

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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Lecture 1

AIMS AND CONTENT OF THE UNIVERSITY MAJOR COURSE IN A FOREIGN LANGUAGE

1. Aims of teaching

According to the above-mentioned documents, teaching FLs to language faculty students has the following objectives.

Practical aim is to form and develop students' general and professionally significant communicative language competencies (linguistic, sociolinguistic, and pragmatic) in order to enable their efficient communication in academic, occupational, public and personal domains.

Educational aim is to form students' general competences not specific to language, but those called upon for actions of all kinds, including language activities. General competences comprise *declarative knowledge* (for example, of the grammar or literature or certain cultural characteristics or religious connotations of the foreign country), *practical and intercultural knowledge and skills*, *'existential' competence* (attitudes to other nations, ideas, peoples, societies and cultures, motivations, ethical and moral values, religious, ideological, or philosophical beliefs, personality factors) and *ability to learn* which may also be conceived as 'knowing how, or being disposed, to discover "otherness" – whether 'the other' is another language, another culture, other people or new areas of knowledge.

Cognitive aim consists in getting learners involved in cognitive activities which form and further develop learners' cognitive ability.

Developing aim is to motivate learning activities, foster students' confidence of success and positive self-image as successful learners, bring up their concerned attitude towards the language acquired, and form the desire for life-long learning.

Social aim is to support the formation of critical self-awareness and ability to communicate and make a valuable contribution to the dynamic international environment.

Sociocultural aim means the development of learners' intercultural sensitivity through imparting them information about other cultures, creating curbs on ethnocentrism and judgmentalism, teaching tolerance, patience, and forming the ability to understand other people's feelings and views in cultural diversity of all sectors of social life.

Let us discuss in detail **the content of practical** aims of FLT as a major. To understand the great volume of the educational work associated with the university FLT activities and, consequently, realize the FLT priorities and aims, a foreign language teacher has to know the difference between the target level of foreign language proficiency of school leavers (i.e. university entrants) and that of graduating students of foreign language departments.

According to the State Standard of Basic and Secondary Education (1994), the foreign language proficiency level of school leavers is to be B1 whereas the target proficiency level of graduating students is determined as C2. These levels are specified in [CEFRL, p. 26-27] in the form of a self-assessment grid and represented in Tables 1 and 2.

Table 1

Common Reference Levels: self-assessment grid
Proficiency Level B1 – Independent User (Threshold Level)

Understanding	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
Speaking	Spoken interaction (dialogic communication)	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken production (monologic utterances)	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
Writing		I can write simple connected texts on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Table 2

Common Reference Levels: self-assessment field
Proficiency Level C2 – Proficient User (Effective Operational Proficiency)

Understanding	Listening	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.
Speaking	Spoken interaction (dialogic communication)	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms; I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production (monologic utterances)	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing		I can write clear, smoothly flowing texts in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

2. Content of teaching

Target characteristics of speech activities contained in Table 2 allow a teacher to determine the following content of FLT as a major:

1. Spheres, subject-matters and situations, which, in their turn, allow determining topics and language means.
2. Language material (phonetic, vocabulary, grammar).

3. Speech material (speech patterns of different levels: word combination, phrase / sentence, text).
4. Country-specific knowledge of a target language speaking country.
5. Sociolinguistic knowledge of both language and non-verbal behaviour peculiarities of native speakers.
6. Knowledge of a language system.
7. Language habits (phonetic, vocabulary, grammar, reading and writing technique).
8. Macro-skills in listening, speaking, reading and writing.
9. Skills in learning.

This content acquisition and, eventually, the achievement of teaching / learning aims specified in Table 2 take place in conformity with FLT principles which will be discussed in the next part of the lecture.

3. Principles of teaching

Principles of teaching any subject answer the question of how to organize the process of teaching. In pedagogics these principles are called **didactic** or **general didactic principles**. These are the *principle of visualization, principle of simplicity, principle of durability or sound knowledge, principle of consciousness, principle of scientific teaching, principle of active learning, principle of educational teaching, and principle of individualization*.

The specific character of the ultimate objective of foreign languages teaching (formation and development of speech activities habits and skills rather than imparting rules or information) stipulates that general didactic principles cannot be mechanically transferred to FLT activities. This very fact determines the specific character of language teaching / learning principles.

Teaching principles are seen by H. D. Brown as theory derived from research, to which teachers need to try and match classroom practices. Let us discuss them more closely.

The principle of visualization in FLT is realized through offering the necessary facilities for audio and visual perception of a foreign language environment. To follow this principle is the necessary condition for the formation and development of language habits and skills. Educational function of visual aids is explained by their illustrative and motivating functions in the course of fluency speech practice.

The principle of simplicity in teaching a foreign language as a major calls for a careful selection of learning material and exercises agreed with a certain period or stage of learning. This principle also means that content and notional aspects of selected communication scenes and situations should be based on a certain level of learners' language proficiency and represent professionally significant information. In other words, simplicity means that a task complexity level is adequate for a learner to successfully perform the task.

The principle of durability or sound knowledge demands firm acquisition, i.e. retention of language, social, cultural and psycholinguistic data which underlie successful foreign language communication. Firm acquisition is ensured by high informative value of study material, stimulation of learners' thinking through the performance of numerous accuracy exercises and motivated fluency activities, and estimated by regular testing and self-assessment.

The principle of consciousness requires that foreign language teaching is to proceed from understanding the rules of the language operations performance to automatism or subconscious processing of language with peripheral attention to language forms, i.e. from conscious accomplishment of language procedures as the constituent elements of speech activities to their spontaneous, fluent, and creative integration in the process of real life communication.

The principle of consciousness is of stupendous importance in training teachers of foreign languages. This is explained by the fact that a person being taught consciously is simultaneously taught to use the principle of consciousness in her / his future teaching activities. In particular, future teachers learn:

- to model communicative situations which illustrate how and when language phenomena are to be

used;

- to formulate instruction rules which facilitate the acquisition of the form, meaning, and function of a language phenomenon;
- to learn to determine formal marks of a language phenomenon as a check point basis of language acts as well as of self-control and self-regulation in the process of learning.

The principle of scientific teaching means that a foreign language training should be based not only on psychological, linguistic and sociolinguistic peculiarities of verbal communication but also on carefully selected literary sources that contain science-based concepts both of translation practice, FLT Methodology and allied sciences.

The principle of active learning calls for intellectual and emotional activation, which stimulates speech activities of students. Intellectual activation is achieved by setting problems that stimulate cognitive processes. Emotional activation depends foremost on teacher's identity and professional characteristics as well as on pragmatic and aesthetic value of textual materials. Intellectual and emotional activation stimulates speech activities and thus facilitates the acquisition of foreign language communication.

The principle of educational teaching means that in the process of foreign language learning students should have an opportunity to show their identity qualities, harmoniously develop their social status, improve their abilities and endowments, which motivates students' learning activities. In the course of foreign languages teaching special attention should be drawn to the developing of students' positive traits, sense of professional pride, tolerance, patience and respect in dealings with people from other cultures, as well as further improvement of students' skills in communicating among diverse culture audiences.

The principle of individualization is actualized through taking into account individual, psychological and age differences of students, which ensures success of foreign language acquisition.

Alongside general didactic principles, foreign language teaching also follows a number of **special methodological principles**: *the principle of communication, principle of activities-based instruction, principle of integrative teaching, and principle of native language effect.*

The principle of communication demands that acquisition of low-level skills (sub-skills, or habits) in performing elementary (on a word or a sentence-level) operations with language models take place simultaneously with the acquisition of communicative functions of these language models. This implies that the process of teaching a foreign language should simulate all key aspects of the real life communication process: 1) motivated language behaviour of teachers and learners; 2) typical real life communicative situations (scenes). Simulation of these situations is assured by special selection of language and speech material, tasks and instructions as well as by adequate teaching techniques.

The principle of activities-based instruction calls for doing various drill exercises and fluency activities aimed at formation and further development of language habits (sub-skills) and speech skills. According to this principle, the major portion of class time is to be spent on drill exercises and fluency activities.

The principle of integrative teaching means that habits and skills in listening, speaking, reading, and writing are to be developed simultaneously, i.e. in a way they are functioning in real life communication.

The principle of native language effect requires that FL teachers forecast possible difficulties in teaching phonetic, vocabulary and grammar aspects of a FL, in semantization of language material as well as in teaching translation. This forecast helps FL teachers to determine the structure of speech operations and decide whether it is necessary to transfer, or compensate, language habits and speech skills or to form and develop new ones.

Lecture 3

SYSTEM OF EXERCISES FOR SPEECH SKILLS DEVELOPMENT

1. Systematic approach to exercises. Main phases in exercise performing.

The key problem in teaching a FL is working out of rational system of exercises. It is important for both digestion of knowledge and organization of teaching process.

From the view point of **digestion of knowledge** the system of exercises must provide:

- Selection of necessary exercises relevant to formation of any particular skill;
- Determination of exercises order (succession);
- Arrangement of teaching materials and correlation of its components;
- Systematic/regular character of doing exercises;
- Correlation of exercises for mastering different types of speech activity (Yu.Passov).

From the view point of **organization of teaching process** the system of exercises requires material realization, the means of which is a textbook.

Exercise – is specially organized in teaching conditions repeated performing of particular operations, actions or activities with aim of mastering or improving them.

Every exercise irrespective of its character has three- or four-phase structure.

The first phase – instruction,

The second phase – example,

The third phase – performing of the task,

The fourth phase – control (teacher’s supervision, students’ inter-control or self-control).

2. Types of exercises

To make an effective system of exercises we should consider what main criteria they should be relevant to. For language teaching they are: *direction on reception or production of information* and criterion of *communication*.

Types of exercises for teaching FLs

		Criteria	Types of exercises
Main	1	Direction on reception or production of information	Receptive Reproductive Receptive-reproductive Productive Receptive-productive
	2	Communicativeness	Communicative (speech) Conventionally-communicative Uncommunicative (language)
Additional	3	Character of performing	Oral Written
	4	Use of native language	Monolingual Bilingual
	5	Function in the teaching process	Training Testing
	6	Place of performing	Class-room Home Laboratory

According to the criterion **“Direction on reception or production of information”** we distinguish receptive, reproductive and productive exercises.

In **receptive** exercise a pupil accepts the verbal information through the acoustic and visual channel, and then shows in his own way how he recognizes, distinguishes sounds, graphemes, grammar structures and understands oral and written utterance.

In **reproductive** exercises a pupil reproduces without any or with some changes the material, which he has accepted (sounds, words, sentences, texts). All reproductive exercises are receptive-reproductive, because a pupil first accepts certain verbal information from a teacher, an announcer or from a book, and only then reproduces it entirely or partly.

In **productive** exercises a pupil independently creates an utterance of different levels (from the sentence level to the level of the text) orally or in written form.

Lets look at different types of exercises according to their **criterion of communication**. **Communicative** exercises are considered to be a specially organized form of communication, when a pupil realizes an act of speech activity in a foreign language, which is studied by him.

In **conventionally-communicative** exercises the speech acts are to be realized in situational conditions. The main features of the exercises of this type are – existence of the verbal (speech) task and existence of different speech situations. If one of this features is absent, the exercise cannot be considered as conventionally-communicative.

In **language** exercises students perform actions with language material beyond any speech situation. Main attention is paid to mastering forms (phonetic, grammar etc).

3. Classification of exercises for teaching FLs

Types of exercises	Uncommunicative (language)	Conventionally-communicative	Communicative (speech)
	Kinds of exercises	Kinds of exercises	Kinds of exercises
Receptive	Reception, recognition, or differentiation of a sound, tone, orthographic fact, lexical unit, grammar structure	Listening to or reading messages, questions, orders, etc. at the phrase/sentence or group of sentences level	Listening to or reading texts for acquiring new information purposes
Reproductive	Memorizing (lexical units, sentences, texts); repetition (sounds, lexical units, sentences); transformation; translation; shortening, lengthening of sentences; combining simple sentences into complex; making up sentences; retelling	Imitation to speech pattern (SP), SP transformations, SP shortening, SP completion, responses to different types of questions, retelling of a known text (on behalf of its characters)	retelling of unknown texts
Productive	-	SP combining into complex units; SP combining into different types of dialogues: question – answer type, question – counter-question type; request/order – agreement/refusal etc.	Narration; description; argumentation; exposition (explanation); free conversation (teacher/student, student/student, group of students; writing a message, a letter, a plan, an annotation etc.