were taught in a foreign language. In the 1990s this system was opened to all pupils in general education, although some countries still make candidates sit an entrance exam. At the same time, Belgium's French community, France, the Netherlands, Austria and Finland also started bilingual schooling schemes. Germany meanwhile had established some bilingual schools in the late 1960s.

## **1.2. A short history of English Language Teaching.**

*"The superior teacher has regularly gotten superior results regardless of the method."*

As is well known the English language teaching tradition has been subjected to a tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of Maths or Physics, that is, the methodology of teaching Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this qualification paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.



**The Classical Method.** In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorisation of vocabulary and translation of literary texts. There was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly?" or creating an illusion of "erudition." Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

It is widely recognised that the Grammar Translation Method is still one of the most popular and favourite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language.

**The Direct Method.** The last two decades of the nineteenth century ushered in a new age. In his *The Art of Learning and Studying Foreign Languages* (1880), Francois Gouin described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning. Living in Hamburg for one year, he attempted to master the German language by dint of memorising a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge. To no avail. He could not understand a word! After his failure, he decided to memorise the German roots, but with no success. He went so far as to memorise books, translate Goethe and Schiller, and learn by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him think that the child held the secret to learning a language. Thus, he began observing his nephew and came to the conclusion (arrived at by another researcher a century before him!) that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions. Equipped

with this knowledge, he devised a teaching method premised upon these insights. It was against this background that the Series Method was created, which taught learners directly a "series" of connected sentences that are easy to understand. For instance,

*I stretch out my arm. I take hold of the handle. I turn the handle. I open the door. I pull the door.*

Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. In short, the principles of the Direct Method were as follows:

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- Only everyday vocabulary was taught
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas

The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method.

**The Audiolingual Method.** The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the "Army Method," which came to be known in the 1950s as the Audiolingual Method.

The Audiolingual Method was based on linguistic and psychological theory and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. On the other hand, conditioning and habit-formation models of learning put forward by behaviouristic

psychologists were married with the pattern practices of the Audiolingual Method. The following points sum up the characteristics of the method:

- Dependence on mimicry and memorisation of set phrases
- Teaching structural patterns by means of repetitive drills (??Repetitio est mater studiorum??)
- No grammatical explanation
- Learning vocabulary in context
- Use of tapes and visual aids
- Focus on pronunciation
- Immediate reinforcement of correct responses

But its popularity waned after 1964, partly because of Wilga Rivers's exposure of its shortcomings. It fell short of promoting communicative ability as it paid undue attention to memorisation and drilling, while downgrading the role of context and world knowledge in language learning. After all, it was discovered that language was not acquired through a process of habit formation and errors were not necessarily bad or pernicious.

**The "Designer" Methods of the 1970s.** The Chomskyan revolution in linguistics drew the attention of linguists and language teachers to the "deep structure" of language, while psychologists took account of the affective and interpersonal nature of learning. As a result, new methods were proposed, which attempted to capitalise on the importance of psychological factors in language learning. David Nunan (1989: 97) referred to these methods as "designer" methods, on the grounds that they took a "one-size-fits-all" approach. Let us have a look at two of these "designer" methods.

**Suggestopedia.** Suggestopedia promised great results if we use our brain power and inner capacities. Lozanov (1979) believed that we are capable of learning much more than we think. Drawing upon Soviet psychological research on yoga and extrasensory perception, he came up with a method for learning that used relaxation as a means of retaining new knowledge and material. It stands to reason that music played a pivotal role in his method. Lozanov and his followers tried to present vocabulary, readings, role-plays and drama with classical music in the background and students sitting in comfortable seats. In this way, students became "suggestible."

Of course, suggestopedia offered valuable insights into the "superlearning" powers of our brain but it was demolished on several fronts. For instance, what happens if our classrooms are bereft of such amenities as comfortable seats and Compact Disk players? Certainly, this method is insightful and constructive and can be practised from time to time, without necessarily having to adhere to all its premises. A relaxed mind is an open mind and it can help a student to feel more confident and, in a sense, pliable.

**The Silent Way.** The Silent Way rested on cognitive rather than affective arguments, and was characterised by a problem-solving approach to learning. Gattegno (1972) held that it is in learners' best interests to develop independence and autonomy and cooperate with each other in solving language problems. The teacher is supposed to be silent - hence the name of the method - and must disabuse himself of the tendency to explain everything to them.

The Silent Way came in for an onslaught of criticism. More specifically, it was considered very harsh, as the teacher was distant and, in general lines, the classroom environment was not conducive to learning.

**Strategies-based instruction.** The work of O'Malley and Chamot (1990), and others before and after them, emphasised the importance of style awareness and strategy development in ensuring mastery of a foreign language. In this vein, many textbooks and entire syllabi offered guidelines on constructing strategy-building activities. Below there is an example of a list of the "Ten Commandments" for good language learning (taken from Brown, H. D. [2000: 137]):

	Teacher's Version	Learner's Version
1	Lower inhibitions	Fear not!
2	Encourage risk-taking	Dive in

3	Build self-confidence	Believe in yourself
4	Develop intrinsic motivation	Seize the day
5	Engage in cooperative learning	Love thy neighbour
6	Use right-brain processes	Get the BIG picture
7	Promote ambiguity tolerance	Cope with the chaos
8	Practice intuition	Go with your hunches
9	Process error feedback	Make mistakes work FOR you
10	Set personal goals	Set your own goals

These suggestions cum injunctions are able to sensitise learners to the importance of attaining autonomy, that is, taking charge of their own learning, and not expecting the teacher to deliver everything to them.

**Communicative Language Teaching.** The need for communication has been relentless, leading to the emergence of the Communicative Language Teaching. Having defined and redefined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication, teachers and researchers are now better equipped to teach (about) communication through actual communication, not merely theorizing about it.

At this juncture, we should say that Communicative Language Teaching is not a method; it is an approach, which transcends the boundaries of concrete methods and, concomitantly, techniques. It is a theoretical position about the nature of language and language learning and teaching.

Let us see the basic premises of this approach:

- Focus on all of the components of communicative competence, not only grammatical or linguistic competence. Engaging learners in the pragmatic, functional use of language for meaningful purposes
- Viewing fluency and accuracy as complementary principles underpinning communicative techniques
- Using the language in unrehearsed contexts

### 1.3. Methodologies in Foreign Language Teaching.

*"Any given method is only as effective as its implementation."*

**Grammar-Translation Method (1890s-1930s):** Around the turn-of-the-century, language students often translated cumbersome volumes from Classical Greek or Latin into English via this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures. Little opportunity for real second-language acquisition existed then.

1. **Cognitive Approach (1940s-1950s):** This approach introduced the four principle language skills for the first time: listening, speaking, reading, and writing. Oral communicative competence became the focus. Comprehensible auditory input became important and speaking in the target language began to occur. Learning *about* the language was overemphasized.

2. **Audio-Lingual Method (1950s-1960s):** With the advent and popularity of audio tapes, this approach ushered in the first recordings wherein the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced, with emphasis given to rapid fire student response. Repetition, substitution, transformation, and translation became the order of the day. This method was strongly influenced by B.F. Skinner's behaviorist view toward learning which favored habit-forming drill techniques. Unfortunately, most students couldn't transfer these dialogues into their own real-life experiences.

3. **The Direct Method (1970s):** This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing "cloze" exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

4. **The Natural/Communicative Approach (1960s-2000s):** Originally developed by Tracy Terrell and Stephen Krashen, this acquisition-focused approach sees communicative competence progressing through three stages: (a) aural comprehension, (b) early speech production, and (c) speech activities, all fostering "natural" language acquisition, much as a child would learn his/her native tongue. Following an initial "silent period", comprehension should precede production in

speech, as the latter should be allowed to emerge in natural stages or progressions. Lowering of the Affective Filter is of paramount importance. Only the target language is used in class now, introducing the "total immersion" concept for the very first time, with auditory input for the student becoming paramount. Errors in speech are not corrected aloud. Now enters the era of glossy textbooks, replete with cultural vignettes, glossaries, vocabulary lists, and glazed photographs. A deliberate, conscious approach to the study of grammar is considered to have only modest value in the language learning process. Pairing off of students into small groups to practice newly acquired structures becomes the major focus. Visualization activities that often times make use of a picture file, slide presentations, word games, dialogues, contests, recreational activities, empirical utterances, and *realia* provide situations with problem-solving tasks which might include the use of charts, maps, graphs, and advertisements, all to be performed on the spot in class. Now the classroom becomes more student-centered with the teacher allowing for students to output the language more often on their own. Formal sequencing of grammatical concepts is kept to a minimum.

5. **Total Physical Response/TPR (1960s-2000s):** This approach, also known as TPR, was founded by James Asher. In this method, both language and body movement are synchronized through action responses and use of the imperative (direct commands). TPR may be used in conjunction with some other methods involving *psychoneuro kinetic* techniques wherein the teacher gives a host of commands with the students then responding by "acting out" the command: "Stand up", "Go to the door", "Sit down", etc. Kinetic movement of the hands and arms is incorporated in lieu of rote memorization. Student speech is delayed until they feel comfortable enough to give other students commands too. TPR is very effective in teaching temporal states, personal pronouns, and other deep grammatical structures.

6. **The Silent Way (1960s-2000s):** Dr. Caleb Gattegno, originally out of Alexandria, Egypt, introduced this classroom technique wherein the teacher remains silent while pupils output the language on cue through perpetual prompting. This is the *production before meaning* school of thought and practice. A color-coded phonics (sound) chart called a *fidel*, with both vowel and consonant clusters on it, is projected onto a screen to be used simultaneously with a pointer, thus permitting the pupil to produce orally on a continuous basis in the target language, via a sequence of phonemes or sound units. Brightly colored Cuisenaire rods, which are also used in Mathematics, are integrated into this method (used as manipulatives) for pupils to learn spatial relationships, prepositions, colors, gender and number concepts, and to create multiple artificial settings through their physical placement. Lines or blank spaces on a chalkboard represent syllables, devoid of letters in them, for a subliminal, collective memory experience in recall for

the students. Students are encouraged to self-correct their pronunciation errors through manual gesticulation on the part of the instructor. Modeling of correct pronunciation for students is discouraged. The greatest strength of this method lies in its ability to draw students out orally, while the teacher "takes a back seat". This method works most effectively with round tables being used to promote small group discussion and for ample student rotation. In general, reliance on and the use of a structured textbook or an outlined syllabus is much discouraged during the initial phases of learning. The Silent Way truly gives students a spoken facility.

7. **Suggestopedia (1960s-2000s):** This extremely esoteric, *avant-garde* method is subconsciously subliminal in texture. It is based on the pioneering efforts in 1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov and on his techniques into *superlearning*. Classes are small and intensive, with a low-stress focus. Material is presented in an especially melodic and artistic way. By activating the right "creative side" of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long-term memory. This innovative approach to language pedagogy maximizes the learners' natural holistic talents. Background classical or baroque chamber music, oftentimes accompanied with soft lights, pillows or cushions on the floor for relaxation, accentuate active and passive meditations, sñances, yoga, breathing exercises leading into the "alpha state", songs for memorization purposes, therapy sessions and stream-of-consciousness catharsis in the target language with little reliance on English. Little emphasis on grammar is given. Such non-verbal communication as kinesics, paralanguage, environmental proxemics, and oculesics can be incorporated into the method, along with Robert Rosenthal's Pygmalia used in the classroom. Soviet Hypnopedia (sleep-learning) which was developed by such researchers as A.M. Syvadoshch in Leningrad and by L.A. Bliznitchenko in Kiev, Sophrology (a memory training system), the Tomatis Approach, Schultz-Luthe's autogenic therapy, Suggestology, and the Suzuki Method of learning music are considered to be closely related to this Bulgarian approach. This method has sprung two offshoots or derivatives which include Donald Schuster's Suggestive-Accelerative Learning and Teaching (or **SALT**) and Lynn Dhority's Acquisition through Creative Teaching (or **ACT**). Like other "modern" approaches, language is perceived *globally* (in chunks or blocks), while attention to fine tuning or to detail comes later.

8. **Community Language Learning/CLL: (1960s-2000s):** This creative, dynamic, and non-directive approach to language learning was first elaborated by Charles Curran. It is designed to ease the learner into gradual independence and self-confidence in the target language. This is also known as the *Counseling-Learning method*. Curran's approach is beyond simply a methodical pedagogy, but is rather a veritable philosophy of learning which provides



profound, even quasi-theological reflections on humankind! It encourages holistic learning, personal growth, and self-development. Learning a language is not viewed necessarily as an individual accomplishment, but rather as a collective experience, something to be disseminated out into the community at large at a later stage in the second-language acquisition process. Its basic premise can be found in the acronym **SARD**: **S** stands for *security* (to foster the student's self-confidence), **A** represents *attention* or *aggression* (the former an indication of the learner's involvement, the latter their frustration level), **R** equals *retention* and *reflection* (what is retained is internalized and ultimately reflected upon), and **D** denotes *discrimination* (the learner can now discriminate through classifying a body of material, seeing how one concept interrelates to another previously presented structure). Student "participants" are thus allowed to register abstracted grammar both peripherally and semi-consciously.

9. **"Total immersion technique"**: This generalized technique in foreign language pedagogy "immerses" or "submerges" the student directly and immediately into the target language from the first opening day or hour of class. There are basically two (2) types of total immersion approaches: (a) *effective* and (b) *ineffective*. An *effective total immersion* environment begins in hour one wherein the teacher speaks the foreign language slowly, clearly, and uses easily understandable and comprehensible cognates, at least to the best of his or her ability as a foreign language professional educator. These closely and oftentimes immediately recognizable related words may differ only slightly in pronunciation or spelling from the student's native language. Hand gesticulation, appropriate modeling, various *realia* (such as picture files or photos), and sometimes TPR can facilitate such effectiveness. An *ineffective total immersion* approach occurs when the teacher opens class by speaking rapidly at native speed as if the students were residing within the target culture, as if they were inputting the attempted language on an hourly, daily basis. In essence, the student is being treated as if they were living in the country where the foreign language is predominant. Thus, the intended language "goes over the heads" of the students from the very first day of class, thus creating a distancing and ultimate loss of the student's attention and cognitive awareness of just what is being communicated in class. Either type of immersion oftentimes overlaps any or all of the above-mentioned methods in second-language (L2) acquisition.

#### **1.4. Language Teaching approaches.**

In learning languages, a distinction is usually made between mother tongues, second languages, and foreign languages. A mother tongue is the first language or languages one learns

(or acquires) as a child. When immigrants come to a new country and learn the language of that country, they are learning a second language. On the other hand, when English-speaking students in the United States learn French or Spanish in school, or when Brazilians study English in Brazil, they are learning a foreign language. The acronyms ESL and EFL stand for the learning of English as a Second and as a Foreign Language.

Many theories about the learning and teaching of languages have been proposed. These theories, normally influenced by developments in the fields of linguistics and psychology, have inspired many approaches to the teaching of second and foreign languages. The study of these theories and how they influence language teaching methodology today is called applied linguistics.

The **grammar-translation** method (18th, 19th and early 20th century), for example, is an early method based on the assumptions that language is primarily graphic, that the main purpose of second language study is to build knowledge of the structure of the language either as a tool for literary research and translation or for the development of the learner's logical powers, and that the process of second language learning must be deductive, requires effort, and must be carried out with constant reference to the learner's native language.

The **audiolingual** approach, which was very popular from the 1940s through the 1960s, is based in structural linguistics (structuralism) and behavioristic psychology (Skinner's behaviorism), and places heavy emphasis on spoken rather than written language, and on the grammar of particular languages, stressing habit formation as a mode of learning. Rote memorization, role playing and structure drilling are the predominant activities. Audiolingual approaches do not depend so much on the instructor's creative ability and do not require excellent proficiency in the language, being always railed to sets of lessons and books. Therefore, they are easy to be implemented, cheap to be maintained and are still in use by many packaged language courses (especially in Brazil).

By the middle of the 20th century cognitive psychologists like [Vygotsky](#) and [Piaget](#) bring up theories that help to explain the limited effectiveness of the traditional prescriptive and mechanistic approaches to language teaching. These theories serve as a basis for the new **natural-communicative approaches**.

Beginning in the 1950s, [Noam Chomsky](#) and his followers challenged previous assumptions about language structure and language learning, taking the position that language is creative (not

memorized), and rule governed (not based on habit), and that universal phenomena of the human mind underlie all language. This "Chomskian revolution" initially gave rise to eclecticism in teaching, but it has more recently led to two main branches of teaching approaches: the humanistic approaches based on the charismatic teaching of one person, and content-based communicative approaches, which try to incorporate what has been learned in recent years about the need for active learner participation, about appropriate language input, and about communication as a human activity. Most recently, there has been also a significant shift toward greater attention to reading and writing as a complement of listening and speaking, based on a new awareness of significant differences between spoken and written languages, and on the notion that dealing with language involves an interaction between the text on the one hand, and the culturally-based world knowledge and experientially-based learning of the receiver on the other.

There have been developments such as a great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on development of communicative, as opposed to merely linguistic, competence.

In addition to Chomsky's generativism, the advances in cognitive science and educational psychology made by Jean Piaget and Lev Semenovich Vygotsky in the first half of the century strongly influenced language teaching theory in the 1960s and 70s. These new trends favoring more humanistic views and putting a greater focus on the learner and on social interaction gave way to the **Natural** (USA) and **Communicative** (England) approaches. Psychologist Charles Curran's Community Language Learning and [Krashen's](#) and Terrell's Natural Approach (in the 1980s) are good examples of this latest trend in language teaching that Hammerly calls *Communicative Aquisitionist Naturalistic megatheory* of language instruction.

### **1.5. Teaching English with Information Technology.**

The problems of teaching English with Information technology has always been in the center of the worldwide specialists. One of the leading specialists of this branch of science is David Gordon Smith and his partner Eric Barber. In 2005 they published a very interesting book on this problem "Teaching English with Information Technology" to share their ideas with other

specialists in this field provide some recommendations for beginner specialists.

This is a very readable, stimulating, informative book and I am keen to bring it to the attention of members.

The authors know that a lot of teachers are suspicious of IT (information technology) and that such teachers argue it is quite possible to teach without a computer. David Smith and Eric Baber agree, but point out that the computer and the internet are valuable extra tools in the teacher's arsenal.

The authors appear to the reviewer to have made the sensible assumption that the average classroom is without a connection to the internet and a central point of theirs is that the web comes into its own as a resource for planning lessons, i.e. for the teacher in his or her study , noting that "... this material is already in electronic form, making it simplicity itself to copy and paste texts into a word processor, ready for being made into exercises."

They also have an engaging habit of gently enticing the reader further into the field of IT: "Now that you have seen how simple the basics of HTML are, you might be interested in trying to learn another frequently used programming language." "Now that you have your own website, you might be interested in acquiring your own domain."

The authors have a very clear, readable style and an ability to give a basic minimum of technical information – just enough to understand what is being presented. They concentrate on how to use the technology to teach, not on the technology for its own sake.

Their publishers have reinforced the clarity of their writing with clear fonts and clean page design.

The Amazon synopsis reads:

“This new practical guide for teachers provides an introduction to, and rationale for, using information technology when teaching English. The book explains how teachers can use e-learning in English language teaching. The topics covered include using email; the importance of the web in ELT (covers websites; using audio and video clips from the web, web activities, webquests and treasure hunts); using CD-ROMs; professional training on the web for online teacher training and online teaching communities; audio- and video-conferencing and text chat; learning management systems; and finally, using standalone software on desktop computers.”

What that summary does not include is mention of the dozens of practical suggestions for the use of the products of IT in the classroom (70 in Chapter 2 alone and more, for example, in the chapters on standalone software and blogs.)

This is a beginners’ book, but those who have already taken their first steps in IT may still find there are new tips and references of use. and coverage of areas of IT that they have not investigated. The book provides an excellent overview of the whole field.

The book contains appendices of: website addresses for each chapter - language-learning CD-ROMs, recommended books, keyboard shortcuts and a glossary of IT terms.

Aware of how quickly things change on the internet, the authors have taken the wise decision not to have full URLs (website addresses) in the body of the book which may quickly go out-of-date. They are all contained, though, in their full form, in an appendix which will be kept up-to-date online at <http://www.modernenglishpublishing.com>

Highly recommended for the individual teacher, teachers in training and the shelves of the staff room library.

## Conclusions on the first chapter.

Language education is the teaching and learning of a language. It can include improving a learner's mastery of her or his native language, but the term is more commonly used with regard to second language acquisition, which means the learning of a foreign or second language and which is the topic of this article. Some scholars differentiate between acquisition and learning. Language education is a branch of applied linguistics.

When talking about language skills, the four basic ones are: *listening, speaking, reading and writing*. However, other, more socially-based skills have been identified more recently such as summarizing, describing, narrating etc. In addition, more general learning skills such as study skills and knowing how one learns have been applied to language classrooms.

In the 1970s and 1980s the four basic skills were generally taught in isolation in a very rigid order, such as listening before speaking. However, since then, it has been recognized that we generally use more than one skill at a time, leading to more integrated exercises. Speaking is a skill that often is underrepresented in the traditional classroom. This could be due to the fact that it is considered a less-academic skill than writing, is transient and improvised (thus harder to assess and teach through rote imitation).

More recent textbooks stress the importance of students working with other students in pairs and groups, sometimes the entire class. Pair and group work give opportunities for more students to participate more actively. However, supervision of pairs and groups is important to make sure everyone participates as equally as possible. Such activities also provide opportunities for peer teaching, where weaker learners can find support from stronger classmates.

When employing role-plays, debates, topic discussions, etc., I have noticed that some students are often timid in expressing their viewpoints. This seems due to a number of reasons:

- Students don't have an opinion on the subject
- Students have an opinion, but are worried about what the other students might say or think
- Students have an opinion, but don't feel they can say *exactly* what they mean

- Students begin giving their opinion, but want to state it in the same eloquent manner that they are capable of in their native language
- Other, more actively participating students, feel confident in their opinions and express them eloquently making the less confident students more timid

Pragmatically, conversation lessons and exercises are intended to improve conversational skills. For this reason, I find it helpful to first focus on building skills by eliminating some of the barriers that might be in the way of production. Having been assigned roles, opinions and points of view that they do not necessarily share, students are freed from having to express their own opinions. Therefore, they can focus on expressing themselves well in English. In this way, students tend to concentrate more on production skills, and less on factual content. They also are less likely to insist on literal translations from their mother tongue.

Implementing this approach can begin slowly by providing students with short role plays using cue cards. Once students become comfortable with target structures and representing differing points of view, classes can move onto more elaborated exercises such as debates and group decision making activities. This approach bears fruit especially when debating opposing points of view. By representing opposing points of view, students' imagination are activated by trying to focus on all the various points that an *opposing* stand on any given issue may take. As students inherently do not agree with the view they represent, they are freed from having to invest emotionally in the statements they make. More importantly, from a pragmatic point of view, students tend to focus more on correct function and structure when they do not become too emotionally involved in what they are saying.

In learning languages, a distinction is usually made between mother tongues, second languages, and foreign languages. A mother tongue is the first language or languages one learns (or acquires) as a child. When immigrants come to a new country and learn the language of that country, they are learning a second language. On the other hand, when English-speaking students in the United States learn French or Spanish in school, or when Brazilians study English in Brazil, they are learning a foreign language. The acronyms ESL and EFL stand for the learning of English as a Second and as a Foreign Language.


Many theories about the learning and teaching of languages have been proposed. These theories, normally influenced by developments in the fields of linguistics and psychology, have inspired

many approaches to the teaching of second and foreign languages. The study of these theories and how they influence language teaching methodology today is called applied linguistics.



## Chapter II. New Learning Technologies in the Foreign Language Education.

### 2.1. Language Educational Technologies.

 **Definitions.** Educational technology is a wide field. Therefore, one can find many definitions, some of which are conflicting. Educational technology can be considered either as a design science or as a collection of different research interests addressing fundamental issues of learning, teaching and social organization. Nevertheless, there are a few features on which most researchers and practitioners might agree:

1. Use of technology is principled: Technology means the systematic application of scientific knowledge to practical tasks. Therefore, educational technology is based on theoretical knowledge drawn from different disciplines (communication, education, psychology, sociology, philosophy, artificial intelligence, computer science, etc.) plus experiential knowledge drawn from educational practice.
2. Educational technology aims to improve education. Technology should facilitate learning processes and increase performance of the educational system(s) as it regards to effectiveness and/or efficiency.

**Educational technology** is a very wide field. Therefore one can find many definitions, some of which are conflicting.

- [Technology](#) means the systematic application of scientific or other organized knowledge to practical task. Therefore, **educational technology** is based on theoretical knowledge from different disciplines (communication, psychology, sociology, philosophy, artificial intelligence, computer science, etc.) plus experiential knowledge from educational practise (Natalie Descryver)
- Educational technology is the use of technology to improve education. It is a systematic, iterative process for designing instruction or training used to improve performance. Educational technology is sometimes also known as instructional technology or learning technology. ([Wikipedia:Educational technology](#))
- The study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

- A definition centered on its process: "A complex, integrated process involving people, procedures, ideas, devices, and organization, for analyzing problems, and devising, implementing, evaluating and managing solutions to those problems, involved in all aspects of human learning".
- "One definition of Educational Technology is that it is a systematic, iterative process for designing instruction or training used to improve performance" ([Encyclopedia of Educational Technology](#))
- Lachance et al. (1980:183) also focus on the the process idea: la technologie éducative en tant que processus systématique intégrant les diverses fonctions du processus éducatif. Elle vise, d'une part, à analyser des problèmes reliés à l'enseignement et/ou à l'apprentissage et, d'autre part, à élaborer, implanter et évaluer des solutions à ces problèmes par le développement et l'exploitation des ressources éducatives (cited by Lapointe, 1991).
- Educational Technology (Information Technology) according to [International Technology Education Association](#)
  1. Teaches with technology (uses technology as a tool)
  2. Primarily concerned with the narrow spectrum of information and communication technologies
  3. Primary goal: To enhance the teaching and learning process

**Terminology issue:** *Educational technology* is a field. A *educational technology* refers to a technology that is particularly suited for education plus its usage/range of applications maybe. See the [educational technologies](#) article and the category [educational technologies](#).

See also: [Instructional technology](#) which is sometimes used as a synonym, sometimes not.

- Technology that is used as tool in education ... it's not just technology
  1. Using multimedia technologies or audiovisual aids as a tool to enhance the teaching and learning process. [International Technology Education Association](#) ... it's not just multimedia

- Field of education centered on the design and use of messages and physical support conditioning pedagogical situations and learning process. [\[3\]](#) ... it's not just conditioning

## **Goals of Educational Technology**

Educational technology research always had an ambitious agenda. Sometimes it only aims at increased efficiency or effectiveness of current practise, but frequently it aims at pedagogical change. While it can be considered as a design science it also addresses fundamental issues of learning, teaching and social organization and therefore makes use of the full range of modern social science and life sciences methodology.

"Technology provides us with powerful tools to try out different designs, so that instead of theories of education, we may begin to develop a science of education. But it cannot be an analytic science like physics or psychology; rather it must be a design science more like aeronautics or artificial intelligence. For example, in aeronautics the goal is to elucidate how different designs contribute to lift, drag maneuverability, etc. Similarly, a design science of education must determine how different designs of learning environments contribute to learning, cooperation, motivation, etc." (Collins, 1992:24).

Technology is therefore both a tool and a catalyzer and it can become a medium through which change can happen.

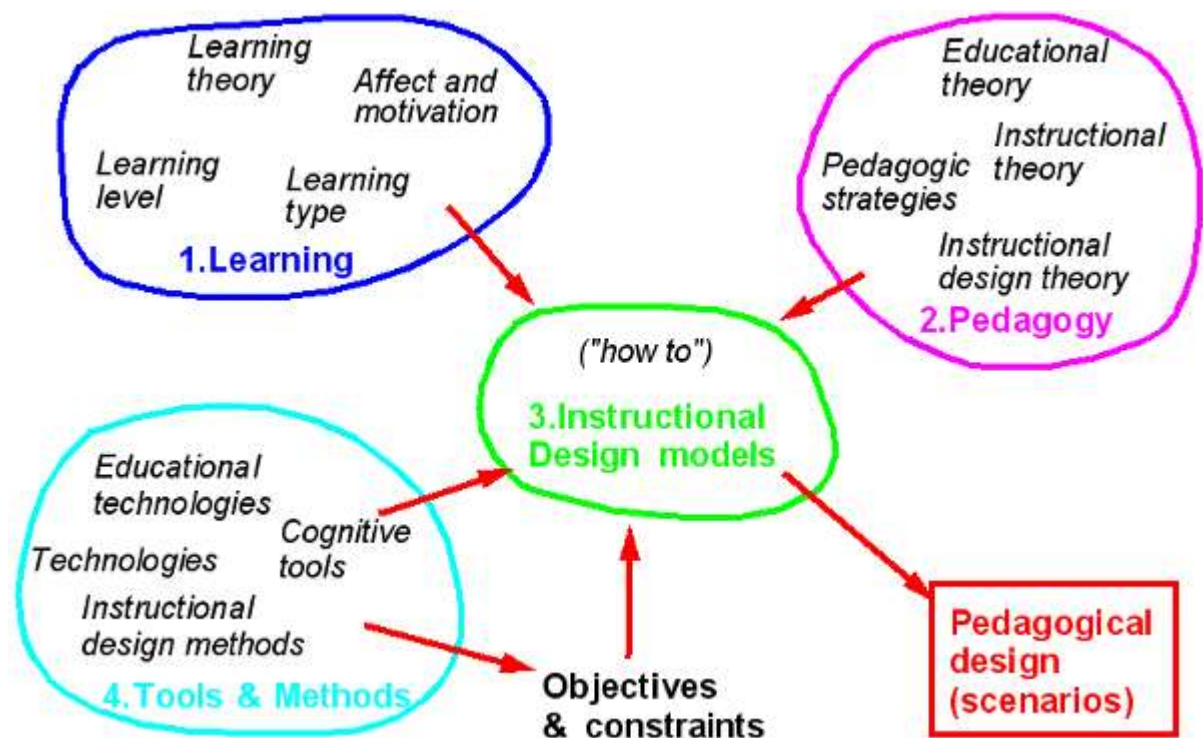
Educational technologists would not therefore consider the computer as just another piece of equipment. If educational technology is concerned with thinking carefully about teaching and learning, then a computer has a contribution to make irrespective of its use as a means of implementation, for the design of [computer-based learning](#) environments gives us a new perspective on the nature of teaching and learning and indeed on general educational objectives. (O'Shea and Self: 1983: 59).

Defining the field is both simple (e.g., see the [definitions at the top](#)) and difficult. There are a several perspectives.

## From an instructional design perspective

Besides being a field of research, Educational Technology is synonymous for { Pedagogy, Learning, [Instructional design](#), etc.} **with technology** and therefore also an engineering discipline, a [design science](#) or an craft (whatever you prefer).

In order to define educational technology we may ask ourselves what constitutes an [instructional design](#) and what disciplines look at these constituents.



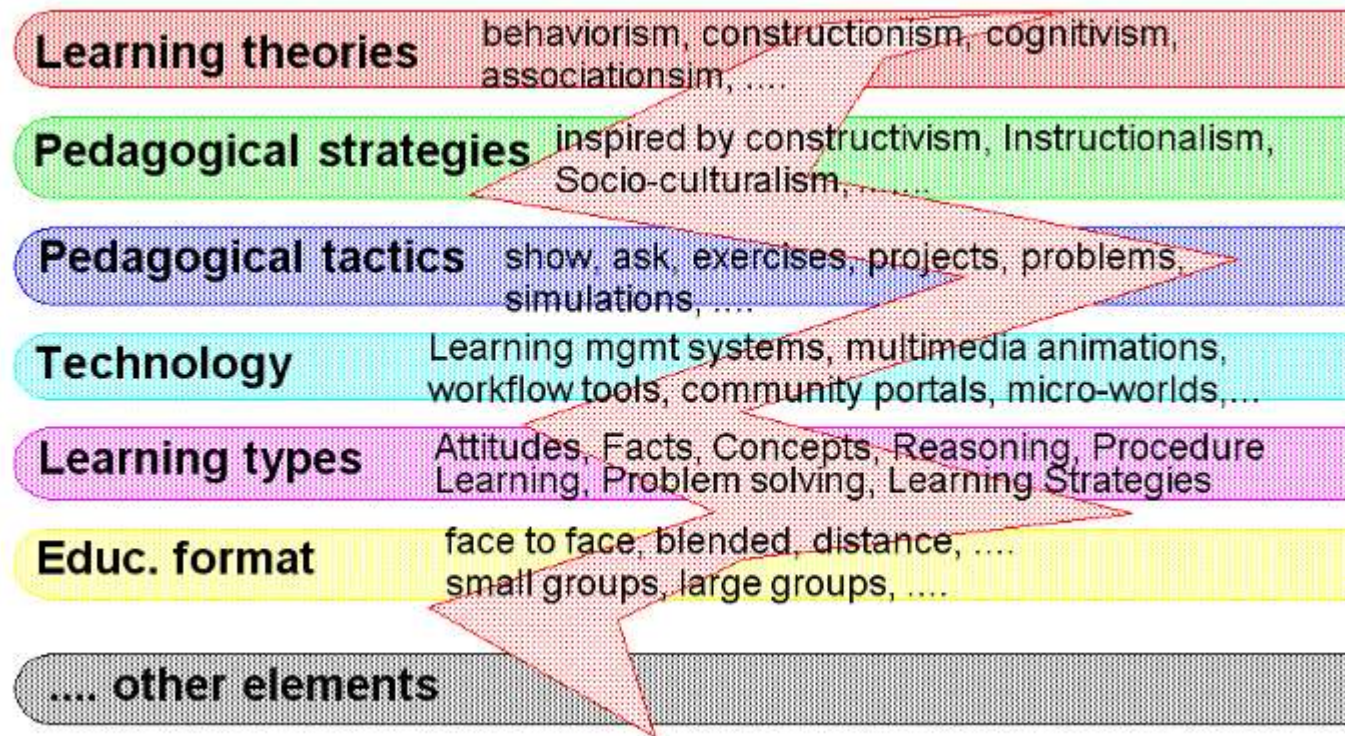
### The instructional design space.

Even from a pure "engineering perspective," it doesn't make much sense to talk about Educational Technology just in terms of [Instructional design models](#) or [instructional design methods](#). An instructional designer also feels concerned by more fundamental disciplines like general [learning theory](#) or [pedagogical theory](#). These theories provide interesting insights on issues like the relation between [learning type](#) or [learning level](#) and appropriate [pedagogic strategy](#), how [affect and motivation](#) may influence the learning process, what multimedia design can learn from theories on [human information processing](#) or [cognitive load](#), why [metacognition](#) and [collaborative learning](#) is important etc.



### From a design-research oriented perspective

More [design-oriented](#) educational technologists rather look a cross-section of several phenomena, i.e., they adopt an interdisciplinary approach that will ultimately lead to better pedagogical designs in a given area.



### From a fundamental research perspective

Many researchers in the field rather adopt a more fundamental research stance and they focus on small well defined problems such as "under which conditions can multimedia animations be effective."

### From an institutional perspective

A field is implicitly defined by journals, conferences and study programs.

The 1980's and 1990's produced a variety of schools that can be put under the umbrella of the label [Computer-based learning](#) (CBL). Frequently based on [constructivist](#) and [cognitivist](#) learning theories, these environments focused on teaching both abstract and domain-specific

problem solving. Preferred technologies were micro-worlds (computer environments where learners could explore and build), [simulations](#) (computer environments where learner can play with parameters of dynamic systems) and hypertext.

Digitized communication and networking in education started in the mid 80s and became popular by the mid-90's, in particular through the World-Wide Web (WWW), eMail and Forums. There is a difference between two major forms of online learning. The earlier type, based on either *Computer Based Training* (CBT) or [Computer-based learning](#) (CBL), focused on the interaction between the student and computer drills plus tutorials on one hand or micro-worlds and simulations on the other. Both can be delivered today over the WWW. Today, the prevailing paradigm in the regular school system is [Computer-mediated communication](#) (CMC), where the primary form of interaction is between students and instructors, mediated by the computer. CBT/CBL usually means individualized (self-study) learning, while CMC involves teacher/tutor facilitation and requires scenarization of flexible learning activities. In addition, modern ICT provides education with tools for sustaining learning communities and associated knowledge management tasks. It also provides tools for student and curriculum management.

In addition to classroom enhancement, learning technologies also play a major role in full-time distance teaching. While most quality offers still rely on paper, videos and occasional CBT/CBL materials, there is increased use of e-tutoring through forums, instant messaging, video-conferencing etc. Courses addressed to smaller groups frequently use [blended](#) or hybrid designs that mix presence courses (usually in the beginning and at the end of a module) with distance activities and use various pedagogical styles (e.g., drill & practise, exercises, projects, etc.).

The 2000's emergence of multiple mobile and ubiquitous technologies gave a new impulse to situated learning theories favoring learning-in-context scenarios. Some literature uses the concept of integrated learning to describe blended learning scenarios that integrate both school and authentic (e.g., workplace) settings.

## **2.2. Families of Educational Technologies.**

Today we are facing a wide range of pedagogical strategies and available technologies. Classification schemes taking into account both dimensions can become very complex, e.g. Joyce (2000) or Reeves & Reeves (1998). We will present both simple and more complex

attempts but also take into account that pedagogical designs and technologies can be combined in certain ways, e.g., one can integrate activity-oriented courseware like a simulation within an content-oriented [LMS](#).

### **Content vs. communication**

We distinguish between two big families: (1) content or [courseware](#) oriented and (2) communication/activity oriented. This typology reflects 2 fundamentally different stances that can be found as well in research and practice.

1. Courseware oriented
  1. Contents with low interactivity: computer-based training (CBT), web-based training (WBT), Multimedia, main-stream E-learning including Learning technology systems like LMSs.
  2. Activity oriented: Computer-based learning, Microworlds, Simulations, Hypertext, (some) CSCL, Intelligent tutoring systems
2. Computer-mediated communication (CMC) oriented
  1. Activity-based and community oriented: C3MS (Community portals), Wikis where students write.
  2. Activity-based: LMSs like Moodle, Groupware,
  3. Cognitive tools: (some) CSCL, e.g., Writing-to-learn tools like Knowledge forum
  4. Communication tools (often combined with others): Instant messaging, Forums, Videoconferencing

This distinction is similar to Schulmeister's e-learning types A and B.

According to learning types

Baumgartner & Kalz (2004) distinguished three major teaching forms. This framework was then used to evaluate functionality of technology. It also can be be used to categorize current on-line teaching practice.

Table 1: Three major forms of pedagogies and associated technologies (adapted from Baumgartner & Kalz, 2004).

<b>Dominant Strategy</b>	<b>Transfer (teaching I)</b>	<b>Tutoring (teaching II)</b>	<b>Coaching (teaching III)</b>
<b>Knowledge type</b>	Factual knowledge, "know-that"	Procedural knowledge, "know-how", problem solving, concepts	Social practice, "knowing in action"
<b>Aims of Teaching</b>	Transfer of propositional knowledge	Presentation of predetermined problems	Action in (complex and social) situations
<b>Learning goal</b>	to know, to remember	to do, to practice, to argue	to cope, to master
<b>Assessment</b>	Production of correct answers	Selection of correct methods and its use	Realization of adequate action strategies
<b>Learning content type</b>	Verbal knowledge, Memorization	Skill, Ability	Social Responsibility
<b>Teaching and learning strategies and activities</b>	to teach, to explain	to observe, to help, to demonstrate	to cooperate, to support
<b>Preferred technologies</b>	<a href="#">e-instruction</a> using <a href="#">learning management systems</a> (LMS) or <a href="#">learning content management systems</a> (LCMS). Also referred to as <a href="#">web-based training</a> (WBT).  <a href="#">Multimedia</a> presentations <a href="#">Computer-based training</a>	<a href="#">Computer-based learning</a> : <a href="#">simulations</a> , <a href="#">microworlds</a> , <a href="#">intelligent tutoring systems</a>  <a href="#">e-tutoring</a> combined with <a href="#">e-instruction</a> using <a href="#">LMSs</a> <a href="#">computer-supported collaborative learning</a> (CSCL)  <a href="#">e-moderation</a> : <a href="#">forums</a> ,	E-Coaching using Collaborative <a href="#">Content management systems</a> (Portals, <a href="#">Wikis</a> , etc.), collaborative mobile technology, <a href="#">Cognitive tools</a> such as Knowledge Forums, <a href="#">social software</a> , etc.



		<a href="#">weblogs</a> , <a href="#">groupware</a> including conferencing and application sharing	
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One can argue that the Baumgartner and Kalz typology does a good job in relating learning to teaching to technology. However, for a more differentiated view of learning, see the [learning types](#) and [learning levels](#) discussion. See some further discussion in the [learning theory](#) and [pedagogic strategy](#) article.

### According to interaction types

Moore (1989) distinguishes three types of interaction in distance education and that also can be useful to categorize educational technologies:

1. Student-content interaction refers to [Courseware](#) oriented activities, e.g., reading texts, working with interactive multimedia, produce assignments.
2. Student-instructor interaction refers to all things related to [tutoring](#)
3. Student-student interaction refers to all kinds of [collaborative learning](#)

According to Lou et al. (2006:141) other more recently introduced categories (first three by Anderson, 2003) are:

1. instructor-instructor interaction
2. instructor-content interaction (e.g., authoring systems)
3. content-content interaction (e.g., automatic retrieval)
4. learner-interface interaction

**Design methodologies and research approaches.** Researchers in educational technology adopt different stances of what it means to practice academic research. One may initially distinguish a series of levels going from the conceptual to the technical:

1. Fundamental research: Many researchers in the field choose to adopt a more fundamental research stance focusing on small well-defined problems such as “under which conditions can multimedia animations be effective”.

2. Technology-supported instructional design applied to various domains of education; major categories are distance teaching, blended teaching, computer-enhanced classroom teaching, industrial training. Other specializations may concern subject matters (e.g. science or language teaching) or approaches (direct instruction vs. project-oriented learning for example).
3. Research on the design and application of technologies. Researcher may specialize on subjects like the use of computer simulations in education or more technically, how to build authoring and learning environments for simulations.

Some researchers may combine a fundamental research perspective with a particular kind of instructional design and a particular kind of technology. Depending upon these options, research interests and research methodology will not be the same. From the possible combinations there are probably two major strands of thought that can be identified:

- Educational technology as part of the learning sciences. Research is inspired by and contributes to modern learning theory. This strand includes research communities like computer-supported collaborative learning, intelligent tutoring systems, ubiquitous computing.
- Educational technology as instructional technology. It is inspired by and contributes to instructional design theory and methodology. This strand includes research communities on e-learning, distance teaching, multimedia design.

Educational technology can be considered as a design science and as such, it has developed some specific research methodology like “Design-based research”. However, since it addresses also all fundamental issues of learning, teaching and social organization, educational technology makes use of the full range of modern social science and life sciences methodology. Globally speaking, research methodology for educational technology relies on general research methodology, in particular on approaches of the social sciences.

### **2. 3. The Main Points for Teachers of English as a Foreign Language.**

There are many ways to learn English as a foreign language. One of the most popular methods is called the "communicative method," or "student-centred" learning.

With the demand for English teachers worldwide, along with the globalization of commerce and education, teaching English as a foreign language had become an emerging niche in the field of

language teaching.

The communicative method is the teaching method endorsed by TEFL board Accreditation and other professional organizations.

#### Teaching Certificates for the Communicative Method

There are three main certificates that are awarded after a period of training:

- TEFL (Teaching English as a Foreign Language)
- TESOL (Teaching English to Speakers of Other Languages)
- CELTA (Certificate in English Language Teaching to Adults)

Additionally, there are two advanced programs for people who wish to further their career opportunities:

- DELTA (Diploma in English Language Teaching to Adults)
- MA in TESOL (Master of Arts in Teaching English to Students of Other Languages)

#### The Main Points of the Communicative Method

- Students learn grammar and vocabulary through context.
- Students learn English in a way that allows them to use the language in real life.
- English students learn by complete immersion, by studying with native English speakers.
- There is little or no translation provided.
- Students must communicate with their teacher and with each other in English only.
- There is a strong emphasis on self-correction and peer-correction.
- Lessons always include pair or group work activities.

#### The Lesson Plan of a Communicative Method Class

There are three main parts of a successful student-centred lesson plan:

There is always a "warmer" to get students comfortable and in the mood to study the topic at hand. Teachers spend several minutes eliciting responses from their students by asking them questions, showing them interesting pictures, playing songs, or showing a short movie clip.

The bulk of the lesson is based on student activities. Students practice (with partners or groups) working on vocabulary and grammar through a text. The text can be a short story, a newspaper article, a song, a poem, or other type of text appropriate to the age level and ability of the students.

At the end of the lesson, students use the language they have learned freely. This means either speaking or writing using the vocabulary or grammar learned.

#### Student-Centred Learning in a Nutshell

Students who learn English through "teacher-centred" learning (this is a teacher simply lecturing to his or her students) will generally learn grammar points, but have little ability to

actually use the grammar in real-life situations.

With student-centred learning, students are encouraged to use context to find the definitions of words and phrases, and also to speak English as much as possible. Teachers of this method sometimes say that the only way to learn how to speak English is to speak English.

In many ways, the communicative method of learning English is the same way as learning how to ride a bike or drive a car. It is also the way children learn their own language. By the time children reach the age when they enter grammar school, they are fluent in their native language because they were immersed in it.

The most important thing for English students (and teachers) to remember is to speak English as often as possible, and to not let the fear of making mistakes deter them from using the language.

### **Language Teaching Methods.**

In language study, as in life, if a person is the same today as he was yesterday, it would be an act of mercy to pronounce him dead, and to place him in a coffin rather than in a classroom. - John A. Rassias, *Philosophy of Language Instruction*, 1967

### **What are the Methods of Teaching?**

Many different language teaching methods have been used throughout history. So, what are the methods of teaching that could be considered as the best methods of teaching? - Unfortunately, there is no prescriptive answer. Each method had its supporters as well as its critics. Some methods have been criticized, rejected and are not used anymore; others are widely used today in many countries; still others have a few followers but are not very popular. Obviously different methods and approaches work differently for different people and a universal optimum method will probably never be invented. However, the following questions are being asked every day: Which is the best language teaching (or learning) method? How to learn (or teach) a foreign language effectively? What is the method of teaching I should use?

### **Which is the Best Language Teaching Method?**

There is no evidence that a certain method is superior to other methods and is suitable for all language teachers and all learners in all situations. There is no 'best method' of teaching a foreign language, and it is the job of the language teacher to decide which method (or a combination of methods!) can be best applied during the different stages of the teaching process, and in view of that, design a course, prepare teaching materials, select textbooks, and write lesson plans to meet the objectives. Below we will briefly discuss the basic and the most widely spread language teaching methods and will reflect on their efficiency.

### **Revision of the Basic Teaching Methods.**

### **Content Based Teaching Method.**

Content Based Language Teaching Method or Content Based Instruction (CBI) focuses on the subject matter. The centre of attention can be academic courses such as basic study skills, computers, geography, or cultural knowledge. CBI is effective because students acquire language skills with an emphasis on meaningful content rather than on the language itself. CBI results not only in language acquisition but also in content learning (gaining knowledge), increased motivation, and greater opportunities for employment. Language teachers can create content-based lessons or units by using technology.

### **Communicative Language Teaching Method.**

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction and is based on the idea that the goal of learning L2 is to gain communicative competency. It focuses on the functional aspects of language and less on the formal grammatical structures. Task-based, problem-solving activities, exchange of personal information and open-ended questions are used as the most important means of communication. The focus is on the development of skills related to the ability of expressing and understanding personal ideas, opinions, feelings and needs. Students work in small groups with selected authentic, 'real-life situation' materials and case studies.

### **The Audio-Lingual Method.**

The Audio-Lingual Method (or the Aural-Oral Method) focuses on listening to language models and acting in everyday situations. Learners are given short dialogs to memorize from the tape and to present them as accurately as possible. Students practice patterns of language and drill them until response becomes automatic. This method if appropriately combined with CLT and CBI methods can effectively improve language skills.

### **Total Physical Response Method.**

Total Physical Response (TPR) method is based on 'speech in action'. It was developed by an American professor of psychology James Asher. The method is founded on the principle that listening comprehension should be fully developed first, in a similar way when a child starts learning a language. Only when listening comprehension skills are fully developed, other skills should be developed. TPR method is suitable for mixed ability classrooms, for kinesthetic learners, and for students with learning disabilities.

### **The Direct Method.**

The Direct Method (or Natural Method) requires that all teaching is conducted in L2.

Although it aims at developing all four skills, it focuses on listening and speaking. No translation is used. This method was introduced by the German professor of phonetics Wilhelm Viëtor.

### **Lazanov's Method of Suggestopedia.**

Suggestopedia (lately called Desuggestopedia) was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov. The first element of Dr. Lazanov's Method is the positive suggestion that learning is easy (students feel relaxed and happy); the second element focuses on providing learners with large amounts of learning material at a level appropriate to their age and interests – pictures, dramatized texts, music, songs and games. This method works for both children and adults. However, it can be expensive.

### **Pimsleur Language Learning System.**

The Pimsleur System is based on the idea of natural language learning capabilities. It was designed and developed by Dr. Paul Pimsleur, an authority in the field of applied linguistics. He taught phonetics and phonemics at the University of California; later he was a Fulbright lecturer at the Ruprecht Karl University of Heidelberg. Dr. Pimsleur system is centered on four basic ideas: anticipation, graduated interval recall, core vocabulary, and organic learning. It enables learners, by using carefully designed audio-tape programs, to acquire effectively language skills in a similar way as children acquire their native language skills; develops languages skills quickly and without tedious drills.

### **Language Immersion.**

Language Immersion means that the learner is in a real life situation where he or she must use the target language. In an immersion school the student 'lives' the language, i.e. the target language becomes his/her lifestyle. Classes are taught entirely in the target language; in addition, learners live with a family where everyone uses only the learners' target language. Immersion programs can be categorized according to students' age: early immersion (4-8), middle immersion (9-11) and late immersion (11+). Immersion programs can be further classified according to degree of immersion: total immersion, partial immersion, bilingual immersion, FLES - Content-based Foreign languages in Elementary Schools immersion, and FLEX - Foreign Language Experience immersion. Language immersion environment is often created in language villages and summer camps.

### **Lernen durch Lehren.**

Lernen durch Lehren - Learning by Teaching - method was established by a famous German Professor Jean-Pol Martin. It is an effective method for students to learn by teaching their peers.

The students take the teacher's role and teach their peers. At present Learning by Teaching is a widely spread method not only in Germany but also in many other countries.

### **The Grammar Translation Method.**

The Grammar Translation Method was the principal method in Europe in the 19th century. It was based on teaching grammar structures and vocabulary with direct translations. Latin language (dead language) was successfully taught by using Grammar Translation Method. Little attention was paid to interpersonal communication or pronunciation. Today most experts admit that this method is ineffective.

### **Advanced Language Learning Software Tell Me More**

Advanced speech recognition technology allows learners to engage in real-life dialogues and conversations. The program features the patented S.E.T.S. (Spoken Error Tracking System) technology which provides learners with immediate feedback and the opportunity to improve their pronunciation. The software is distributed globally throughout Europe, Asia, South America, North America, the Pacific Rim, and the Middle East. It is available in English and in many other languages.

### **Which Method to Use?**

The teacher must decide which method or a combination of methods can be applied during the different stages of the teaching process. The selection should be determined by the students' age, educational background, class size, school requirements, learning objectives and other factors. The teacher has to decide how to design a course, prepare teaching materials, select textbooks, and write lesson plans to meet the objectives.

### **Confident Grammar System Method .**

New Confident Grammar System designed by Chris Louis can teach your students how to avoid embarrassing mistakes in English. They will get step-by-step coaching in the Success Audio Course with 8 in depth audio tutorials.

### **Language Teaching Methods.**

In language study, as in life, if a person is the same today as he was yesterday, it would be an act of mercy to pronounce him dead, and to place him in a coffin rather than in a classroom. - John A. Rassias, Philosophy of Language Instruction, 1967

### **What are the Methods of Teaching?**

Many different language teaching methods have been used throughout history. So, what

are the methods of teaching that could be considered as the best methods of teaching? - Unfortunately, there is no prescriptive answer. Each method had its supporters as well as its critics. Some methods have been criticized, rejected and are not used anymore; others are widely used today in many countries; still others have a few followers but are not very popular. Obviously different methods and approaches work differently for different people and a universal optimum method will probably never be invented. However, the following questions are being asked every day: Which is the best language teaching (or learning) method? How to learn (or teach) a foreign language effectively? What is the method of teaching I should use?

#### Which is the Best Language Teaching Method?

There is no evidence that a certain method is superior to other methods and is suitable for all language teachers and all learners in all situations. There is no 'best method' of teaching a foreign language, and it is the job of the language teacher to decide which method (or a combination of methods!) can be best applied during the different stages of the teaching process, and in view of that, design a course, prepare teaching materials, select textbooks, and write lesson plans to meet the objectives. Below we will briefly discuss the basic and the most widely spread language teaching methods and will reflect on their efficiency.

#### **2.4. ICT(Information and Communication technology) and Education**

Higher education contributes to the socio-economic development of a country. A better education system can enhance the social, scientific, technological improvement thus ultimately leading to economic growth of the country. Today higher education is considered as a capital investment and viewed as a vital aspect for economic as well as social development. With increase demand for higher education, the use of information and communication technology (ICT) is immense. This paper brings about the various challenges faced by ICT and the impact of technology in the higher education system.

The need for computers in higher education was felt in early 1980s, when microcomputers were readily available in the market for a relatively cheaper price. At the end of the decade, the term "Information technology" was introduced [1]. The increase of advanced computing into communication and technology led the education system in south Asian countries to revamp their methodology. The most serious challenges in education in this region were that nearly half the adult population is illiterate, the rate of participation in schooling is low and the quality of higher education is poor. But of lately the importance of higher education is felt by



every nation in this region. Due to this vision, in several developing nations there has been an education explosion during the second half of the twentieth century.

Impact of technology and challenges in South Asian higher education system: Information and communication technologies (ICT) have opened up many opportunities for e-learning, which is widely used at educational and training institutions. It promises learning without any limitations such as time, place and specific method of instructional methods. Many institutions have adopted this approach and have joined e-learning community.

The range of available technologies such as e-learning, web-based learning, computer accessed learning, and online learning has made it possible for teachers and student to select an appropriate method for gaining knowledge. Due to these advantages, enrollment in South Asian institutions has greatly increased, especially in distance education institution.

According British council, the new electronic technologies used in distant learning provides students with greater involvement in the process of learning. The interactive technologies also allow student to be more responsible and more active in their process of learning and thereby increasing the autonomy of the learner. Technology based higher education is current vision of 21st century by most of the developing countries, especially the third generation of technology based education. This is the most developed form and uses web-based education that is considered to be highly constructive approach and knowledge based [6]. The increasing advancement in technology is delivering a focused and high quality education to students involved in technology based education. Although there is an increasing demand for technology based education, there are issues tied to them. Many studies showed that most of South Asian students prefer face to face interaction. They consider this approach is more effective than fully online programs. Other factors that are likely interfering in the progress of the technology based education are localization of the curriculum, educational, cultural, technological, economical and legal constrains.

While the curriculum designed, sometimes fails to meet the need of students. This condition gets worsened in the transnational education. Due to poor economic conditions many students have limited access to the personal desktop computer, internet and email; they also did not have access to high –speed data network. This proved to be a hindrance to development of technology based education. Importance of face to face interaction is emphasized by South Asian student culture. They went ahead to convey that online interaction cannot emulate the class room interaction that greatly aid in student development. Cost effective of these technologies based education is also a serious concern in particular to developing countries. While most of the time it is found that online,

distance education is comparatively cost less than most of traditional higher education system. The requirement for setting up the technology cost huge investments. Higher education in South Asian countries is also faced with severe challenges in the form of various economic, social, political and moral changes and its future depends on the response made by its people to these challenges. Factors like population explosion, lack of resources, non-participation of the private sector, scarcity of qualified man power, inconsistency in the educational policies, political instability, inefficient educational management system, wastage of resources and poor implementation of programs posed a great challenge to the higher educational reforms.

Quality of the education provided in most of the South Asian countries is also under microscope. Attempts to realize specific objectives of quality tend to narrow down the scope and dissuade the efforts to attain quality. Various programs have been developed and implement to upgrade the quality of higher education in past two decade. Many of them aim at improving the professional competence of teachers so that they can deliver high quality instructions and thus significantly contributing to rise of the standard of higher education in developing countries. Apart from these it is also found that the absence proper teaching evaluation or teaching effectiveness make it difficult to assess and very few have succeeded while most of them saw failure. Yet there is a continuous attention given to improving the quality of education by these countries.

The students in most of the universities and colleges in South Asian countries feel that the condition of higher education delivered by these institutions is not up to the standard. They cite lack of physical and educational facilities as hindrance. Competence of most of the teachers in their subject area is also questioned by the students. They feel it difficult to indulge in research work due to lack of teacher's knowledge about research methodologies.

For emotional integration, education is considered to be playing an important role. It is felt that education should not only aim at providing knowledge but should develop all aspect of a student. Many a time it is felt that higher education in these countries fail to focus this issue. Instead of concentrating on the student development, these countries were giving more focus to the university administrations. This was one reason for not being able to efficiently utilize the available resources for the university expansion and development of higher education.

It is also found that most of the present course curricula are not up to the standard of higher education. There is need to focus on all the aspect of curriculum such as accessibility to student, fulfill the needs of the student , evaluation, well- equipped faculty, classroom etc. concerns of financing, budgeting and allocation of funds to various functionality of the university

are affecting the higher education system of South Asian countries. Involving faculty during proceeding such as decision making, administrative planning, capital expenditure and other policy implementation events is suggested as a realist measure for efficient distribution of funds in the university.

## **2.5. The Lesson Plan of a Communicative Method Class**

There are three main parts of a successful student-centred lesson plan:

There is always a "warmer" to get students comfortable and in the mood to study the topic at hand. Teachers spend several minutes eliciting responses from their students by asking them questions, showing them interesting pictures, playing songs, or showing a short movie clip.

The bulk of the lesson is based on student activities. Students practice (with partners or groups) working on vocabulary and grammar through a text. The text can be a short story, a newspaper article, a song, a poem, or other type of text appropriate to the age level and ability of the students.

At the end of the lesson, students use the language they have learned freely. This means either speaking or writing using the vocabulary or grammar learned.

### **Student-Centred Learning in a Nutshell**

Students who learn English through "teacher-centred" learning (this is a teacher simply lecturing to his or her students) will generally learn grammar points, but have little ability to actually use the grammar in real-life situations.

With student-centred learning, students are encouraged to use context to find the definitions of words and phrases, and also to speak English as much as possible. Teachers of this method sometimes say that the only way to learn how to speak English is to speak English.

In many ways, the communicative method of learning English is the same way as learning how to ride a bike or drive a car. It is also the way children learn their own language. By the time children reach the age when they enter grammar school, they are fluent in their native language because they were immersed in it.

The most important thing for English students (and teachers) to remember is to speak English as often as possible, and to not let the fear of making mistakes deter them from using the language.

### **Conclusions on the second chapter.**

Classroom data from a number of studies offer support for the view that form-focused instruction and corrective feedback provided within the context of a communicative program are more effective in promoting second language learning than programs which are limited to an exclusive emphasis on accuracy on the one hand or an exclusive emphasis on fluency on the other. Thus, we would argue that second language teachers can (and should) provide guided, form-based instruction and correction in specific circumstances. For example, teachers should not hesitate to correct persistent errors which learners seem not to notice without focused attention. Teachers should be especially aware of errors that the majority of learners in a class are making when they share the same first language background. Nor should they hesitate to point out how a particular structure in a learner's first language differs from the target language. Teachers might also try to become more aware of those structures which they sense are just beginning to emerge in the second language development of their students and provide some guided instruction in the use of these forms at precisely that moment to see if any gains are made. It may be useful to encourage learners to take part in the process by creating activities which draw the learners' attention to forms they use in communicative practice, by developing contexts in which they can provide each other with feedback and by encouraging them to ask questions about language forms.

Decisions about when and how to provide form focus must take into account differences in learner characteristics, of course. Quite different approaches would be appropriate for, say, a trained linguist learning a fourth or fifth language, a young child beginning his or her schooling in a second language environment, an immigrant who cannot read and write his or her own language, and an adolescent learning a foreign language at school.

It could be argued that many teachers are quite aware of the need to balance form-focus and meaning-focus, and that recommendations based on research may simply mean that our research has confirmed current classroom practice. Although this may be true to some extent, it is hardly the case that all teachers approach their task with a clear sense of how best to accomplish their goal. It is not always easy to step back from familiar practices and say, 'I wonder if this is really the most effective way to go about this?' Furthermore, many teachers are reluctant to try out classroom practices which go against the prevailing trends among their

colleagues or in their educational contexts, and there is no doubt that many teachers still work in environments where there is an emphasis on accuracy which virtually excludes spontaneous language use in the classroom. At the same time, there is evidence that the introduction of communicative language teaching methods has sometimes resulted in a complete rejection of attention to form and error correction in second language teaching.

Teachers and researchers do not face a choice between form-based and meaning-based instruction. Rather, our challenge is to determine which features of language will respond best to form-focused instruction, and which will be acquired without explicit focus if learners have adequate exposure to the language. In addition, we need to develop a better understanding of how form-based instruction can be most effectively incorporated into a communicative framework. Continued classroom-centred research in second language teaching and learning should provide us with insights into these and other important issues in second language learning in the classroom.

### **General conclusions.**

As a general summary, here is a **checklist** for the principal who is evaluating one of his teachers:

1.

- Is the teacher reading aloud to his class everyday?
- Is phonetics (in younger grades) incorporated in the English class?
- Have the students been given the assignment to read aloud to their parents?

2.

- Is the teacher effectively teaching grammar?
- Have the students a good knowledge of the parts of speech?
- Are they proficient in the art of diagramming sentences?

3.

- What is the spelling level of the students?
- Does the teacher make the effort of correcting the spelling mistakes of the students in their notebooks?
- Is the study of spelling integrated into the different parts of the English program or is it disconnected (spelling lists)?

4.

- Are dictations done regularly?
- Are they corrected with diligence?
- Are the poor spellers getting extra help from the teachers?

5.

- Are the students led to appreciate good literature?
- Is the teacher instilling a love of reading in his students?
- Do the students have many good books to read at home?

6.

- Are readers (consisting of excerpts) the only books used in the classroom or is the teacher also using complete works of literature?
- Are these books well chosen so as to nourish their minds?
- Does the teacher possess a good knowledge of these books so that he can share this knowledge with his students?

7.

- Does the teacher ask enough questions to his students?
- Are these questions well prepared so as to lead the pupils to think?
- Does he try to involve every student in the discussion or only the bright outgoing ones?

8.

- Is the teacher using workbooks in a way which defeats the purpose of education?
- Are workbooks encouraging the teacher's laziness so that he no longer teaches but merely corrects the fill-in-the-blank exercises?
- Is the teacher developing penmanship through the students' writing whole paragraphs in their notebooks?

9.

- Are the students memorizing poems on a regular basis?

- Are they able to recite them with expression?
- Is the teacher explaining these poems to the pupils so that they may be led to enjoy them?

10.

- Are the students given a composition on a regular basis?
- Are the subjects well chosen?
- Is the teacher correcting the first draft so that the student can write a second draft with the benefit of his teacher's observations so as to improve his writing skill?

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