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Practicum on English Methodology. Module 2. Unit 2.1.
Практикум з методики навчання англійської мови. Модуль
«Підготовка до вчителювання 1». Розділ «Напрями та методи
викладання англійської мови. Принципи комунікативного
навчання мови».

Навчально-методичний посібник для студентів закладів вищої освіти

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INTRODUCTORY NOTE

By the end of the methodology module “Approaches and methods in English language teaching. Principles of Communicative language teaching” students must be aware of the most significant changes in ELT methodology and their causes, the main approaches and methods in language teaching and techniques associated with them, the views on language, language learning and the roles of teachers and learners that underpin CLT, the key distinguishing features and principles of CLT in the classroom, the characteristics which make a task communicative, the ways to create conditions and facilities for CLT in an English language classroom and must be able to reflect on their own experience of learning a foreign language and analyze tasks and lesson plans in terms of CLT.

The main learning outcome of the module lies in the students’ ability to identify features of different approaches and methods in classroom materials and procedures.

The content of the module embraces methods and approaches in ELT; the main principles and features of CLT (language as a means of communication, teaching language in a meaningful context (specifying notions, functions, functional exponents based on the learners’ needs analysis), priority meaning over form, focus on skills, task-based learning, focus on sociolinguistic and pragmatic competence as well as linguistic competence, the correlation between accuracy and fluency, the role of grammar, errors as learning steps, the roles of a teacher and a learner); characteristics of a communicative task; implications of the communicative approach for classroom practice (creating conditions for communication in the classroom).

To enable the students to reach the above mentioned goals it is necessary to provide them with sufficient tools not only for efficient work at the sessions but for independent work as well. Thus, this tutorial aims at providing students with a possibility to do practical assignments as an individual kind of work for additional grades and getting a deeper insight into the module content.

SESSION 1. Grammar-Translation, Direct and Audio-Lingual methods.

Handout 1: Match the definitions with the terms:

Approach – Method - Curriculum (Syllabus) - Technique

- Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.
- Theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.
- Designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.
- A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

Handout 2: Match the method with the key features.

Grammar-Translation Method - Direct Method - Audio-Lingual Method

(1) New material is presented in dialog form.	(1) Classes are taught in the mother tongue, with little active use of the target language.	(1) Classroom instruction is conducted exclusively in the target language.
(2) There is dependence on mimicry, memorization of set phrases, and overlearning.	(2) Much vocabulary is taught in the form of lists of isolated words.	(2) Only everyday vocabulary and sentences are taught.
(3) Structures are sequenced by means of contrastive analysis and taught one at a time.	(3) Long elaborate explanations of the intricacies of grammar are given.	(3) Oral communication skills are built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
(4) Structural patterns are taught using repetitive drills.	(4) Grammar provides the rules for putting words together, and	
(5) There is little or no grammatical explanation. Grammar is taught by inductive		

<p>analogy rather than deductive explanation.</p> <p>(6) Vocabulary is strictly limited and learned in context.</p> <p>(7) There is much use of tapes, language labs, and visual aids.</p> <p>(8) Great importance is attached to pronunciation.</p> <p>(9) Very little use of the mother tongue by teachers is permitted.</p> <p>(10) Successful responses are immediately reinforced.</p> <p>(11) There is great effort to get students to produce error-free utterances.</p> <p>(12) There is a tendency to manipulate language and disregard content.</p>	<p>instruction often focuses on the form and inflection of words.</p> <p>(5) Reading of difficult classical texts is begun early.</p> <p>(6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.</p> <p>(7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.</p> <p>(8) Little or no attention is given to pronunciation.</p>	<p>(4) Grammar is taught inductively.</p> <p>(5) New teaching points are taught through modeling and practice.</p> <p>(6) Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.</p> <p>(7) Both speech and listening comprehension are taught.</p> <p>(8) Correct pronunciation and grammar are emphasized.</p>
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Handout 3a: Read the statements below and tick (✓) those characteristics that best describe the way you studied English (both at school and at University).

No	Characteristics	
1.	Language is a system of rules.	
2.	Teaching does not follow a single theory of language.	
3.	Learning is natural, like a child learning mother tongue.	
4.	Learning theory is didactic: the teacher's activity is to transfer knowledge to students.	
5.	Students get academic knowledge about the language, study literature and culture of the country.	
6.	Students get a practical command of the language in a short period of time.	

7.	Listening and speaking are the key skills; the aim is to arrive at working knowledge of the language.	
8.	The focus is on reading, writing and translating skills.	
9.	Students often practice translation of unconnected sentences.	
10.	Teacher often offers mechanical activities without providing meaningful context.	
11.	Teacher demonstrates the pattern and students repeat them.	
12.	Teacher allows little, if any, use of the native language and prohibits long translations.	
13.	Whole class and individual modes of interaction dominate.	
14.	Students sometimes talk to each other when they act out dialogues learnt by heart.	
15.	Teachers dominate in the classroom; they are the main source of information and the ultimate authority.	
16.	Students make mistakes through carelessness and lack of knowledge, so the teacher must immediately correct them all.	
17.	Teacher corrects, though students sometimes have a chance to self-correct.	
18.	Teacher uses mother tongue frequently for instructions, explanations, corrections and translations.	

(From British Council. Learn English [online]
[http://www.learnenglish.britishcouncil.org/en/.](http://www.learnenglish.britishcouncil.org/en/))

Handout 3b: Complete the table by entering numbers of characteristics from task 1 under each method.

Aspect	Grammar-Translation Method	Direct Method
Theory of language		
Theory of learning		
Objectives		
Skills focus		
Typical modes of interaction		
Typical activity types		
Attitude to errors		
Attitude to the use of mother tongue		
Role of the teacher		

(From British Council. Learn English [online]
<http://www.learnenglish.britishcouncil.org/en/>.)

Handout 4: Complete the table by adding characteristics of the method.

Aspect	Audio-Lingual Method
Theory of language	structuralism
Theory of learning	behaviourism, 'stimulus-response', learning through repetition and reinforcement
Objectives	to master the whole language, to present students with an accurate model of the language
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

(From British Council. Learn English [online]
<http://www.learnenglish.britishcouncil.org/en/>.)

Self-study.

1. Watch the videos on the methods; write a short methodological summary on what you have seen.

The Direct Method

<https://www.youtube.com/watch?v=MBF1Xs3EwtI>

Audio-Lingual Method

<https://www.youtube.com/watch?v=Pz0TPDUz3FU>

2) Do you believe you will use any part of these methods in your classroom? If so, which? Why/Why not?

SESSION 2. Silent Way, Total Physical Response and Suggestopedia methods.

Handout 1: Match the method with the key features.

Silent Way - Total Physical Response - Suggestopedia

(1) The teacher directs	(1) Learning is facilitated	(1) Learning is
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<p>and students "act" in response - "The instructor is the director of a stage play in which the students are the actors".</p> <p>(2) Listening and physical response skills are emphasized over oral production.</p> <p>(3) The imperative mood is the most common language function employed, even well into advanced levels. Interrogatives are also heavily used.</p> <p>(4) Whenever possible, humor is injected into the lessons to make them more enjoyable for learners.</p> <p>(5) Students are not required to speak until they feel naturally ready or confident enough to do so.</p> <p>(6) Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.</p>	<p>in an environment that is as comfortable as possible, featuring soft cushioned seating and dim lighting.</p> <p>(2) "Peripheral" learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and various grammatical information.</p> <p>(3) The teacher assumes a role of complete authority and control in the classroom.</p> <p>(4) Self-perceived and psychological barriers to learners' potential to learn are "desuggested".</p> <p>(5) Students are encouraged to be child-like, take "mental trips with the teacher" and assume new roles and names in the target language in order to become more "suggestible".</p> <p>(6) Baroque music is played softly in the background to increase mental relaxation and potential to take in and retain new material during the lesson.</p> <p>(7) Students work from lengthy dialogs in the target language, with an accompanying translation</p>	<p>facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.</p> <p>(2) Learning is facilitated by accompanying (mediating) physical objects.</p> <p>(3) Learning is facilitated by problem-solving involving the material to be learned.</p>
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	<p>into the students' native language.</p> <p>(8) Errors are tolerated, the emphasis being on content and not structure. Grammar and vocabulary are presented and given treatment from the teacher, but not dwelt on.</p> <p>(9) Homework is limited to students re-reading the dialog they are studying - once before they go to sleep at night and once in the morning before they get up.</p> <p>(10) Music, drama and "the Arts" are integrated into the learning process as often as possible.</p>	
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Handout 2: *Separate sets of cards describing each of the given methods.*

Silent Way - Total Physical Response - Suggestopedia

- **Self-correction Gestures:** Teacher uses hands to indicate that something is incorrect or needs changing - e.g.. using fingers as words then touching the finger/word that is in need of correction.
- **Word Chart:** Words are depicted on charts, the sounds in each word corresponding in colour to the Sound-Colour Chart described above - students use this to build sentences.

- Learning is facilitated in an environment that is as comfortable as possible, featuring soft cushioned seating and dim lighting.
- "Peripheral" learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and various grammatical information.
- The teacher assumes a role of complete authority and control in the classroom.
- Successful second language learning should be a parallel process to child first language acquisition.
- Appropriate activities can produce stress-free learning.
- Learners are encouraged to speak when they feel ready to speak.
- **Theory of language:**
 - a grammar based view of language.
 - verb in imperative form.
- **Theory of language learning:**
 - a stimulus-response view.
- Homework is limited to students re-reading the dialog they are studying - once before they go to sleep at night and once in the morning before they get up.
- Music, drama and "the Arts" are integrated into the learning process as often as possible.
- **Fidel Chart:** A chart that is color-coded according to the sound-colour chart but includes the various English spellings so that they can be directly related to actual sounds.

• **Sound-Colour Chart:** The teacher refers students to a color-coded wall chart depicting individual sounds in the target language - students use this to point out and build words with correct pronunciation.

• **Teacher's Silence:** Teacher is generally silent, only giving help when it is absolutely necessary.

• **Peer Correction:** Students encouraged to help each other in a cooperative and not competitive spirit.

• Self-perceived and psychological barriers to learners' potential to learn are "desuggested".

• Students are encouraged to be child-like, take "mental trips with the teacher" and assume new roles and names in the target language in order to become more "suggestible".

• Baroque music is played softly in the background to increase mental relaxation and potential to take in and retain new material during the lesson.

• an approach to teaching a second language, based on listening linked to physical activities which are designed to reinforce comprehension.

• a method developed by Dr. James J. Asher to aid learning second languages.

• The method relies on the assumption that when learning a second or additional language, that language is internalized through a process of code-breaking similar to first language development.

• Students respond to commands that require physical movement.

- Students work from lengthy dialogs in the target language, with an accompanying translation into the students' native language.
- Errors are tolerated, the emphasis being on content and not structure. Grammar and vocabulary are presented and given treatment from the teacher, but not dwelt on.
- Characterized by a problem-solving approach.
- Develops independence and autonomy and encourages students to cooperate with each other.
- – Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- – Learning is facilitated by accompanying (mediating) physical objects).
- – Learning is facilitated by problem solving the material to be learned.

One of the innovative methods dating back to the 1970's (Georgi Lozanov). Lozanov suggests that the human brain could process great quantities of material if simply given the right conditions for learning, among which are a state of relaxation and giving over the control of the teacher. Music is central to this method. Lozanov (1982) indicates that this method transcends the language classroom and can be applied in other school subjects. He claims that about 200 to 240 new words may be introduced each lesson.

Handout 3: Match principles and the methods (four for each).

#	Principles	Method
1	Teachers should concentrate on how students learn, not on how to teach	?
2	Baroque music is played in the background.	?
3	The teacher must not interfere with the learning process	?

4	In learning, learners draw on everything that they already know, especially their native language	?
5	Does not require spoken output in the early stages of learning	?
6	The students sing classical songs and play games while "the teacher acts more like a consultant".	?
7	The students finish off what they have learned with dramas, songs, and games.	?
8	Developing listening comprehension skills is the most efficient way of developing spoken language skills	?
9	Instructors issue commands based on the verbs and vocabulary to be learned in that lesson.	?
10	Learning consists of trial and error, deliberate experimentation, suspending judgement, and revising conclusions	?
11	Teachers wait until students acquire enough language through listening that they start to speak spontaneously	?
12	In most materials the foreign language text is on the left half of the page with a translation on the right half, i.e. meanings are conveyed via the mother tongue	?

Self-study.

1. Watch the videos on the methods; write a short methodological summary on what you have seen.

Silent Way

<https://www.youtube.com/watch?v=xqLzbLCpack>

Total Physical Response (TPR)

<https://www.youtube.com/watch?v=bkMQXFOqyQA>

Suggestopedia

<https://www.youtube.com/watch?v=3rkrvRlty5M>

2. Do you believe you will use any part of these methods in your classroom? If so, which? Why/Why not? Make notes and be ready to comment.

SESSION 3. Intensive methods: H. Kytaihorodska's method of activation, method of Immersion. Counselling method.

I. Find some fragment of the lesson on the Internet based on H. Kytaihorodska's method and make notes on the questions:

How is suggestia of different types realized at the lesson?	How is activation of students' mental abilities achieved?	How are principles of the method realized?
<ul style="list-style-type: none"> - psychological, - didactic, - artistic 	<ul style="list-style-type: none"> - the rate of the activities? - st-s' involvement? - is the topic related to st's' life or irrelevant? - is learning monotonous or joyful? - is the sphere of the unconscious activated in any way? - is there any negative feedback on the part of a teacher? - the general emotional attitude of the teacher to her st's? - is creativity stimulated in any way? - what are the sources of memory activation? - what are the sources of perception? 	<p>principles of:</p> <ul style="list-style-type: none"> - personal communication, - collective interaction, - role-based learning, - polyfunctionality of exercises (linguistic material + speech activity, grammatical phenomenon + lexical content), - concentration and organization of educational material

II. Read the short text on different aspects of the Counselling method; after reading it be ready to summarize and present the main points in your own words.

The process involves five stages of adaptation:

STAGE 1: the client is completely dependent on the language counselor.

1. First, he expresses only to the counselor and in L1 what he wishes to say to the group. Each group member overhears this English exchange but no other members of the group are involved in the interaction.
2. The counselor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language in phrases of five or six words.
3. The client turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrase. This is the client's maximum security stage.

STAGE 2:

1. Same as above.
2. The client turns and begins to speak the foreign language directly to the group.
3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

STAGE 3

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
2. Same as 3 above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.

STAGE 4

1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction.

STAGE 5

1. Same as stage 4.
2. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions.
3. At this stage the client can become counselor to the group in stages 1, 2, and 3.

These five stages of the learner's independence development can be presented in a simplified mode as:

1. "Birth" stage: feeling of security and belonging are established.

2. As the learners' ability improve, they achieve a measure of independence from the parent.
3. Learners can speak independently.
4. The learners are secure enough to take criticism and being corrected.
5. The child becomes an adult and becomes the know-er.

Advantages:

- It creates a supportive community to lower students' anxiety.
- It helps them overcome threatening affective factors, such as making errors or competing with peers.
- It emphasizes the whole-person learning;
- The teacher has a role of a supportive, non-judgmental professional.
- Community Language learning is a good method for practicing communication. It is also good method for beginners who just first study their second language.

Disadvantages:

- The procedure does not ensure that a variety of contexts necessary for copying in the target culture is included since the content is determined by the participants.
- Students may feel uncomfortable with the apparent lack of structure or sequence in the introduction of grammatical and lexical items; that is too much reliance on an inductive strategy of learning.
- It can only be done with small numbers of students.
- The students have to share a single mother tongue.
- There is no syllabus, the teacher is too nondirective.
- Finally, the success of the method depends largely on the translation expertise of the counselor.

Self-study.

1. Watch the videos on the methods; write a short methodological summary on what you have seen.

Intensive method (Kytaihorodska)

<https://www.youtube.com/watch?v=u8DqbCqDArA>

Community Language Learning

https://www.youtube.com/watch?v=tx_we_P3Pic&index=2&list=PL7BITIDdOgZJhim70umCX0sAJFOtMRnda

2. Do you believe you will use any part of these methods in your classroom? If so, which? Why/Why not? Make notes and be ready to comment.

SESSION 4. The main principles and features of Communicative Language Teaching method.

I. The approaches and learners' roles are mixed up – connect them properly.

Approach	
Oral/Situational	
Audiolingual	
Communicative	
Total Physical Response	
The Silent Way	
Community Language Learning	
Suggestopedia	
Roles	
- learners are members of a social group or community; move from dependence to autonomy as learning progresses	
- Learner has little control; reacts to teacher direction; passive, reactive role	
- learners are passive, have little control over content or methods	
- Learner listens and repeats; no control over content or method	
- learner has an active, negotiative role; should contribute as well as receive	
- learner is a listener and performer; little influence over content and none over methodology	
- learners learn through systematic analysis; must become independent and autonomous	

II. Match the names and the strategies of different classroom cultures.

Didactic - Learner-centered - Ultra-informal - Ultra-didactic

1) Formal classroom layout; authoritarian teacher, strict hierarchical system, no opportunity for learner initiatives; learners as empty-vessels; teacher as source of all knowledge; passive learners essential; all power resides with the teacher.

2) Teacher-centered classroom layout; teacher in control; lip-service only to learner participation;

fairly rigid hierarchical system; control lies with the teacher; passive learners preferred.

3) Task-based learning; classroom layout flexible – teacher to set up classroom according to the task in hand; learners encouraged to work collaboratively; learners encouraged to find out for themselves first and use the teacher as a final arbiter; varied activities to suit all learning styles; active learners preferred; relaxed hierarchical system.

4) Haphazard approach; anything goes; teacher as fellow-sufferer in life; learners usually dictate classroom practice; teacher needs students to boost own morale; affected friendships; no hierarchical systems; anarchy rules – OK?!

III. Do the Communicative Method Quiz and discuss it with the teacher:

1) Communicative language teaching is also sometimes called the __

- communicative approach
- ELL
- learner-centered approach
- holistic teaching method

2) In CLT communication is both.. and..

- goal, method
- goal, motivation
- structure, method
- structure, motivation

3) According to Communicative Language Teaching, when do you begin to be communicatively competent?

- when you can understand and summarize what you read
- when you understand the speaker's intention
- when you can give answers to questions asked to you
- when you can express yourself formally

4) What does 'authentic language' mean?

- Language ability to understand a written passage
- Language structures chosen by teacher to teach
- Language used for communication
- Language as it is used in a real context

5) Target language is a vehicle for classroom communication, not just the object of the study.

- True
- False

6) Which one is not a principle of Communicative Language Teaching?

- Students should be given an opportunity to express their ideas and opinions.
- Working in small groups maximizes the amount of communicative practice.
- Vocabulary memorization enhances students' understanding in target language.
- Students must learn about cohesion and coherence.

7) Which one is true about error correction in Communicative Language Teaching?

- Errors are not tolerated but corrected gently by teacher.
- Errors are not dwelled on. Students naturally correct the errors.
- Errors are natural outcome of learning. Teacher notes down the errors to correct at a later point.
- Errors correction is conducted not by teacher but students.

8) Which one is the major role of a CLT teacher?

- Teacher establishes situations to promote communication.
- Teacher provides authentic materials to students.
- Teacher helps students to be able to use language without making errors.
- Teacher gives short homework to reinforce learning.

9) In communication learner has a choice about what to say and how to say.

- True.
- False.

10) According to CLT what is the basic motivation source for language learners?

- the positive reinforcement of a teacher.
- feeling that you are doing something useful with the language by communicating with it.

- being aware of the benefits of learning a new language.
- the high marks he/she takes after evaluation

11) What is true about the use of native language in CLT?

- Using native language prevents thinking in target language, so it is not permitted.
- Judicious use of native language is permitted.
- Students may use native language in written language but not orally.
- Since using native language is the easiest way to convey meaning, it is permitted.

12) The activity which is most likely to be used:

- students discuss their favorite food
- students fill in worksheets on nouns and verbs
- a teacher demonstrates how to diagram a sentence
- a teacher explains irregular plural nouns

13) Choose the techniques of CLT.

- Text translation
- Scrambled sentences
- Authentic materials
- Human computer
- Language games
- Fidel chart

SESSIONS 5. Communicative language competences.

I. Match the names and the description of constituent parts of Communicative competence due to different classifications. Where do they overlap?

Sociolinguistic Competence - Strategic Competence -
 Grammatical/Linguistic competence - Illocutionary Competence -
 Pragmatic Competence - Discourse Competence

1) - Morphology, syntax, semantics, lexis, phonology

- 2) - Levels of formality, gender-specific pronouns, taboo words and euphemisms, race-specific titles, terms of endearment “darling, love, duck” (*it’s about variety, register, culture, metaphor*)
- 3) – The ability to use language in socially appropriate ways
- 4) - What you do when you don’t know what to say (may be nonlinguistic): paraphrase, avoidance, gestures, appeal for help etc.
- 5) – The ability of a user/learner to arrange sentences in sequence so as to produce coherent stretches of language.
- 6) – The ability to understanding when the actual words imply a different meaning from the stated ones.

II. Match the constituent parts of the cultural aspects of sociolinguistic competence with their description.

<p>Causes and Effects • Competition: Human vs. Nature • Human vs. Human • Philosophical • Physical • International • Domestic Resolution • War • Peace • Compromise • Cooperation • Control • Change • Violence • Prejudice</p>	<p>Geography • Geology • Landforms • Weather/ Climate • Natural Resources • Vegetation • Soil • Bodies of Water • Minerals • Land Use • Latitude • Elevation • Time/Space Patterns • Ocean Currents • Tectonic Activity • Wildlife</p>
<p>Tools • Shelter/Housing • Resource Extraction • Machinery • Production Systems • Energy Use • Clothing • Science • Medicine • Electronics • Simplicity to Complexity • Training • Skills • Industrialization</p>	<p>Language • Communica- tion • Spoken • Written • Physical • Electronic • Music • Art • Literature • Dress • Entertainment • Education • Transportation • Travel • Migration • Diffusion</p>

Groups: Role/Status •
Rules • Clan • Tribe •
Race • Social Class •
Age • Occupation &
Peer Groups •
Hierarchies • Ethnicity •
Lineage • Family
Structure • Generation •
Household

Origins: Human/Divine •
Superstitions • Answers •
Questions • Major Belief
Systems • Mythology •
Theology • God • Founders
• Scriptures • Doctrines •
Animism • Monotheism •
Polytheism • Atheism •
Secular Humanism

Rules • Power/Influence •
Government • Bureaucracy
• Monarchy/Oligarchy/
Autocracy/ Democracy/
Dictatorship/Totalitarianism
• Constitutions/Rights •
Parties/Elections • Leader-
ship • Citizenship/National-
ism • Authority • Legitimacy
• Sovereignty

Agriculture/Industry • Labor
Scarcity: Needs & Wants •
Resource Base • Carrying
Capacity • Goods &
Services • Money/Trade •
Poverty/Prosperity • Capital
Supply & Demand •
Distribution • Capitalism/
Socialism/Communism •
Markets

ELEMENTS OF CULTURE

How a group of people react to some or all of the following:

CONFLICT

ENVIRONMENT

TECHNOLOGY

MODES OF EXPRESSION

SOCIAL ORGANIZATION

CULTURE

VALUES/RELIGION

POLITICS/LAWS

ECONOMIC
ORGANIZATION

RESULTS IN

The distinctive CULTURE of that group

The existence and operation of these factors in a culture's past makes up its *History*

III. Do the short quiz on the material studied and discuss it with the teacher.

1) The emphasis in Communicative approach is on:

- the process of communication
- mastery of the language forms
- learning rules
- enriching vocabulary
- drill and memorization

2) The principle of Communicative approach requires:

- creation of real-life situations in teaching
- learning by heart
- writing dictations
- repeating after the teacher
- mechanical drill

3) Which component of communicative competence includes knowledge of language structure and language elements?

- linguistic
- pragmatic
- sociolinguistic
- grammatical
- psycholinguistic

4) Which component of communicative competence includes ability to read, write, speak and comprehend spoken speech?

- pragmatic
- linguistic
- sociolinguistic
- grammatical
- psycholinguistic

5) Which component of communicative competence includes knowledge of accepted norms of behaviour in the English-speaking countries?

- sociolinguistic
- pragmatic

- linguistic
- grammatical
- psycholinguistic

6) Ability to use appropriate strategies to interpret and construct texts is called:

- discourse competence
- pragmatic competence
- linguistic competence
- social competence
- strategic competence

7) The ability to use a number of guessing strategies to compensate for missing knowledge is called:

- strategic competence
- grammatical competence
- sociolinguistic competence
- discourse competence

8) Learning is:

- a dynamic, reciprocal and interactive process
- memorizing
- repeating and learning by heart
- copying many texts
- retelling

9) Speaking as a communicative activity is:

- production
- reproduction
- articulation
- repetition
- reception

10) Listening comprehension as a communicative activity is:

- reception
- production
- reproduction
- practice

- presentation

11) Writing as a communicative activity is:

- production
- copying
- grammar practice
- vocabulary practice
- making up dialogues in writing

SESSION 6. Common European Framework of Reference and its role in language learning and teaching.

I. Match levels with the description of the competences.

Level group	Level	Description
A Basic user	A1 Breakthrough or beginner	
	A2 Waystage or elementary	
B Independent user	B1 Threshold or intermediate	
	B2 Vantage or upper intermediate	

C Proficient user	C1 Effective operational proficiency or advanced	
	C2 Mastery or proficiency	

1)

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

2)

- Can understand with ease virtually everything heard or read.
- Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

3)

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

4)

- Can understand a wide range of demanding, longer clauses, and recognize implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.

- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

5)

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

6)

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

II. Watch webinar on CEFR conducted by ‘Cambridge English Language Assessment’ to learn more details – answer the questions you are asked in the video; be ready to comment on the video.

Link to the webinar: <https://www.youtube.com/watch?v=CpQEzauHb9k>

SESSION 7. Characteristics of a communicative task.

I. Match pre-communicative and communicative activities.

	Pre-communicative activities		Communicative activities
1		1	
2		2	

3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	

Activities:

- Aims to develop grammatical competence
- Focus on the appropriate selection of utterances for communication
- Practice of language patterns or elements
- Aims to develop communicative competence
- Practice of total skill of communication
- Focus on the product of isolated utterances
- Function is to prepare the learner for later communication
- Learners use language creatively
- Function is to make the learner to actually communicate
- Learners have controlled practice
- Emphasis in on context, not on form
- Teacher intervention
- Emphasis on form, not on context
- No teacher intervention
- One long item
- Examples: role simulation, dramatization, group discussion, dialogue, debate, etc.
- Variety of language items
- Examples: drilling, question – answers, sentence patterns, etc.

SESSION 8. The implications of CLT for classroom practice in the context of its historical background and some present-day criticism.

I. Do the quiz on the material studied and discuss it with the teacher.

1) Choose the most appropriate technique for communicative teaching:

- simulation and role-plays - grammar analysis - drills
- close to the text retelling - learning by heart

2) A task is:

- a classroom activity whose focus is on communicating meaning
- an exercise done in writing
- an activity that involves manipulation of the forms of the language
- repetitive oral practice of a language item
- sentence transformation

3) A drill is:

- repetitive practice of a language item
- a classroom activity whose focus is on communicating meaning
- reaching some consensus on an issue
- solving a problem
- persuading someone to do something

4) An exercise is:

- an activity that involves the controlled manipulation of the forms of the language
- an activity done in pairs or in small groups
- an activity that requires learners to interact with one another
- debating a topical issue
- problem solving

5) Tasks are the organizing principle in:

- communicative approach
- grammar-translation method
- audio-lingual method
- TPR

6) Communicative Methods of Language Teaching advocate:

- group work, information-gap tasks, pair-work, tasks aimed at imitating natural communication
- chorus practice, repetitive drills, pair-work
- controlled frontal and individual exercises
- group work, individual tasks, pair-work, tasks aimed at repetitive practice
- focus on grammatical accuracy and communication patterns

7) Exercises imitating natural communication using various skills refer to:

- communicative exercises
- semi-communicative exercises
- linguistic exercises
- lexical exercises
- exercises aimed at developing habits and skills

8) Exercises aimed at analyzing language elements refer to:

- linguistic exercises
- semi-communicative exercises
- communicative exercises
- lexical exercises
- exercises aimed at developing habits and skills

9) “Re-write these sentences in the passive voice” is an example of:

- linguistic exercises
- semi-communicative exercises
- communicative exercises
- lexical exercises
- exercises aimed at developing habits and skills

10) “Answer the questions to the text” is an example of:

- semi-communicative exercises
- communicative exercises
- lexical exercises
- exercises aimed at developing habits
- linguistic exercises

11) “Listen to the text and express your ideas on the topic” is an example of:

- communicative exercises

- semi-communicative exercises
- linguistic exercises
- lexical exercises
- exercises aimed at developing habits and skills

12) “Make up a dialogue according to the model” is an example of:

- semi-communicative exercises
- communicative exercises
- linguistic exercises
- lexical exercises
- recognition exercises

SESSION 9. The features of CLT in materials and classroom procedures in contrast with the other methods and approaches studied during the module.
“Method synergistics” or a “disciplined eclecticism”.

I. Watch BBC video “Kids React To 1940s Grammar School” and relate the task they are doing to the definite method you have studied; comment on how it contrasts with CLT.

Link to the video:

<https://www.facebook.com/watch/?v=2115353585177679>

II. Watch TED TALK video “Unleashing Greatness in Teachers” and comment on the following:

- What great teaching criteria does the speaker underline?
- How to develop great teaching?
- What does he say about support of teachers?

Link to the video: <https://www.youtube.com/watch?v=Ebh7PkuWUe8>

III. Do the quiz on the material studied and discuss it with the teacher.

1) An approach in foreign language teaching is chosen according to:

- a) qualifications of the teacher b) method of teaching c) techniques used in teaching
- d) classroom management e) aim of teaching

2) A method in foreign language teaching is based on:

a) syllabus b) textbook c) approach d) techniques of teaching e) authentic teaching materials

3) Which method is characterized by the use of translation of reading passages:

a) Audio-lingual b) silent way c) TPR d) Suggestopedia e) the grammar-translation method

4) Which method is based on G. Losanov's theory:

a) Communicative approach b) silent way c) TPR d) Community language learning
e) suggestopedia f) H. Kytaihorodska's Intensive Method of Activation

5) In which method the frequent use of commands is considered beneficial to language learning:

a) Audio-lingual method b) Silent way c) TPR d) Communicative approach
e) Community language learning

6) Which technique is used most often in the audio-lingual method:

a) grammar analysis b) translation c) drill d) reading aloud e) work with a dictionary

7) The content of teaching depends on

a) learners' mood b) teacher's qualification c) learners' attitude d) aims of teaching
e) teacher's choice

8) Analyzing structures and applying rules are common practices of

a) silent way b) communicative approach
c) grammar-translation approach d) contextualized teaching

9) What are the primary objectives according to the grammar-translation method?

a) knowledge of foreign morphemes b) mastery of reading and writing
c) insistence on grammatical analysis d) mastery of speaking and listening
e) knowledge of vocabulary

10) What is the main purpose of teaching a foreign language according to the direct method?

- a) practical mastery of the language b) knowledge of foreign morphemes
- c) insistence on grammatical analysis d) the use of translation e) knowledge of vocabulary

11) What teaching aid is supposed to be the main one according to the audio-lingual method?

- a) objects b) textbook c) tape-recorded speech d) teacher's gestures
- e) dictionary

12) What are the objectives of Suggestopedia?

- a) to use flexible tasks and flexible materials
- b) to read the subject texts in the language and translate them into the mother tongue
- c) to exchange opinions on the classroom activities
- d) to accelerate the process of understanding and to use the language for communication
- e) to comprehend linguistic units by scheming through texts

13) The major classroom activity in TPR is:

- a) dictation b) making up dialogues c) narrating d) imperative drill
- e) reading aloud

14) Which method teaches language through physical activity?

- a) Silent way b) Suggestopedia c) TPR d) Community language learning e) The Natural Approach

15) Put these notions (approach, method, technique) in the hierarchical order beginning with the major one:

- a) method, technique, approach b) method, approach, technique
- c) technique, method, approach d) technique, approach, method
- e) approach, method, technique

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