# Міністерство освіти і науки України

**Закарпатський угорський інститут імені Ференца Ракоці ІІ**

Кафедра \_\_**філології**\_\_\_\_\_\_\_\_\_\_\_

 “**ЗАТВЕРДЖУЮ / JÓVÁHAGYOM**”

Проректор з навчальної роботи

Oktatási rektorhelyettes

Рац А. Й./Rácz B.

«\_27\_» \_\_\_\_\_\_08\_\_\_\_\_ 2021

## **РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

\_\_\_\_ **Сучасні підходи до викладання іноземних мов**\_\_\_\_

(назва навчальної дисципліни)

**035 «Філологія» (мова і література англійська)**

напрям підготовки/спеціальність

Розробники програми: \_\_\_ Леврінц Маріанна Іванівна, доктор пед. наук, доцент, професор кафедри філології

Затверджено на засіданні кафедри філології

Протокол №1 від „27” серпня 2021 року

**Завідувач кафедри  \_Берегсасі А.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 (підпис) (прізвище та ініціали)

# Опис навчальної дисципліни

|  |  |  |
| --- | --- | --- |
| Найменування показників  | Галузь знань, напрям підготовки, рівень освіти | Характеристика навчальної дисципліни |
| **денна форма навчання** | **заочна форма навчання** |
| Кількість кредитів – 3 | Галузь знань\_0203 Гуманітарні науки\_\_(шифр і назва) | обов’язкова  |
| Модулів – 3Змістових модулів – 3 | Напрям підготовки /спеціальність:\_035 Філологія. Мова і література англійська.\_\_\_\_ | **Курс: ІІ****2-ий рівень вищої освіти** |
|  |
| **Семестр 2** |
| Загальна кількість годин - 90 |  |
| **Лекції** |
| Тижневих годин для денної форми навчання:аудиторних – 2самостійної роботи студента - 3 | Рівень освіти:магістр | \_10\_ год. | \_6\_ год. |
| **Практичні, семінарські** |
| \_14\_ год. | \_\_ год. |
| **Лабораторні** |
| \_\_ год. | \_\_ год. |
| **Самостійна робота** |
| \_66\_ год. | \_84\_ год. |
| **Індивідуальні завдання: \_\_\_** год. |
| Вид контролю: \_\_\_\_\_\_іспит\_\_\_\_\_\_\_\_\_\_\_ |

1. **Мета та завдання навчальної дисципліни**

 **Метою** курсу “Сучасні підходи до викладання іноземних мов” є формування теоретичних знань, практичних умінь і диспозицій, як першооснови фахової компетентності викладача іноземних мов для мовних і немовних спеціальностей.

**Об’єкт вивчення**: підходи до викладання іноземних мов, процес викладання іноземних мов у закладах освіти.

**Цілі навчання:** формування методичної компетентності майбутніх викладачів іноземних мов.

**Теоретичний зміст дисципліни**: підходи до викладання іноземних мов, лінгводидактика (психологічні і лінгвістичні аспекти навчання/засвоєння іноземних мов).

**Методи і засоби:** загальнонаукові, філологічні, психолого-педагогічні методи, сучасні методи навчання іноземних мов, способи організації навчального процесу у вищій школі, технології урочної та позаурочної діяльності у вищих закладах освіти.

**Інструменти та обладнання:** ознайомлення з дидактичними підходами навчання в процесі викладання іноземних мов; умінь і навиків використання навчальних, наукових, методичних, мультимедійних, Інтернет-джерел і відповідного обладнання в освітньому процесі; умінь і навиків створення власного навчально-методичного забезпечення предмета; накопичення, узагальнення й передавання педагогічного досвіду з допомогою сучасних засобів (ІКТ та ін.).

Основними **завданнями** дисципліни “Сучасні підходи до викладання іноземних мов” є ознайомлення студентів із сучасними тенденціями навчання іноземних мов, розкриття суті сучасної методики навчання ІМ у закладах освіти як науки, ознайомлення з державним стандартом з іноземної мови, вимогами до кваліфікації викладача ІМ, підходами, методами, технологіями та стратегіями навчання ІМ в вищій школі, формування методичної, науково-дослідницької компетентностей, підготовка студентів-магістрантів до написання магістерських робіт та закладення підвалин для можливого продовження дослідницької роботи майбутніх фахівців.

Дисципліна забезпечує набуття здобувачами освіти таких ***компетентностей:***

**Загальні компетентності**

**ЗК1**. Здатність спілкуватися державною мовою як усно, так і письмово.

**ЗК 2.** Здатність бути критичним і самокритичним.

**ЗК5.** Здатність працювати в команді та автономно.

**ЗК6**. Здатність спілкуватися іноземною мовою.

**ЗК7.** Здатність до абстрактного мислення, аналізу та синтезу.

**ЗК8.** Навички використання інформаційних і комунікаційних технологій.

**ЗК10.** Здатність спілкуватися з представниками інших професійних груп різного рівня (з експертами з інших галузей знань).

**Додаткова ЗК**

***ЗК13.*** *Здатність спілкуватися угорською мовою як усно, так і письмово.*

**Фахові компетентності**

**ФК6.** Здатність застосовуватипоглиблені знання з лінгвістики, прекладознавства, методики викладання іноземних мов та літератури в професійній діяльності.

**ФК7**. Здатність вільно користуватися спеціальною термінологією в обраній сфері філологічних досліджень, в перекладацькій і викладацькій діяльності.

**ФК8**. Усвідомлення ролі експресивних, емоційних, логічних засобів мови для досягнення запланованого прагматичного результату.

**Додаткові ФК**

***ФК9.*** *Здатність інтегровано застосовувати знання та вміння з англійської мови (фонетичні, лексичні, граматичні, стилістичні) у широкому спектрі комунікативних ситуацій приватного, громадського, наукового і професійного життя як усно, так і письмово (на рівні С1) та здатність спілкуватися другою іноземною мовою (німецька).*

**Програмні результати навчання**

**ПРН1.** Оцінювати власну навчальну та науково-професійну діяльність, будувати і втілювати ефективну стратегію саморозвитку та професійного самовдосконалення.

**ПРН2**. Упевнено володіти державною та іноземною мовами для реалізації письмової та усної комунікації, зокрема в ситуаціях професійного спілкування; презентувати результати досліджень державною та іноземною мовами.

**ПРН3.** Застосовувати сучасні методики і технології, зокрема інформаційні, для успішного й ефективного здійснення професійної діяльності та забезпечення якості дослідження в галузі германської філології.

**ПРН4.** Оцінювати й критично аналізувати соціально-особистісні та професійно значущі проблеми і пропонувати шляхи їх вирішення у складних і непередбачуваних умовах, що потребує застосування нових підходів та прогнозування.

**ПРН5.** Знаходити оптимальні шляхи ефективної взаємодії у професійному колективі та з представниками інших професійних груп різного рівня.

**ПРН6.** Застосовувати знання про експресивні, емоційні, логічні засоби мови та техніку мовлення для досягнення запланованого прагматичного результату й організації успішної комунікації.

Додаткові ПР

***ПРН19.*** *Вміти класифікувати, відбирати та використовувати предметний зміст знань, які забезпечать інформаційний арсенал особистості. Знання та розуміння форм, методів та засобів навчання і виховання та освітніх технологій.*

**Уточнені предметні компетентності** та **програмні результати:**

**1.** здатність формувати іншомовну комунікативну компетентність;

**2.** здатність застосовувати сучасні методи й освітні технології навчання ІМ;

**3.** здатність здійснювати об’єктивний контроль і оцінювання рівня навчальних досягнень з ІМ;

**4.** здатність використовувати досягнення сучасної науки в галузі теорії та історії іноземної мови, практиці навчання іноземної мови;

**5.** здатність реалізовувати ефективні підходи (особистісно-орієнтований, діяльнісний, компетентнісний) до викладання ІМ на підставі передового вітчизняного й міжнародного досвіду;

**6.** здатність володіти методикою розвитку іншомовного зв’язного мовлення студентів у процесі говоріння й підготовки творчих робіт з ІМ.

**Знання:**

1. сучасні філологічні й дидактичні засади навчання ІМ;

2. засади теоретичного й експериментального (пробного) дослідження в професійній сфері та методи їхньої реалізації;

3. основні поняття і категорії методики навчання ІМ;

4. сучасні підходи до формування у студентів іншомовної комунікативної компетентності;

5. інноваційні технології навчання ІМ;

6. форми, види і способи контролю і оцінювання рівня сформованості іншомовної комунікативної компетентності;

7. основні організаційні форми реалізації навчального процесу з навчання ІМ;

8. планування навчального процесу з ІМ.

**Уміння:**

1. критично аналізувати й застосовувати набуті теоретичні відомості з методики навчання іноземних мов;
2. працювати з теоретичними та науково-методичними джерелами (зокрема цифровими), видобувати, обробляти й систематизувати інформацію, використовувати її в освітньому процесі;
3. володіти методичною термінологією, основними поняттями лінгводидактики та методики навчання ІМ;
4. обирати навчальні підходи на засадах еклектицизму та враховуючи потреби студентів, їхні індивідуальні відмінності;
5. викладати різні аспекти мови (навчання вимови, лексики, граматики, слухання, різних видів читання, письма);
6. використовувати прийоми навчання, характерні для різних підходів і методів викладання;
7. розробляти й імплементувати навчальні матеріали на основі самостійно дібраних матеріалів;
8. використовувати та розробляти різні типи контрольних завдань;
9. робити усний та письмовий аналіз занять з ІМ;
10. характеризувати навчально-методичні комплекси, підручники, навчальні матеріали.

**Програма та структура навчальної дисципліни**

|  |  |
| --- | --- |
| Назви змістових модулів і тем  |  Кількість годин |
| денна форма | заочна форма |
| разом | у тому числі | разом | у тому числі |
| лекції | семін. | сам. | лекції | семін. | сам. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **Module 1. Theoretical foundations of foreign language teaching methodology as a discipline** |
| Theme 1. Theoretical foundations of foreign language teaching methodology as a discipline.Theme 2. The object of knowledge in foreign language coursesTheme 3. Specific Purpose Programs. |  |  |  |  |  |  |  |  |
| Всього за Модуль 1 | 14 | 2 | 2 | 10 | 20 | 2 | - | 14 |
| **Module 2. Recent approaches to language teaching** |
|  |  |  |  |  |  |  |  |  |
| Тheme 1.Task-based language learning.Тheme 2. The lexical approach.Тheme3. Neurolinguistic programming.Тheme 4. Multiple intelligence theory.Тheme 5. Cooperative learning.Тheme 6. Content-based instruction.Тheme 7. Computer-assisted language learning |  |  |  |  |  |  |  |  |
| Всього за Модуль 2 | 50 | 6 | 10 | 25 | 40 | 2 | - | 40 |
| **Module 3. Developing language skills and assessment** |
|  |  |  |  |  |  |  |  |  |
| Theme 1. Learning and teaching different types of grammar Theme 2. Learning and teaching vocabulary Theme 3. Acquiring and teaching pronunciation Theme 4. Acquiring and teaching a new writing system Theme 5. Strategies for communicating and learningTheme 6. Listening and reading processes |  |  |  |  |  |  |  |  |
| Всього за Модуль 3 | 36 | 2 | 2 | 31 | 50 | 2 | - | 30 |

**Теми лекційних занять**

|  |  |  |
| --- | --- | --- |
| №з/п | Назва теми | Кількістьгодин |
| 1 | **Module 1. Theoretical foundations of foreign language teaching methodology as a discipline** | 2 |
| 1. | **Theme 1. Theoretical foundations of foreign language teaching methodology as a discipline**1. The place of the FLT methods in language teacher education.2. Criticism of methods.3. Fluctuations in the methodological perspectives.4. Some relevant SLA research findings.5. Implications for approaches to foreign language teaching.**Theme 2. The object of knowledge in foreign language courses**1. Different views about what the object of knowledge is in FL courses (structural and functional views).2. Trends in Linguistics and their impact in FL teaching.2.1.The Formalist or Structuralist trend in Linguistics.2.2.The Functionalist trend in Linguistics.**Theme 3. Specific purpose programmes**1. The concept of specific purposes.2. Organizing specific language instruction.3. Research-informed pedagogy in LSP. |  |
| 2. | **Module 2. Recent approaches to language teaching** | 6 |
|  | **Theme 4. Recent approaches to language teaching**1. Task-based language learning.2. The lexical approach.3. Neurolinguistic programming.4. Multiple intelligence theory.5. Cooperative learning.6. Content-based instruction.7. Computer-assisted language learning. |  |
| 3. | **Module 3. Developing language skills and assessment** | 2 |
|  | **Theme 5. Learning and teaching different types of grammar** 1. What is grammar? 2. Structure words, morphemes and sequences of acquisition. 3. The processability model.4. Principles and parameters grammar.5. L2 learning of grammar and L2 teaching. 6. The role of explicit grammar in language teaching.**Theme 6. Learning and teaching vocabulary** 1. Word frequency. 2. Knowledge of words.3. One word-store or two in the L2 user’s mind? 4. Types of meaning. 5. Strategies for understanding and learning vocabulary. 6. Vocabulary and teaching.**Theme 7. Acquiring and teaching pronunciation** 1. Phonemes and second language acquisition. 2. Learning syllable structure.3. General ideas about phonology learning. 4. Choosing a model for teaching pronunciation. 5. Learning and teaching pronunciation.**Theme 8. Acquiring and teaching a new writing system** 1. Writing systems.2. Spelling.3. Punctuation.4. The writing system and language teaching.**Theme 9. Strategies for communicating and learning**1. Communication strategies.2. Learning strategies: how do learners vary in their approaches to L2 learning?**Theme 10. Listening and reading processes** 1. Meaning and reading.2. Listening processes. |  |

**Теми практичних занять**

|  |  |  |
| --- | --- | --- |
| №з/п | Назва теми | Кількістьгодин |
|  | Seminar1. Theoretical foundations of foreign language teaching methodology as a discipline. | 2 |
|  | Seminar 2. Specific purpose programmes. | 2 |
|  | Seminar 3. Recent approaches to language teaching. Communicative language teaching. | 2 |
|  | Seminar 4. Task-based language learning.The lexical approach.Neurolinguistic programming | 2 |
|  | Seminar 5. Information technologies in language teaching. Computer-assisted language learning. | 2 |
|  | Seminar 6. Content-based language instruction. | 2 |
|  | Seminar 7. Learning strategy training, cooperative learning, and multiple intelligences. | 2 |
|  | Разом  | 14 |

**Самостійна робота**

**Види самостійної роботи:**

1. підготовка до лекційних і практичних занять;
2. самостійна позааудиторна робота над виконанням завдань навчального і творчого-пошукового характеру;
3. самостійний пошук та опрацювання додаткової інформації над темами практичних занять;
4. підготовка до іспиту;
5. реферування наукових статей із фахових видань та написання аналітичного огляду за їх матеріалами;
6. підготовка доповіді та виступ на студентській науково-практичній конференції;
7. укладання портфоліо, до якого входять: філософія викладання ІМ; план професійного розвитку; розгорнутий план-конспект заняття із англійської мови, спрямованого на розвиток усіх видів мовленнєвої діяльності (тривалістю 45 хв.) або 4-х мініуроків (тривалістю по 12 хв.), кожен із яких має на меті розвиток окремого виду мовленнєвої діяльності і складений згідно з визначеною тематикою на основі самостійно дібраних іншомовних матеріалів; письмовий аналіз одного із уроків, продемонстрованих одногрупниками.

|  |  |  |
| --- | --- | --- |
| №з/п | Назва теми | Кількістьгодин |
| 1 | Learning and learner differences |  |
| 2 | Variables affecting learning outcome |  |
| 3 | Affective variables (related to emotions and feelings) |  |
| 4 | Personality variables (related to personality traits) |  |
| 5 | Socialization variables (related to how one works with others) |  |
| 6 | Cognitive variables (related to mental processes) |  |
| 7 | Learning strategies  |  |
| 8 | Facilitating learning |  |
| 9 | Autonomy and self-direction in Foreign Language Teaching/Learning |  |
|  |  |  |

**Індивідуальні завдання**

*Assignment 1*

The goal of this assignment is to familiarise you with EFL teaching materials and give an opportunity to evaluate their usefulness in the classroom.

Topic

Choose two foreign language textbooks or sets of teaching materials used at the tertiary level; evaluate their effectiveness.

You should discuss:

* the kinds of tasks which are included
* how the tasks are organised and sequenced
* the strengths and weaknesses of the materials
* the methodological principles by which the materials are organised
* the view of language in each resource, as shown by the way 2 or 3 grammar points are taught

 (approximately 1500-2000 words)

*Assignment 2*

The goal of this assignment is to provide participants with an opportunity to design teaching tasks for the classroom.

Four short assessment tasks:

* Design a task for teaching listening
* Design a task for teaching speaking
* Design a task for teaching reading
* Design a task for teaching writing

You should include:

* a learner profile (number of students, age, sex, nationality, language level, needs)
* objectives or learning outcomes
* the place of the task in the lesson
* the sequencing and development of the task, showing how each part is taught and the relationship between parts of the task
* classroom management procedures, including instructions
* the materials for your task, ready for use

(approximately 500 words per task)

*Assignment 3*

The goal of this assignment is to provide an opportunity to explore and reflect on the principles that determine the practice of foreign language teaching in Ukraine and in other countries.

*Topics for individual tasks*

1. Use the Internet and the suggested reference books to explore the situation of Communicative Language Teaching in Ukraine in greater depth. Is this method still in vogue in our country? Is EFL teaching in Ukraine truly grounded on its principles? Compare this situation with that of other European countries. Are they more up-to-date in language teaching? Do you think having a University entrance exam influences the teaching methods followed in those countries in which it is established? Why or why not?

2. Study the implementation of task-based and content-based instruction in schools and Universities. In which contexts is it being applied? At what levels? What type of TB or CBI is it? Which principles does it follow? What are the results of the experience? If possible, interview teachers who are following this approach to language teaching in order to obtain first-hand information on the experiеnce. Write a report with your findings.

3. List all the classroom procedures you would take from all the methods and explain your reasons. Do the same with the procedures you would not use. Finally, elaborate a chart with your view of how language learning and teaching should be.

4.Draft your own teaching philosophy with reference to current SLA theories discussed in this course and in others (useful links: <http://nflrc.hawaii.edu/tipps/?page_id=53>)

5.Teaching based on an article.

Select one article related to the topics discussed in this course. Lead the discussion of the article in class. Prepare a 20-minute PowerPoint (or another presentation software) presentation on the article. Teach the significant parts of the topic, display the research questions, a diagram for the methods (if it is empirical), the main RQs, and the results. Present the implications of the study (for the field/theory, and for teaching). Then, open an interactive discussion of the article. Get the students to interact.

**Методи навчання**

* лекційні та практичні заняття, самостійна робота;
* індивідуальні творчо-пошукові завдання;
* робота з академічною групою, в малих групах, парах, фронтальне та індивідуальне усне та письмове опитування;
* мозковий штурм, групова дискусія, визначення пріоритетів;
* письмове реферування, анотування наукових статей за фахом;
* розроблення та проведення занять для розвитку різних видів мовних умінь із застосуванням різних методів викладання ІМ у ЗВО;
* укладання методичного портфоліо.

**Методи контролю**

**Форми проведення модульного контролю та критерії оцінювання**

Модульний контроль знань студентів здійснюється після завершення вивчення навчального матеріалу кожного модуля у формі модульної контрольної роботи, яка полягає у виконанні тестових завдань різного типу з метою підготовки студентів до складання семестрового іспиту. Мінімальна кількість балів, яку студент повинен отримати за модульну контрольну роботу – 60 балів.

**Форми проведення семестрового контролю та критерії оцінювання**

Семестровий контроль здійснюється у формі іспиту, форма проведення якого є усне опитування і виконання практичних завдань. Максимальна кількість балів за результатами іспиту – 1000.

**Розподіл балів, які отримують студенти**

|  |  |  |
| --- | --- | --- |
| Поточне тестування та самостійна робота | Підсумковий тест (екзамен) | Сума |
| Змістовий модуль 1 | Змістовий модуль 2 | Змістовий модуль3 |  | 100 |
| Т1 | Т2 | Т3 | Т4 | Т5 | Т6 | Т7 | Т8 | Т9 | Т10 | Т11 | test |
|  |  |  |  |  |  |  |  |  |  |  |  |

Т1, Т2 ... Т12 – теми змістових модулів.

**Шкала оцінювання: національна та ECTS**

|  |  |  |
| --- | --- | --- |
| Сума балів за всі види навчальної діяльності | ОцінкаECTS | Оцінка за національною шкалою |
| для екзамену, курсового проекту (роботи), практики | для заліку |
| 90 – 100 | **А** | відмінно  | зараховано |
| 82-89 | **В** | добре  |
| 74-81 | **С** |
| 64-73 | **D** | задовільно  |
| 60-63 | **Е**  |
| 35-59 | **FX** | незадовільно з можливістю повторного складання | не зараховано з можливістю повторного складання |
| 0-34 | **F** | незадовільно з обов’язковим повторним вивченням дисципліни | не зараховано з обов’язковим повторним вивченням дисципліни |

**Методичне забезпечення**

1. Навчальна програма
2. Робоча програма
3. Силабус
4. Конспект лекцій
5. Методичні вказівки для семінарських робіт і самостійної роботи

**Рекомендована література**

**Базова**

1. Тарнопольський, О., Кабанова, М. (2019). *Методика викладання іноземних мов та їх аспектів у вищій школі: підручник*. Дніпро: Університет імені Альфреда Нобеля.
2. Тарнопольський, О. (2006). *Методика навчання іншомовної мов­леннєвої діяльності у вищому мовному закладі освіти*. Київ: ІНКОС.
3. Cook, V. (2008). *Second language learning and language teaching*. London: Hodder Education.
4. Larsen-Freeman, D., Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford: OUP.
5. Long, M., Doughty, C. (2009). The Handbook of Language Teaching. Blackwell Publishing.
6. Molina, G.T., Cañado, M.L., Agulló, G.L. (2006). Current approaches and teaching methods. Available at <https://www4.ujaen.es/~gluque/Chapter4HANDBOOKDEFINITIVO.pdf>
7. Richards, J. C., Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
8. Schmitt, N., Rodgers, M. (2020). An Introduction to Applied Linguistics. Taylor & Francis Books.

**Допоміжна**

1. Бігич, О.Б. Основні структурні елементи професійно-методичної діяльності вчителя іноземної мови// Вісник Київського державного лінгвістичного університету. – 2000. – Вип. 2. – С.193-202.
2. Бігич, О.Б. Методична підготовка вчителя іноземної мови в системі професіоналізації процесу навчання іноземних мов // Вісник Київського державного лінгвістичного університету. – 2000. – Вип 3. – С. 179-183.
3. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання / Наук. ред. укр. видання С.Ю. Ніколаєва. Переклад з англ. – К.: Ленвіт, 2003. – 273 с.
4. Dörnyei, Z. (2005). The Psychology of The Language Learner: Individual Differences In Second Language Acquisition. Mahwah, NJ: Lawrence Erlbaum.
5. Dörnyei, Z. (2009). The Psychology of Second Language Acquisition. Oxford: Oxford University Press.
6. Harmer, J. (2004). The Practice of Language Teaching. Longman.
7. Karavas, E. (2014). Applied Linguistics to Foreign Language Teaching and Learning. Approaches and Methods for Foreign Language Teaching. Available at <https://opencourses.uoa.gr/courses/ENL5/>

**14. Інформаційні ресурси**

Online journals:

1.“Calico Journal” (http://www.calico.org)

2.“Language Learning and Technology” (<http://llt.msu.edu>)

3. European Language Portfolio: Principles and Guidelines // On-line: http:www.coe.int/portfolio

*Додаток 1*

**Методичні вказівки до семінарських робіт з дисципліни**

**Theme 1. Theoretical foundations of foreign language teaching methodology as a discipline**

**Plan**

1. Historical overview of methods of FLT.

2. Criticism of methods.

3. Fluctuations in the methodological perspectives.

4. Some relevant SLA research findings.

5. Characteristics of adult language learners..

*Literature:*

Akbari, R. (2008). Postmethod discourse and practice. *TESOL Quarterly, 42*(4), 641−652.

Bell, D. M. (2007). [Do teachers think that methods are dead?](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.495.6229&rep=rep1&type=pdf) *ELT Journal, 61*(2), 135−143.

Larsen-Freeman, D., Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford: OUP.

Larsen-Freeman, D., Freeman, D. (2008). Language moves: The place of “foreign” languages in classroom teaching and learning. Review of Research in Education, 32, 147–186.

Long, M., Doughty, C. (2009). The Handbook of Language Teaching. Blackwell Publishing.

Тарнопольський, О., Кабанова, М. (2019). *Методика викладання іноземних мов та їх аспектів у вищій школі: підручник*. Дніпро: Університет імені Альфреда Нобеля.

**Theme 2. The object of knowledge in foreign language courses**

**Plan**

1. Different views about what the object of knowledge is in FL courses (structural and functional views).

2. Trends in Linguistics and their impact in FL teaching.

2.1. The Formalist or Structuralist trend in Linguistics.

2.2. The Functionalist trend in Linguistics.

*Literature:*

Ellis, R. (1997). [SLA and language pedagogy: An educational perspective](http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=36371&fulltextType=RA&fileId=S0272263197001058). *Studies in Second Language Acquisition, 19*(1), 69−92.

Johnson, K. (2002). [Language as skill](http://eltj.oxfordjournals.org/content/56/2/190.full.pdf%2Bhtml). *ELT Journal, 56*(2), 190−191.

Karavas, E. (2014). Applied Linguistics to Foreign Language Teaching and Learning. The Object of Knowledge in Foreign Language Courses. Available at the [Applied Linguistics to Foreign Language Teaching and Learning Open Online Course](http://opencourses.uoa.gr/courses/ENL5/) <https://opencourses.uoa.gr/courses/ENL5/>

**Theme 3. Specific purpose programmes**

**Plan**

1. The concept of specific purposes.

2. Organizing specific language instruction.

3. Research-informed pedagogy in LSP.

*Literature:*

Gatehouse, K. (2001). Key Issues in English for Specific Purposes (ESP) Curriculum Development. *Internet TESL Journal, Vol. VII*, No. 10. Retrieved from <http://iteslj.org/Articles/Gatehouse-ESP.html>

Hyland, K. (2009). Specific Purpose Programs. In [M. H. Long](https://www.infona.pl/contributor/0%40bwmeta1.element.wiley-bseries-2454497708-o9781444315783/tab/publications), [C. J. Doughty](https://www.infona.pl/contributor/1%40bwmeta1.element.wiley-bseries-2454497708-o9781444315783/tab/publications) (Eds.), *The Handbook of Language Teaching* (pp. 201−217). Blackwell Publishing Ltd.

Hyland, K. (2006). *English for academic purposes: An advanced resource book*. London: Routledge

“[Journal of Teaching English for Specific and Academic Purposes](http://espeap.junis.ni.ac.rs/index.php/espeap)” - journal

“[ESP Professional](https://esptassociation.com/esp-professional-3/)” – professional magazine for ESP Teachers worldwide.

**Theme 4. Recent approaches to language teaching**

**Plan**

1. Task-based language learning.

2. The lexical approach.

3. Neurolinguistic programming.

4. Multiple intelligence theory.

5. Cooperative learning.

6. Content-based instruction.

7. Computer-assisted language learning.

*Literature:*

Karavas, E. (2014). Applied Linguistics to Foreign Language Teaching and Learning. Approaches and Methods for Foreign Language Teaching. Available at <https://opencourses.uoa.gr/courses/ENL5/>

Larsen-Freeman, D., Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford: OUP.

Long, M., Doughty, C. (2009). *The Handbook of Language Teaching*. Blackwell Publishing.

Molina, G.T., Cañado, M.L., & Agulló, G.L. (2006). Current approaches and teaching methods. Available at <https://www4.ujaen.es/~gluque/Chapter4HANDBOOKDEFINITIVO.pdf>

Norris, J. (2009). Task-based teaching and testing. In M. Long and C. Doughty (eds.).

*The Handbook of Language Teaching* (pp. 578–594). Malden, MA: Wiley-Blackwell.

Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University

Press.

Richards, J. C., Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

**Theme 5. Learning and teaching different types of grammar**

**Plan**

1. What is grammar?

2. Structure words, morphemes and sequences of acquisition.

3. The processability model.

4. Principles and parameters grammar.

5. L2 learning of grammar and L2 teaching.

6. The role of explicit grammar in language teaching.

*Literature:*

Larsen-Freeman, D., Celce-Murcia, M. (2015). The Grammar Book: Form, Meaning, and Use for English Language Teachers (third edition). Boston, MA: Cengage/National Geographic Learning.

[Larsen-Freeman and Celce-Murcia have written their book to help prospective and practising teachers of English as a second or foreign language (ESL/EFL) enhance their understanding of English grammar, expand their skills in linguistic analysis and develop a pedagogical approach to teaching English grammar. Each chapter deals with a major structure of English, analysing its form, meaning and use. Each chapter concludes with teaching suggestions.]

DeCarrico, J. (2000). The Structure of English: Studies in Form and Function for Language Teaching. Ann Arbor, MI: University of Michigan Press.

[This book presents a descriptive overview of grammatical structures in English, but it differs from most grammar books in that the focus is not only on form but also on function (both sentence level grammatical function and discourse function). The underlying philosophy is that a better understanding of how grammar works and why it works that way will enable teachers to be more effective in teaching grammar in the classroom.]

DeKeyser, R. (ed.) (2007). Practice in a Second Language. New York: Cambridge University Press.

[Seeing language as a skill to be learned raises the question of how declarative knowledge becomes proceduralized/automatized. The contributors to this volume explore a number of questions of theoretical and practical significance, including what kinds of practice are more effective, in what contexts, for what kinds of learners.]

Nassaji, H. and Fotos, S. (eds.). (2010). Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context. New York: Routledge.

[This book outlines the options that language teachers have for incorporating a focus on grammar and a focus on communication into the classroom. Each chapter outlines an option through its theoretical background and exemplary activities.]

Larsen-Freeman, D. (2014) Teaching grammar. In Celce-Murcia, M., Brinton, D.M., Snow, M. A. (eds.) Teaching English as a Second or Foreign Language (fourth edition). Boston, MA: Heinle/Cengage.

[In this article, Larsen-Freeman makes a case for teachers systematically addressing the three dimensions of grammatical structures: their form, meaning and use, depending on which of these dimensions presents the greatest learning challenge to ESL/EFL students. She also suggests that the three dimensions need to be taught differently since they are likely learnt differently.]

Larsen-Freeman, D. (2003). Teaching Language: From Grammar to Grammaring. Boston, MA: Heinle/Cengage.

[Larsen-Freeman proposes that grammar is, as with other naturally occurring systems, best conceived of as a non-linear, dynamic system. Seen in this way, the complexity of grammar is respected, especially as manifest at the discourse level, the non-linear nature of language and its learning is best understood and the organic nature of language/grammar is appreciated. As a consequence of this way of viewing grammar, Larsen-Freeman has proposed that grammar teaching be thought of as‘grammaring, to reflect the dynamic nature of grammar and its learning.]

**Theme 6. Learning and teaching vocabulary**

**Plan**

1. Word frequency.

2. Knowledge of words.

3. One word-store or two in the L2 user’s mind?

4. Types of meaning.

5. Strategies for understanding and learning vocabulary.

6. Vocabulary and teaching.

*Literature:*

Nation, I.S.P. (2013). Learning Vocabulary in Another Language (second edition). Cambridge: Cambridge University Press.

[A substantial survey of vocabulary teaching and learning.]

Nation, I.S.P. (2008). Teaching Vocabulary: Strategies and Techniques. Boston: Heinle Cengage Learning.

[A book written for teachers covering a wide range of vocabulary teaching and learning topics.]

Read, J. (2000) .Assessing Vocabulary. Cambridge: Cambridge University Press.

[A clear, well-informed study of vocabulary testing.]

Schmitt, N. (2010). Researching Vocabulary: A Vocabulary Research Manual. Cambridge: Cambridge University Press.

[A guide for researchers interested in exploring how vocabulary knowledge is acquired.]

Webb, S. and Nation, P. (2017). How Vocabulary Is Learned. Oxford: Oxford University Press.

[A presentation of major issues related to the teaching and learning of vocabulary with an evaluation of a wide range of vocabulary learning activities.]

**Theme 7. Acquiring and teaching pronunciation**

**Plan**

1. Phonemes and second language acquisition.

2. Learning syllable structure.

3. General ideas about phonology learning.

4. Choosing a model for teaching pronunciation.

5. Learning and teaching pronunciation.

*Literature:*

Celce-Murcia, M., Brinton, D. and Goodwin, J. (2010). Teaching Pronunciation. A Reference for Teachers of English to Speakers of Other Languages (second edition). Cambridge and New York: Cambridge University Press.

[This is a comprehensive reference book on the theory and practice of pronunciation teaching. It focuses on North American English, and an accompanying training cassette is available for practising the transcription of sounds and assessing learners’ pronunciation.]

Derwing, T.M. and Munro, M.J. (2015). Pronunciation Fundamentals: Evidence-based Perspectives for L2 Teaching and Research. Amsterdam: John Benjamins.

[This book utilizes current empirical work to inform a pedagogical approach to teaching pronunciation. In particular, the text focuses on the importance of error gravity, the need for assessment and individualized instruction, and the role of L2 accents in social contexts.]

Gilbert, J.B. (2008). Teaching Pronunciation. Using the Prosody Pyramid. New York: Cambridge University Press.

[This booklet of only 50 pages is an excellent, succinct resource for teachers who wish to develop an understanding of how pronunciation is inextricably bound up with various aspects of English speech, and how to help their learners achieve pronunciation that is listener-friendly.]

Jenkins, J. (2000) The Phonology of English as an International Language. Oxford: Oxford University Press.

[English is increasingly recognized as different from other languages, often taught as a language for intercultural communication rather than as a traditional foreign language, which entails a shift in pedagogic priorities. This innovative book is a must for those concerned with mutual intelligibility among ‘non-native’ speakers in contexts where English is used as an international lingua franca. The author proposes a new pronunciation syllabus, the ‘Lingua Franca Core, as an alternative to traditional approaches based on imitation of native speakers.]

Riggenbach, H. (1999). Discourse Analysis in the Language Classroom. Vol 1. The Spoken Language. Ann Arbor, MI: The University of Michigan Press.

[Students as discourse analysts is a major focus of this book. The author encourages teachers to develop their students’ skills as researchers in acquiring their new language. Numerous useful awareness-raising activities are presented including techniques for training students to be researchers, methods for using discourse analysis tools in the classroom and options for incorporating discourse analysis for different teaching situations and student groups.]

Thornbury, S. and Slade, D. (2006) Conversation: From Description to Pedagogy. Cambridge: Cambridge University Press.

[This book introduces readers to a comprehensive description of conversational English, ranging from vocabulary, to grammar, discourse and genre. It goes on to discuss a variety of methodological approaches to teaching conversational skills, offering an integrated approach to the teaching of speaking as well as practical classroom activities.]

**Theme 8. Acquiring and teaching a new writing system**

**Plan**

1. Writing systems.

2. Spelling.

3. Punctuation.

4. The writing system and language teaching.

*Literature:*

Ferris, D.R. and Hedgcock, J.S. (2005). Teaching ESL Composition: Purpose, Process, and Practice (second edition). Mahwah, NJ: Lawrence Erlbaum.

[This book presents approaches to teaching ESL composition that are informed by current theoretical perspectives on second language writing and writers. The authors provide a comprehensive review of theoretical and research issues and discuss various pedagogical matters, including reading–writing relations, course design, teaching materials, teacher response, peer response, grammar, assessment and technology.]

Leki, I., Cumming, A. and Silva, T. (2008) A Synthesis of Research on Second Language Writing in English. New York: Taylor & Francis.

[This book provides a comprehensive overview of research on second language writing in English. It consists of three sections, including contexts of L2 writing, instruction and assessment, and basic research on second language writing.]

Manchón, R.M. and Matsuda, P.K. (eds.) (2018). Handbook of Second and Foreign Language Writing. Boston: de Gruyter.

[This edited volume presents an overview of key issues and insights related to second language writing by well-established researchers. The volume consists of six sections that explore topics related to the nature of the field, L2 writing contexts, approaches to learning writing, teaching and assessing writing, researching writing, and disciplinary interfaces with other fields of inquiry.]

Matsuda, P.K. and Silva, T. (eds.) (2005) Second Language Writing Research: Perspectives on the Process of Knowledge Construction. Mahwah, NJ: Lawrence Erlbaum. [This volume provides insiders’ perspectives on the process of conducting various types of second language writing research. Defining research broadly as inquiry – the act of constructing new knowledge and insights – this volume provides an understanding of various issues in conceptualizing a research project as well as collecting and analysing data.]

**Theme 9. Strategies for communicating and learning**

**Plan**

1. Communication strategies.

2. Learning strategies: how do learners vary in their approaches to L2 learning?

*Literature:*

Riggenbach, H. (1999). Discourse Analysis in the Language Classroom. Vol 1. The Spoken Language. Ann Arbor, MI: The University of Michigan Press.

[Students as discourse analysts is a major focus of this book. The author encourages teachers to develop their students’ skills as researchers in acquiring their new language. Numerous useful awareness-raising activities are presented including techniques for training students to be researchers, methods for using discourse analysis tools in the classroom and options for incorporating discourse analysis for different teaching situations and student groups.]

Thornbury, S. and Slade, D. (2006). Conversation: From Description to Pedagogy. Cambridge: Cambridge University Press.

[This book introduces readers to a comprehensive description of conversational English, ranging from vocabulary, to grammar, discourse and genre. It goes on to discuss a variety of methodological approaches to teaching conversational skills, offering an integrated approach to the teaching of speaking as well as practical classroom activities]

**Theme 10. Listening and reading processes**

**Plan**

1. Meaning and reading.

2. Listening processes.

*Literature:*

Field, J. (ed.) (2008). Special issue on listening. System 36(1).

[A collection of eight papers reflecting current research into (first and second language) listening processes. Most of the contributors address bottom-level (perception) issues in listening, but there are also papers on listening strategy use and the testing and teaching of listening skills.]

Flowerdew, J. and Miller, L. (2005). Second Language Listening: Theory and Practice. Cambridge: Cambridge University Press.

[The authors discuss a pedagogic model of listening that broadens the scope of listening tasks to offer a range of ‘listenings’ – individualized, cross-cultural, social, affective, contextualized, strategic, intertextual and critical.]

Lynch, T. (2009). Teaching Second Language Listening. Oxford: Oxford University Press.

[This book draws on current research to suggest ways of evaluating and designing L2 classroom listening activities. In particular, it highlights ways of focusing on the learner in listening: involving learners in the design of listening activities for use in the classroom and the self-access centre, and suggesting how learners can develop their listening skills beyond the classroom.]

Vandergrift, L. (2007). Recent developments in second and foreign listening comprehension research. Language Teaching 40: 191–210.

[A comprehensive round-up of research since the turn of the century into the cognitive, social and affective factors that influence L2 listening. It offers an integrated strategic approach to instruction and discusses recent investigations of multi-media applications in listening.]

Vandergrift, L. and Goh, C.C.M. (2012). Teaching and Learning Second Language Listening: Metacognition in Action. New York: Routledge.

[Supported by research and grounded in listening theory, this book presents a comprehensive treatment of second language listening. With emphasis on metacognition, the text provides practical ideas for learner-centred listening activities.]

*Додаток 2*

**Методичні вказівки до самостійних робіт з дисципліни**

**Exercises for Seminars and Independent Work**

**Theme 1: Theoretical foundations of foreign language teaching methodology as a discipline**

**Task 1.** (a) Fill out the following questionnaire.

(b) Study attentively the author’s comments on the assumptions widely held by language teachers. Which of them came as a surprise on you?

(c) Write a two-minute reaction paper based on the comments given below.

[***Common assumptions of language teaching***](#bookmark2) (from Cook, 2008)

|  |  |
| --- | --- |
| **Box 1.1 Assumptions of language** | **teaching** |
| *Tick the extent to which you agree or disagree with these assumptions* Neither agree Strongly nor Strongly agree Agree Disagree Disagree Disagree |
| **1** Students learn best through spoken, not written language. | □ | □ | □ | □ | □ |
| **2** Teachers and students should use the second language rather than the first language in the classroom. | □ | □ | □ | □ | □ |
| **3** Teachers should avoid explicit discussion of grammar. | □ | □ | □ | □ | □ |
| **4** The aim of language teaching is to make students like native speakers. | □ | □ | □ | □ | □ |

During the last quarter of the nineteenth century, a revolution took place that affected much of the language teaching used in the twentieth century. The revolt was primarily against the stultifying methods of grammatical explanation and translation of texts which were then popular. (In this chapter we will use ‘method’ in the traditional way to describe a particular way of teaching, with its own tech­niques and tasks; Chapter 13 replaces this with the word ‘style’.) In its place, the pioneers of the new language teaching, such as Henry Sweet and Otto Jespersen, emphasized the spoken language and the naturalness of language learning, and insisted on the importance of using the second language in the classroom rather than the first (Howatt, 2004). These beliefs are largely still with us today, either explicitly instilled into teachers or just taken for granted. The questionnaire in Box 1.1 tests the extent to which the reader actually believes in four of these com­mon assumptions.

If you agreed with most of the statements in Box 1.1, then you share the com­mon assumptions of teachers over the past 120 years. Let us consider them in more detail.

Assumption 1: The basis for teaching is the spoken, not the written language

One of the keynotes of the nineteenth-century revolution in teaching was the emphasis on the spoken language, partly because many of its advocates were pho­neticians. The English curriculum in Cuba, for example, insists on ‘The principle of the primacy of spoken language’ (Cuban Ministry of Education, 1999). The teaching methods within which speech was most dominant were the audio-lin­gual and audio-visual methods, which insisted on presenting spoken language from tape before the students encountered the written form. Later methods have continued to emphasize the spoken language. Communication in the commu­nicative method is usually through speech rather than writing. The total physical response method uses spoken, not written, commands, and storytelling, not story reading. Even in the recent task-based learning approach, Ellis (2003: 6) points out: ‘The literature on tasks, both research-based or pedagogic, assumes that tasks are directed at oral skills, particularly speaking.’ The amount of teaching time that teachers pay to pronunciation far outweighs that given to spelling.

The importance of speech has been reinforced by many linguists who claim that speech is the primary form of language, and that writing depends on speech. Few teaching methods in the twentieth century saw speech and writing as being equally important. The problem with accepting this assumption is that written language has distinct characteristics of its own, which are not just pale reflections of the spoken language. To quote Michael Halliday (1985: 91), ‘writing is not speech written down, nor is speech writing that is read aloud’. Vital as the spoken language may be, it should not divert attention from those aspects of writing that are crucial for students. Spelling mistakes, for instance, probably count more against an L2 user in everyday life than a foreign accent.

Assumption 2: Teachers and students should use the second language rather than the first language in the classroom

The emphasis on the second language in the classroom was also part of the revolt against the older methods by the late nineteenth-century methodologists, most famously through the direct method and the Berlitz method, with their rejection of translation as a teaching technique. In the 1990s the use of the first language in the classroom was still seen as undesirable, whether in England - ‘The natural use of the target language for virtually all communication is a sure sign of a good modern language course’ (DES, 1990: 58) - or in Japan - ‘The majority of an English class will be conducted in English’ (MEXT, 2003). This advice is echoed in almost every teaching manual: ‘the need to have them practising English (rather than their own language) remains paramount’ (Harmer, 1998: 129). One argu­ment for avoiding the first language is that children learning their first language do not have a second language available, which is irrelevant in itself - infants do not play golf, but we teach it to adults. Another argument is that students should keep the two languages separate in their minds rather than linking them; this adopts a compartmentalized view of the languages in the same mind, which is not supported by SLA research, as we see everywhere in this book. Nevertheless, many English classes justifiably avoid the first language for practical reasons, whether because of the mixed languages of the students or because of the teacher’s igno­rance of the students’ first language.

Assumption 3: Teachers should avoid explicit discussion of grammar

The ban on explicit teaching of grammar to students also formed part of the rejec­tion of the old-style methods. Grammar could be practised through drills or incor­porated within communicative exercises, but should not be explained to students. While grammatical rules could be demonstrated though substitution tables or sit­uational cues, actual rules should not be mentioned. The old arguments against grammatical explanation were, on the one hand, the question of conscious under­standing - knowing some aspect of language consciously is no guarantee that you can use it in speech - and, on the other, the time involved - speaking by con­sciously using all the grammatical rules means each sentence may take several minutes to produce, as those of us who learnt Latin by this method will bear witness. Chapter 2 describes how grammar has recently made something of a comeback.

Assumption 4: The aim of language teaching is to make students like native speakers

One of the assumptions that is most taken for granted is that the model for lan­guage teaching is the native speaker. Virtually all teachers, students and bilinguals have assumed that success is measured by how close a learner gets to a native speaker, in grammar, vocabulary and particularly pronunciation. David Stern (1983: 341) puts it clearly: ‘The native speaker’s “competence” or “proficiency” or “knowledge of the language” is a necessary point of reference for the second lan­guage proficiency concept used in language teaching.’ Coursebooks are based on native language speakers; examinations compare students with the native speaker. Passing for a native is the ultimate test of success. Like all the best assumptions, people so take this for granted that they can be mortally offended if it is brought out into the open and they are asked, ‘Why do you want to be a native speaker in any case?’ No other possibility than the native speaker is enter­tained.

Many of these background assumptions are questioned by SLA research and have sometimes led to undesirable consequences. Assumption 1, that students learn best through spoken language, leads to undervaluing the features spe­cific to written language. Assumption 2, that the L1 should be minimized in the classroom, goes against the integrity of the L2 user’s mind. Assumption 3, on not teaching grammar, explicitly implies a particular model of grammar and learning, rather than the many alternatives. The native speaker assumption 4 has come under increasing attack in recent years on the grounds that a native speaker goal is not appropriate for all circumstances and is unattainable for the vast majority of students. Nevertheless, even if for the most part these assumptions are unstated, they continue to be part of the basis of language teaching, however the winds of fashion blow.

**Task 2.**

a) With a partner, brainstorm for a few minutes and draw up a list of five methods according to which you think foreign languages can be taught.

b) Which particular method has predominated in your own experience as a student? Did it work for you?

c) Are you familiar with any recent approaches to language teaching? Can you briefly characterize them?

d) Which approach to language teaching do you think is predominant at present in general foreign language classrooms? And in Ukrainian schools?

e) Are there good teachers or good methods? Are there good learners or good methods?

f) List a series of factors affecting FL teaching. Which ones are the most relevant? Can we establish a rating or importance?

g) The most expensive textbook is the guarantee for a method to work. Do you agree with this statement? Are there other materials as effective as textbooks?

h) It makes no sense to spend time and effort on theoretical discussions. Discuss this statement.

i) Research requires many resources. FL teaching experience is more useful than complex research projects. Do you believe this statement is true? If so, why?

j)Look at a list of statements below, which are informed by politicized views of foreign language didactics and decide whether you can think of any additional arguments to the same effect.

* Basic elements of methods considered as totally new and exciting or others that totally overturn ways of thinking have been around for hundreds of years. In essence methods represent different configurations of the same basic options.
* Trend and fashion in methods and approaches or why some become more widespread and popular than others, is due to a variety of factors which have little to do with the quality of the method itself.
* While new methods and approaches of teaching and learning a language have often been viewed and promoted as a better way of teaching and learning a language, very little or no serious and systematic, longitudinal research is ever carried out to provide proof as to the effectiveness of one method over another.
* The few comparative studies of methods that have been carried out have been unable to reach any definite conclusions as to whether one method is superior to any other.
* Methods for language teaching and learning are not always theoretically well informed. Most often, they comprise language teaching recipes ready for consumption by theoretically uninformed and ill prepared language teachers.
* Methods are usually developed in the West and have everything to do with the cultural politics of language of countries such as the U.S., England, France and Germany.
* New methods and approaches (which are produced in the intellectual marketplace of dominant countries in order to be exported) are always presented as advanced and effective, regardless of the specific educational, social and cultural contexts of the users of these products or their values and beliefs.
* There is, however, another line of argument (Dendrinos 1992), which is not politically uninformed. The argument focuses around the claim that different approaches to teaching and learning provide the ground for different pedagogic and social practices that contribute differently to the development the social identity of the learner as well as to the construal of a different learner identity.

**Theme: Learning and teaching different types of grammar**

1. Here are seven techniques for teaching grammar. Decide in the light of the various approaches what the chief advantage or disadvantage may be for each.

**Grammar teaching technique Advantage Disadvantage**

explanation ...... ......

use of context/situation ...... ......

fill-in-the-blank exercises ...... ......

drilling ...... ......

substitution tables ...... ......

‘games’ ...... ......

consciousness-raising, etc.

2. Take any current coursebook you have to hand, and look at one or two grammar- based exercises. What type of grammar does it employ? How successfully?

3. What aspects of grammar do you feel strongly about? For example, what things do you feel people should not say? For example, ‘between you and I’? Why?

4. How important are grammatical morphemes to the student? How much attention do they receive in teaching? How much should they receive?

5. Do the learners you know conform to the stages of the processability model?

6. If you should only teach what a student is ready to receive, how do you establish what the student is actually ready for?

7. SLA research thinks that the order of acquisition is a very important aspect of learning. How important do you think that order of presentation is to language teaching?

8. Are there occasions when it would be right to start by teaching the students the most difficult or most complex aspect of grammar rather than the easiest or simplest?

9. What aspects of grammar that you have acquired consciously do you think are useful?

10. What ways of making other aspects of language conscious are there, for example, pronunciation, intonation or speech functions? Would this be a good idea?

**Theme:** **Learning and teaching vocabulary**

*Discussion topics:*

1. Take a lesson or a page from the textbook you are most familiar with: what new words are taught, and how?

2. What strategies would you now encourage in your students for learning vocabulary?

3. To what extent can we learn the words of another language without learning a new way of thinking to go with them?

4. How useful are dictionaries for students?

5. Decide how you would teach a beginners’ class these high-frequency words:

* + Nouns: time, people, way, year, government, day, man, world, work, life.
	+ Verbs: say, know, get, go, see, make, think, take, come, use.
	+ Adjectives: new, good, old, different, local, small, great, social, important,

national.

*Hands-on activities*

A. Take this test (Goulden, Nation and Read, 1990) to estimate how many word families you know. You will find below a list of 50 words which is part of a sample of all the words in the language. The words are arranged more or less in order of frequency, starting with common words and going down to some very unusual ones.

Procedure

1. Read through the whole list. Put a tick next to each word you know, that is, you have seen the word before and can express at least one meaning for it. Put a question mark next to each word that you think you know but are not sure about.

Do not mark the words you do not know.

2. When you have been through the whole list, go back and check the words with question marks to see whether you can change the question mark to a tick.

3. Then find the last five words you ticked (that is, the ones that are furthest down the list). Show you know the meaning of each one by giving a synonym or definition or by using it in a sentence or drawing a diagram, if appropriate.

4. Check your explanations of the five words in a dictionary. If more than one of the explanations is not correct, you need to work back through the list, beginning with the sixth to last word you ticked. Write the meaning of this word and check it in the dictionary. Continue this process until you have a sequence of four words (which may include some of the original five you checked) that you have explained correctly.

5. Calculate your score by multiplying the total number of known words by 500. Do not include the words with a question mark in your scoring.

**Test**

1 bag

2 face

3 entire

4 approve

5 tap

6 jersey

7 cavalry

8 mortgage

9 homage

10 colleague

11 avalanche

12 firmament

13 shrew

14 atrophy

15 broach

16 con

17 halloo

18 marquise

19 stationery

20 woodsman

21 bastinado

22 countermarch

23 furbish

24 meerschaum

25 patroon

26 regatta

27 asphyxiate

28 curricle

29 weta

30 bioenvironmental

31 detente

32 draconic

33 glaucoma

34 morph

35 permutate

36 thingamabob

37 piss

38 brazenfaced

39 loquat

40 anthelmintic

41 gamp

42 paraprotein

43 heterophyllous

44 squirearch

45 resorb

46 goldenhair

47 axbreaker

48 masonite

49 hematoid

50 polybrid

B. The following table contains a few activities classified into the four vocabulary learning strands.

Complete the table by putting the following activities into the appropriate strand. Be prepared to justify your choices by referring to the criteria in Column 2.

What strands do these activities fit into?

-Ten minute writing (The learners write for ten minutes each day on very easy topics. The best learner is the one who writes the most.)

-4/3/2 (The learners give the same talk to three different learners one after the other having four minutes for the first delivery, three minutes for the second and two minutes for the third.)

-Communication activities.

-Communication activities with written input.

-Direct learning.

-Direct teaching of vocabulary.

-Intensive reading.

-Linked skills. (For example, read about a topic, then talk about it and then write about it.)

-Listening to easy input.

-Listening to stories.

-Prepared writing.

-Reading easy graded readers.

-Reading graded readers.

-Rehearsed tasks.

-Repeated reading.

-Speed reading.

-Training in vocabulary strategies.



**Theme: Acquiring and teaching pronunciation**

*Discussion topics*

1. How important is a native-like accent to using a second language? Which native accent?

2. How could teachers best exploit the kinds of stages that students go through in the acquisition of pronunciation?

3. How much of the difficulty of acquiring L2 phonology is due to the learner’s first language?

4. Do you accept that English is now different from other languages because it functions like a lingua franca?

5. What uses can you find in coursebooks for phonetic script? What other uses

can you think of?

**Theme: Strategies for communicating and learning**

*Hands-on activity*

Doing hands-on work on spoken language is a challenge if you only have the printed text in front of you. However, it is an activity that does happen in the ‘real world: for instance, in courts of law minutes are taken during trials, and these then constitute the only record of ‘what was said’ – which means that people reading the minutes in an attempt to find out‘what happened’ in a sense have to reconstruct how things were said: for example, a witness can say ‘Her husband telephoned me on the Friday’, and depending on which word is made most prominent, this utterance will carry different implications – compare, for instance:

// her HUSBAND telephoned me on the friday// (not anybody else)

// her husband TELEPHONED me on the friday// (he did not talk to me face to face)

// her husband telephoned ME on the friday// (not anybody else)

// her husband telephoned me on the FRIDAY// (not on another day)

Similarly, when we read, say, a bedtime story to a child, we enact and bring to life all the meanings conveyed by the use of sounds, all from the inert printed words in front of us, by the way we use intonation, pauses, voice quality, stress and segmental sounds.

It is in a similar spirit that readers are invited to bring the record of the interaction below to life. Since this chapter deals with speaking and pronunciation in second or foreignlanguage learning and teaching, it seemed appropriate to focus on an instructional setting and on protagonists who are (intermediate/low advanced) learners of English.

Read the conversation transcript below and answer the questions following it. The conversation took place in the following context: A and B are students at a London college, studying for an examination in advanced spoken English (as a foreign language). They are engaged in a communication task: B, a Japanese female student is describing an alpine scene to her male Swiss-German interlocutor, A. He has the same set of six pictures as her, although in a different order. His task is to identify in his set the picture being described.

B1: Mm there are a lot of cars around the hotel and the cars, some cars are fcovered with snow, and I can see three red [pronounced /led/] cars in front of the hotel

A1: Pardon, three?

B2: Three red /led/ cars in front of hotels. And there are some people who are going to skiing I think. And it’s quite shi-mm it’s very sh-sun the sun is shining very brightly … and I can see the mark, ‘P’ on the wall of the first floor of the hotel [laughs]

A2: Ah yeah … Do you see the sky on the picture?

B3: Yes, yes.

A3: Okay, then I know which one it is [identifies the picture to B]

B4: Yeah, yes xx [unintelligible]

A4: I didn’t understand the let cars. What do you mean with this?

B5: Let cars? Three red [pronounced /red/] cars.

A5: Ah red.

B6: Red.

A6: Now I understand. I understood car to hire, to let. Ah red, yeah I see.

(From Jenkins, 2000: 81; supplemented by more co-text provided by J. Jenkins.)

***Questions***

-How does the text unfold? Does it have an overall generic structure?

-How do the speakers’ choices of grammar and vocabulary reflect the various stages

of the text?

-What features of ‘online’ processing of speech are evident?

-What strategies does A use to manage and negotiate the topic?

-Where are follow-up turns made? What do you notice about them?

-On which level (segmental or suprasegmental) does the main pronunciation problem seem to be? How do you explain this problem, and what would you do as a teacher to try and help with it? Would you only work on the pronunciation or also on the perception aspects of this problem? How would an understanding of phonology help you in your teaching task?

**Theme: Acquiring and teaching a new writing system**

*Discussion topics:*

1. How much attention should writing system topics receive in language teaching?

2. To what extent are people’s problems with English spelling because of English or because of their first language?

3. Are spelling problems in English worse or better than those in another language you know?

4. How much do you care about proper spelling rather than proper pronunciation?

5. How should examinations and tests accommodate mistakes with the writing system?

6. Do you prefer a British or American style of spelling? Why?

***Hands-on activity***

The texts below are a call for proposals for a professional conference and a draft version of one of the proposals. Read the draft proposal and answer the questions that follow.

*Call for proposals*

The 2019 Symposium Organizing Committee seeks proposals for 20-minute presentations that address various topics within the field of second language writing – broadly defined. Any topic related to second language writing is welcome, but we particularly welcome proposals that seek to challenge the status quo in the field by introducing new topics as well as theoretical and methodological approaches.

As always, we are interested in L2 writing issues in any second or foreign language and at various levels of education – from emerging literacy and adult literacy to L2 writing across the disciplines and in the professions. We also encourage proposals that connect L2 writing with other related areas of inquiry, such as computer assisted instruction, computers and composition, corpus analysis, language testing, rhetoric, writing program administration and world Englishes.We welcome proposals from around the world.

Although there will not be a separate graduate student conference this year, graduate

students are encouraged to submit proposals. After all, the future of the field of second

language writing depends on today’s graduate students.

To submit your proposal, please use the online proposal submission form.

Proposals must be received by April 30, 2019 (Arizona Time/MST).

We look forward to receiving your proposal!

Paul Kei Matsuda and Tony Silva, Chairs

Symposium on Second Language Writing

**An in-depth look at the education of EFL writing teachers**

When it comes to teaching writing, few upper level faculty shoulder such responsibilities, and most tend to relegate this task to lower-level faculty or colleagues in the English Department. Due to the lack of specific training for faculty in dealing with the issues in student writing development and the time-consuming/labor-intensive nature of writing courses, these courses are passed on to part-time writing instructors. Even though most of these teachers hold master degrees in TESOL (or related areas), they may or may not havethe training to deal with the challenges of writing courses. Some are not prepared to handle the overwhelming essay grading tasks, and may not be fully competent to respond to student writing. In some cases, the writing proficiency of these teachers is questionable. The quality of writing instruction, therefore, suffers.

The purpose of this study is first to observe the practice of English writing education in four universities in Taiwan. Next, it investigates the preparation 20 EFL writing instructors have, and linguistic knowledge these teachers come with, prior to teaching writing classes in these universities. The recognition and ability to treat errors are also explored. Ultimately, by interviewing each teacher as an individual, this study identifies issues that may impact the value of current writing curriculum in higher education and further provide teachers with the knowledge and tools they need to work effectively with their student writers. The findings of this study not only enhance our understanding of the essence of writing teacher education, but also consolidate and extend scholarship in studies of English writing, particularly in a foreign language setting.

*Questions*

-Describe the rhetorical situation for this writing task. Who is the author? Who are the readers? What genre is being used? What pieces of information does the author need to provide?

-How well established does this writer sound? A novice researcher? An experienced researcher? A well-established authority? What are some of the textual features that gave you a sense of the author’s level of expertise?

-How well does the author relate local issues to the international audience?

-Overall, how effective do you think this proposal is in responding to the rhetorical situation? What aspects of the proposal are particularly effective? What aspects of

the text could be improved?

- Suppose the writer of the proposal has asked you to read and comment on the proposal before submitting it. Provide one page of written feedback for the writer.

**Theme: Listening and reading processes**

Text: Select a substantial text (two to three pages) excerpt from a textbook or other reading resource in the social sciences (for example, psychology, economics, sociology).

Students: Imagine a group of high-intermediate or low-advanced students of English from either heterogeneous or homogeneous L1 backgrounds (you decide which), whose

language requirements include reading skills in the social sciences (for example, in an EAP program).

*Activity*: The activity focuses on reading strategies to comprehend the text and to use the information for other tasks. These strategies may include setting a purpose for reading, previewing the text, predicting key information, skimming the text to determine main ideas, note-taking, summarizing, clarifying difficult concepts, identifying supporting ideas and evidence.

*Task for the reader*

* How might you model the application of the reading strategies listed above (and

others) to the selected text?

* How can you help students make their use of each strategy ‘meta-cognitive’ to

include student awareness of what the strategy is, how to use the strategy, why the strategy should be used, when and where to use the strategy, and how to help students

evaluate their use of the strategy?

*Додаток 3*

**Методичні вказівки до контрольних робіт з дисципліни**

Тестові завдання укладено відповідно до навчального плану та програми з дисципліни «Методика викладання іноземних мов у вищій школі», співвідносяться з цілями та змістом навчальної програми і передбачають вивчення основних теоретичних і практичних положень курсу.

Вид тестових завдань – завдання на вибір однієї правильної відповіді. Усі тести закритого типу. Кожне тестове завдання містить 4 варіанти відповідей, з яких одна – правильна.

Which of the following is an example of an information gap activity?

A students working alone to complete a cloze passage in a test preparation course

B students doing a mingling activity to find out who has visited the most countries

C pairs using a shared table of population figures to rank countries from least to most populated

Which of the following would most help an intermediate-level student who has written as essay that is largely irrelevant to the topic?

A Have the student rewrite the essay.

B Ask the student to create an outline for the next essay.

C Get the student to underline key words in the task before writing the next essay.

Which of the following error correction techniques is most likely to encourage fluency during a speaking activity?

A Correct errors as they are made.

B Ask students to correct each other’s mistakes as they hear them.

C Note down frequent errors and present them at the end of the activity.

Which of the following criteria is most important when selecting a book for a communicative language course?

A integration of all skills

B grammar rules and drills

C lists of vocabulary words

Which of the following illustrates students experiencing inductive learning?

A They follow a model essay in writing one of their own.

B They underline all examples of simple past tense in a text.

C They work out the meaning of new vocabulary words from context.

Which of the following best promotes learner autonomy in writing?

A Have students provide feedback on each other’s work.

B Give students a list of things to check for before handing in their work.

C Encourage students to use as many vocabulary words as they can in their writing.

Which of the following illustrates an effective use of L1 translation in the classroom?

A explaining all new vocabulary in a text using the L1

B clarifying instructions for a complicated task using the L1

C giving students the option of providing each other with feedback on writing tasks using the L1

Which of the following statements about listening comprehension is true?

A It involves both top-down and bottom-up processing.

B It is rarely improved by a second listening of the same material.

C It relies on the same sub skills of skimming and scanning as reading.

Which of the following best illustrates scanning a text?

A reading fast to get the gist

B reading fast to find specific information

C reading carefully to take detailed notes

A learner who has just learned how to form simple past verbs says, “I was thirsty, so I drinked some water.” What does this type of error with the verb illustrate?

A carelessness

B reformulation

C overgeneralization

Which of the following pairs of words is an example of a minimal pair?

A pat, bad

B fish, feel

C cane, rain

Which of the following terms refers to mistakes that students can correct themselves, once those mistakes have been pointed out to them?

A slips

B attempts

C developmental errors

Why would the teacher draw stick figures on the board to model appropriate language items and concept check their meaning?

A to help students explore language using visual aids

B to explain a target structure to the students

C to help them practice the target items more

What is the main purpose for asking students to classify words according to whether or not they have a positive or negative connotation?

A to help them practice their spelling skills

B to encourage them to notice the new words

C to help them work on the semantic differences of these words

What is the rationale behind asking students to look at the title of a text?

A to practice their speaking skills

B to practice scanning for specific information

C to engage students and have them predict

Which of the following is an example of guided writing?

A giving students models to follow

B focusing on the process of writing

C providing students feedback on their first draft

What are ‘cell phone’ and ‘mobile phone’ examples of?

A synonyms

B antonyms

C connotations

Which of the following is an example of sound classroom management during a lesson on speaking?

1. not allowing a noisy class to work in small groups

2. keeping the students seated in rows for a class discussion

3. choosing a controversial topic that may offend some of the students

4. modifying a lesson when a topic generates more discussion than expected

5. asking students to read an article on a related topic before any discussion

A 1 and 3

B 2 and 4

C 4 and 5

Which of the following are advantages in using songs to help students learning English?

1. They are effective settling activities for young learners.

2. Chunks of language can readily be practiced and repeated.

3. The beat of the music often leads to unexpected stress on words.

4. Rhythm can help learners practice reduced language forms, such as contractions.

5. Lyrics often contain low-frequency words that can improve learners’ vocabulary.

A 1 and 2

B 2 and 4

C 3 and 5

Which of the following are examples of reading sub skills?

1. inferring

2. skimming

3. turn taking

4. circumlocution

5. guessing meaning from context

A 1, 2, and 5

B 2, 3, and 4

C 3, 4, and 5

Which of the following are examples of elicitation?

1. asking a student to read aloud part of a text

2. encouraging a student to study harder at home

3. getting a student to expand on an oral response

4. putting two fingers together to indicate a spoken contraction

5. prompting a student with the first syllable of a vocabulary word

A 1, 2, and 5

B 1, 3, and 4

C 3, 4, and 5

Which one of the following is not true?

1) Through practice, procedural knowledge may become declarative knowledge.

2) Connectionists attribute less importance to the kind of declarative knowledge.

3) Modify their speech and there interaction patterns in order to help learners participate in conversation.

4) Comprehensible input is necessary for language acquisition.

Which one of the following is not true?

1) Modification that takes place during interaction leads to be better understanding to communicators.

2) When communication is difficult, people must negotiate for meaning and this negotiation leads to development of language.

3) The demands of producing comprehensible output push learners ahead in their development.

4) Interactional modification seems to get result that learners become more confused so communicators should be concerned about it.

Which one of the following is right?

1) Speaking and thinking as tightly interwoven.

2) Learners are capable of performing at higher level in the zone of proximal development (ZPD) because there is support from an inter locator.

3) ZPD and Krashen’s i+1 are very similar ideas about how development occurs.

4) This theory has been compared to the interaction hypothesis because of the interlocutor’s role in helping learners understand and be understood.