

Lecture 1. Language Teaching Methods and Principles. Teaching Pronunciation, Grammar and Vocabulary.

1. Language Teaching Methods.

2. The Principles of Teaching English as a Foreign Language.

3. Teaching Pronunciation.

4. Teaching Vocabulary.

5. Teaching Grammar.

1. Language Teaching Methods.

- ❑ the Grammar-Translation Method,
- ❑ the Direct Method,
- ❑ the Audio-Lingual Method,
- ❑ the Silent Way,
- ❑ Suggestopedia,
- ❑ Community Language Learning,
- ❑ the Total Physical Response Method,
- ❑ the Communicative Approach.

Grammar-Translation Method

Focuses on developing students' appreciation of the foreign language's literature as well as teaching the language.

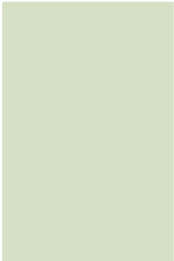
Students are presented with target-language reading passages and then they answer questions that follow.

Other activities include translating literary passages, memorizing grammar rules and native-language equivalents of the vocabulary.

Class work is highly structured, with the teacher controlling all activities.

Memorization is the main learning strategy Little thought is given to teaching someone how to speak the language.

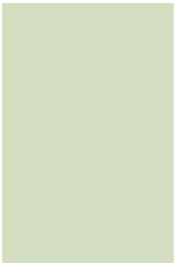
Natural Method




Imitates the natural way in which children learn the language



Speaking precedes writing



Receptive skills precede productive ones



A great deal of pantomime accompanies the talk. The native language is strictly banned.

Direct Method

Classroom instruction is conducted exclusively in the foreign language.

Only everyday vocabulary and sentences are taught.

Grammar is taught inductively (the problems with adult students have risen, who prefer grammar rules).

Vocabulary is taught through demonstration, objects and pictures.

Both speaking and listening comprehension are taught.

Correct pronunciation is emphasized.

Audio-Lingual Method

New material is presented in dialogues. Memorization of set phrases is important.

Little or no grammatical explanation.

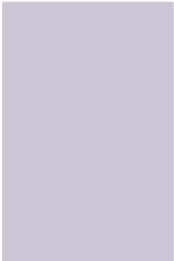
Vocabulary is very limited and learned in context (not in a list of isolated words).

Great importance is attached to pronunciation.


Very little use of the native language.

Errors are to be avoided at all costs.

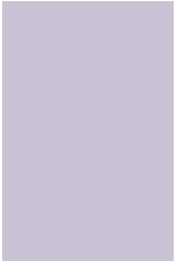
The Silent Way




All four skills – reading, writing, speaking, and listening – are taught from the beginning.



Students' errors are expected as a normal part of learning



The teacher's silence helps foster self-reliance and student initiative.



The teacher is active in setting up situations, while students do most of the talking and interacting.

Suggestopedia

Helps learners eliminate psychological barriers to learning.

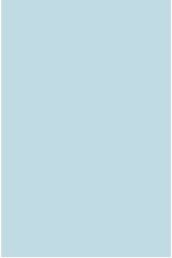
The learning environment is relaxed, with low lighting and soft music in the background.

Students choose a name and character in the foreign language and culture, and imagine being that person.


Students are encouraged to be as “childlike as possible (“suggestible”).

Students relax and listen to the dialogues and then practice the language during an “activation” phase.

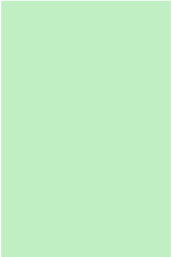
Communicative Language Teaching



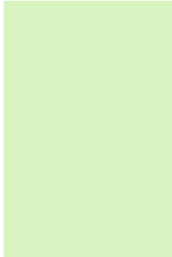
Attempts to communicate are encouraged from the very beginning.



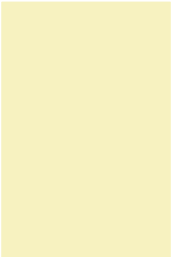
Translation may be used where students need or benefit from it.




Teachers help learners in any way that motivates them to work with the language.



Language is created by the individual often through trial and error.



Communicative competence and fluency are the primary goals.



Students are expected to interact with other people.

2. The Principles of Teaching English as a Foreign Language



The Principle of Communicative Competence

Students should be involved in spoken and written communication throughout the whole course of learning English. Teachers try to keep every technique that they do as authentic as possible, and use language that students will actually encounter in the real world.



The Principle of an Integrated Approach

Students do not assimilate sounds, grammar units, lexical items as discrete components of the language, but they acquire them in sentence-patterns, and pattern-dialogues related to certain situations.



The Principle of Conscious Approach

Students understand both the form and the content of the material they are to learn. Students are also aware of how they should treat the material while performing various exercises. Such an approach to language learning usually contrasts with “mechanical” learning.

The Principle of Activity



The student is an active participant in the process of learning. Activity arises under certain conditions: the learner should feel a need to learn the foreign language. The main sources of activity are motivation, desire and interest.

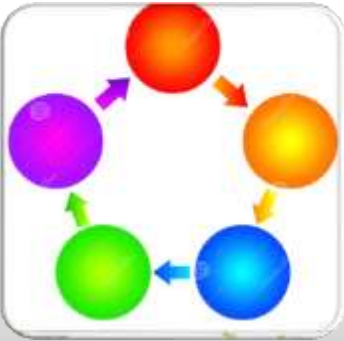


The Principle of Visualization

Visualization – a specially organized demonstration of linguistic material.

Visualization implies an extensive use of audio-visual aids and audio-visual materials throughout the whole course of foreign language teaching.

The Principle of Systematic Teaching



The whole course and each lesson must be conducted according to a well-thought program.

The Principle of Accessibility



The subject should correspond to the age and mental abilities of the learners (the material should be slightly above student's level).



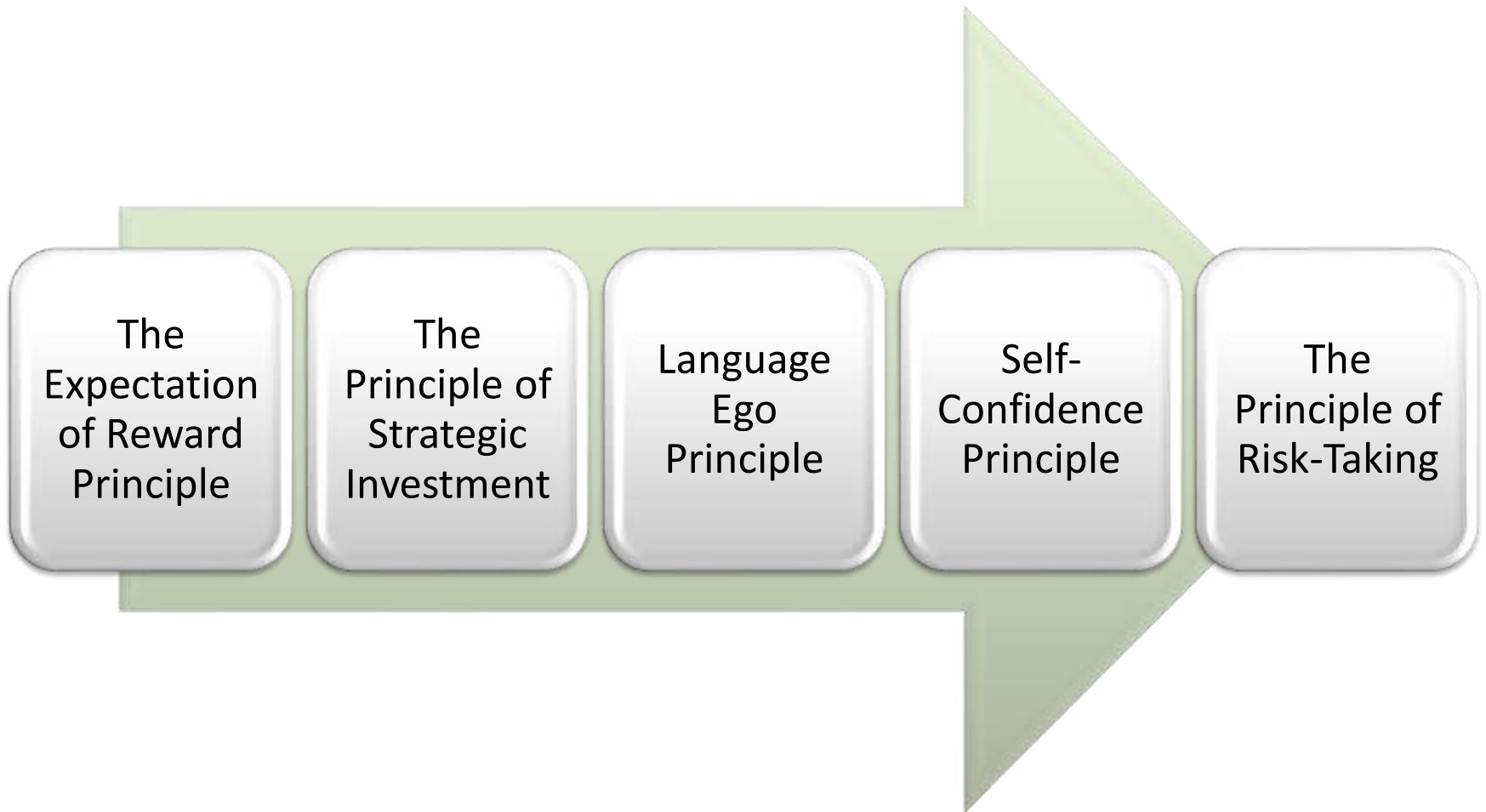
The Principle of Automaticity

Learners must move away from processing language unit by unit and piece by piece, to an automatic processing in which language forms must be on the periphery of attention. Automaticity isn't gained overnight. Teachers need to slowly help students to achieve fluency.

Teachers should avoid:

- ✘ too much grammar explanation;
- ✘ too many abstract principles and theories;
- ✘ too much drilling and memorization;
- ✘ techniques that are very mechanical.

Psychological Principles:



3. Teaching Pronunciation



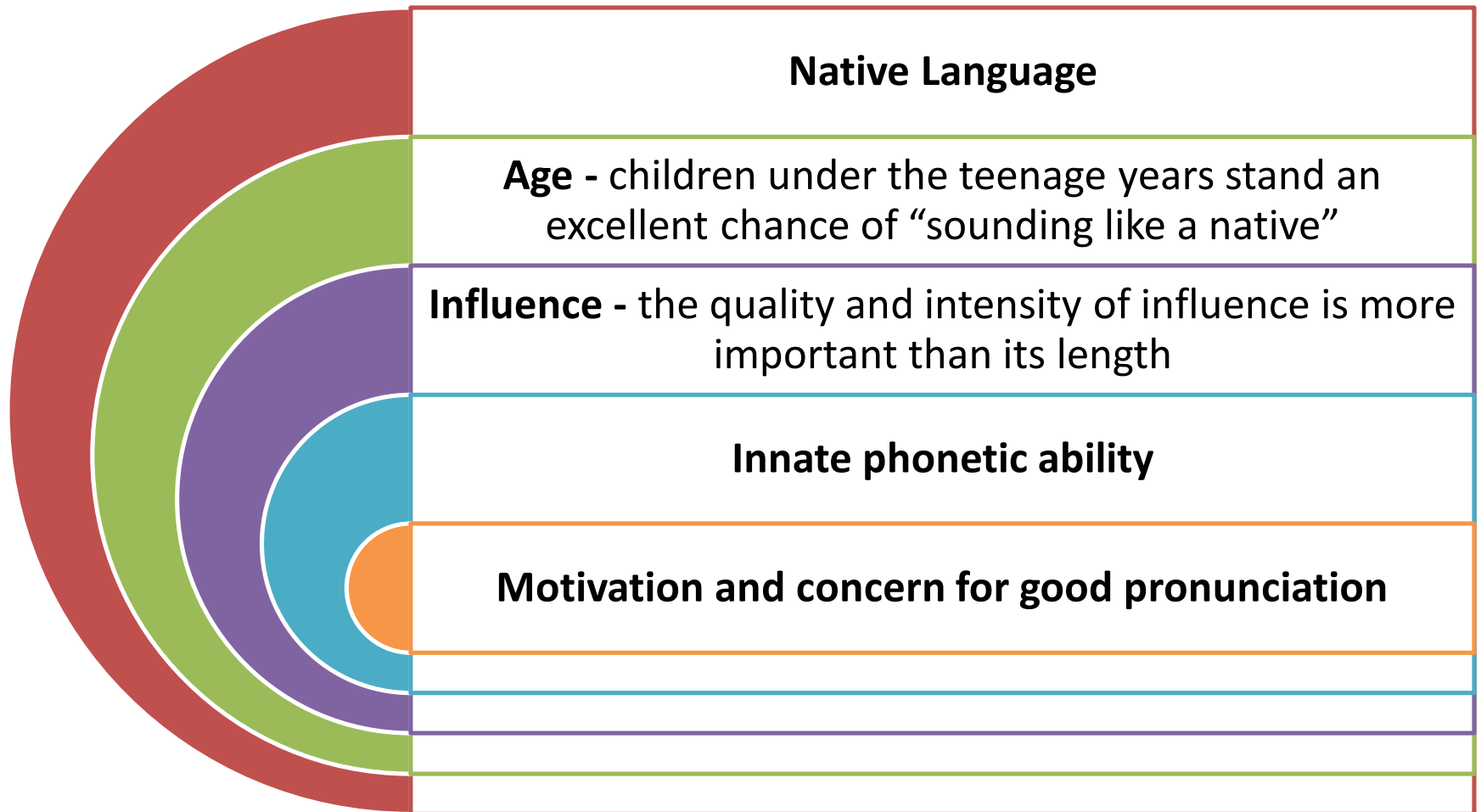
students should be understood when they speak

students need good pronunciation, though may not need to have a perfect accent

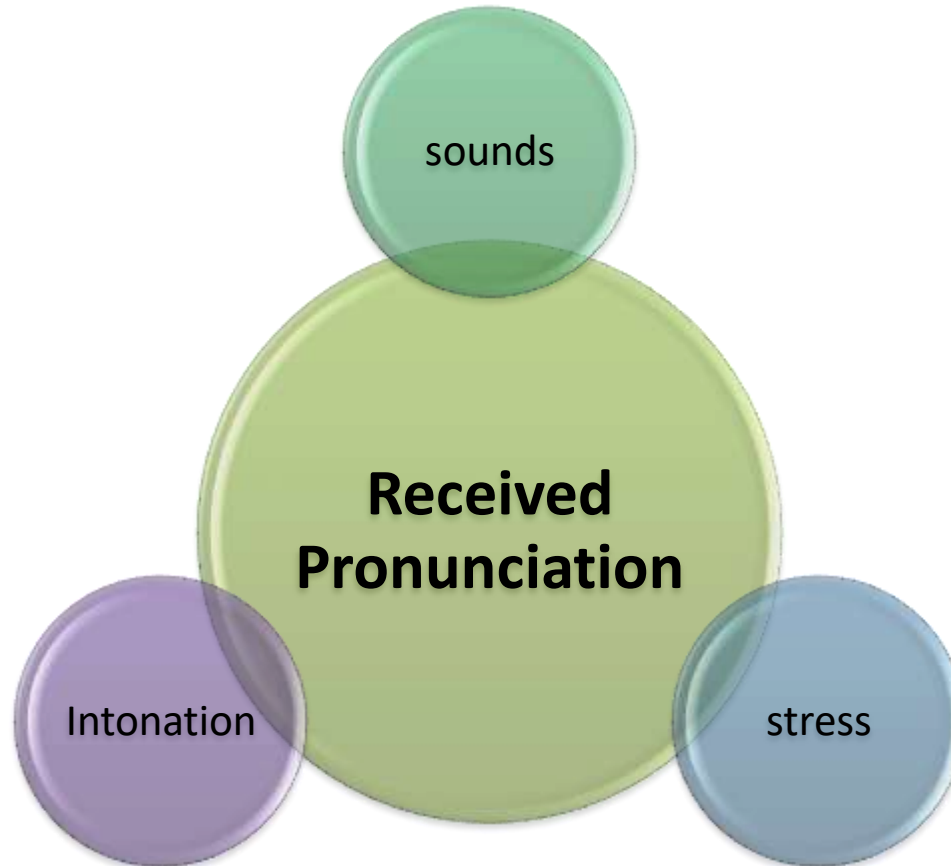


high priority is given to stress, rhythm, and intonation

5 Factors Affecting Pronunciation Learning:



The Content of Teaching Pronunciation



Exercises



1. Recognition Exercises. They are designed for developing students' ability to distinguish sounds, stress and intonation.



2. Reproduction Exercises. They are designed for developing students' pronunciation habits.



4. Teaching Vocabulary

Teachers should show new words in context.



Lexical minimum of the person, entering the university is 2500 items (3HO requirements).



A word is considered to be learned when it is spontaneously recognized while reading and listening and it is correctly used in speech

Difficulties in Vocabulary Learning

- Some words are difficult in form (*daughter*) and easy in usage.
- Some words are easy in form (*get, happen*) and difficult in usage.
- Words denoting things (*table, window, sky*), actions (*walk, read*), and qualities (*long, short*) are easier to learn than words denoting abstract notions (*challenge, belief, honesty*).
- Structural words are the most difficult for Ukrainian-speaking students.

2 types of the vocabulary:

productive – students know the words and are able to use them

receptive – students recognize the words when they meet them but are not able to produce them



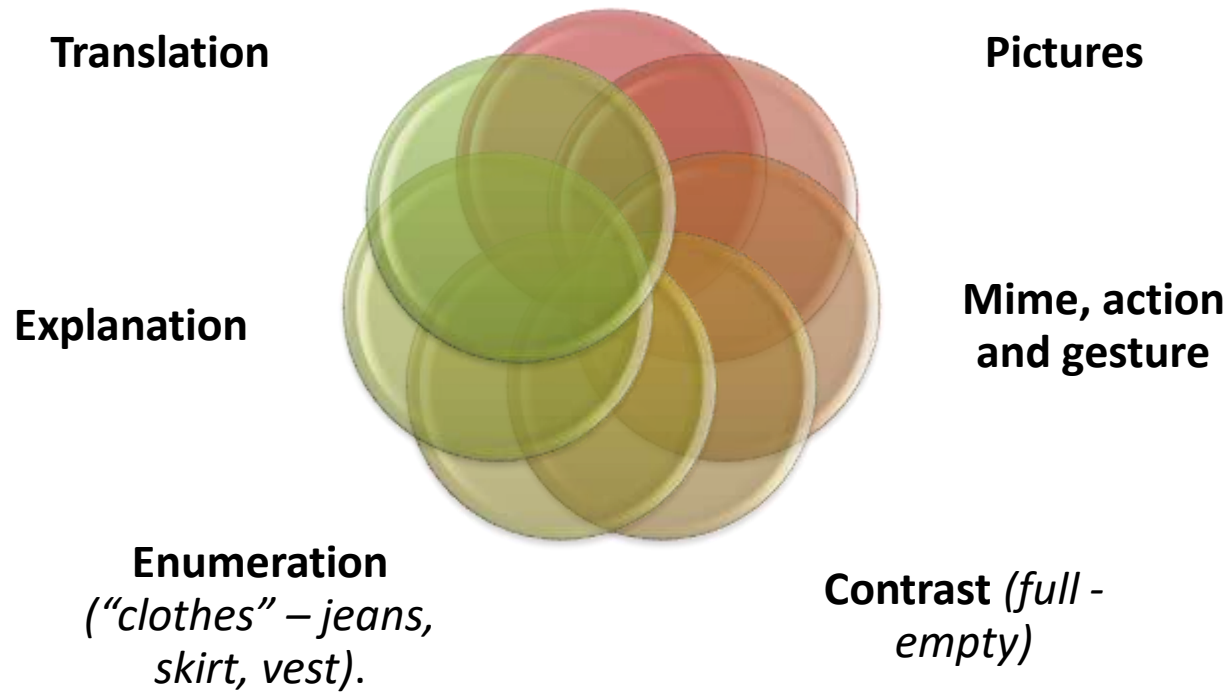
Vocabulary rules for the teacher:

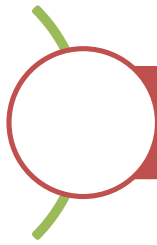
- ➡ Introduce words in sentence patterns.
- ➡ Fix the word in the students' memory through different exercises.
- ➡ While introducing a word, pronounce it in a context, ask students to pronounce it both individually and all together.
- ➡ Establish a memory link between a new word and those already learned.



Ways of Vocabulary Presentation:

Objects

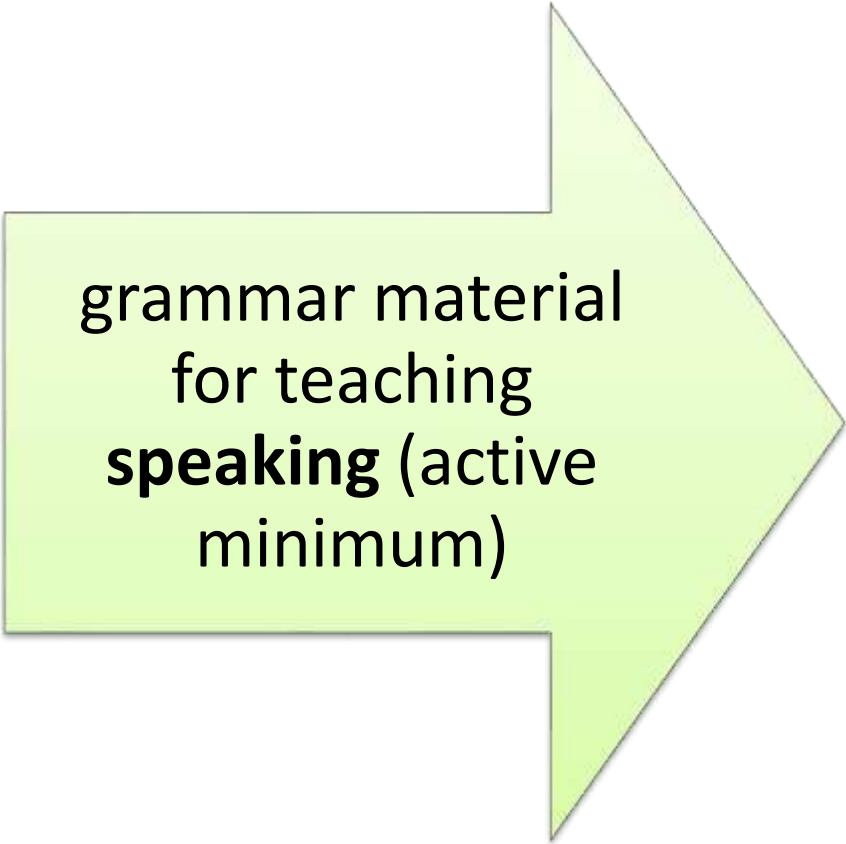





Exercises on vocabulary include

- Matching pictures to words.
- Matching parts of words, *e.g. beginnings and endings.*
- Matching words to other words, *e.g. collocations, synonyms, antonyms, sets of related words, etc.*
- Using prefixes and suffixes to build new words.
- Classifying words into lists.
- Filling in crosswords, grids or diagrams.
- Filling in gaps in sentences.
- Memory games.

5. Teaching Grammar



grammar material
for teaching
speaking (active
minimum)



grammar material
for teaching
reading (passive
minimum)

Presentation of the New Grammatical Pattern

The best way of doing it is to present grammar patterns in context

The **context** for introducing new grammar patterns should:

show how it is used;

be interesting for the students.



A general model for introducing new grammar patterns has 5 components:

- 1. The lead-in stage** – the context is introduced and the meaning or use of the new grammar pattern is demonstrated.
- 2. The elicitation stage** – the teacher tries to see if the students can produce the new language.
- 3. The explanation stage** – the teacher shows how the new language is formed.



A general model for introducing new grammar patterns has 5 components:

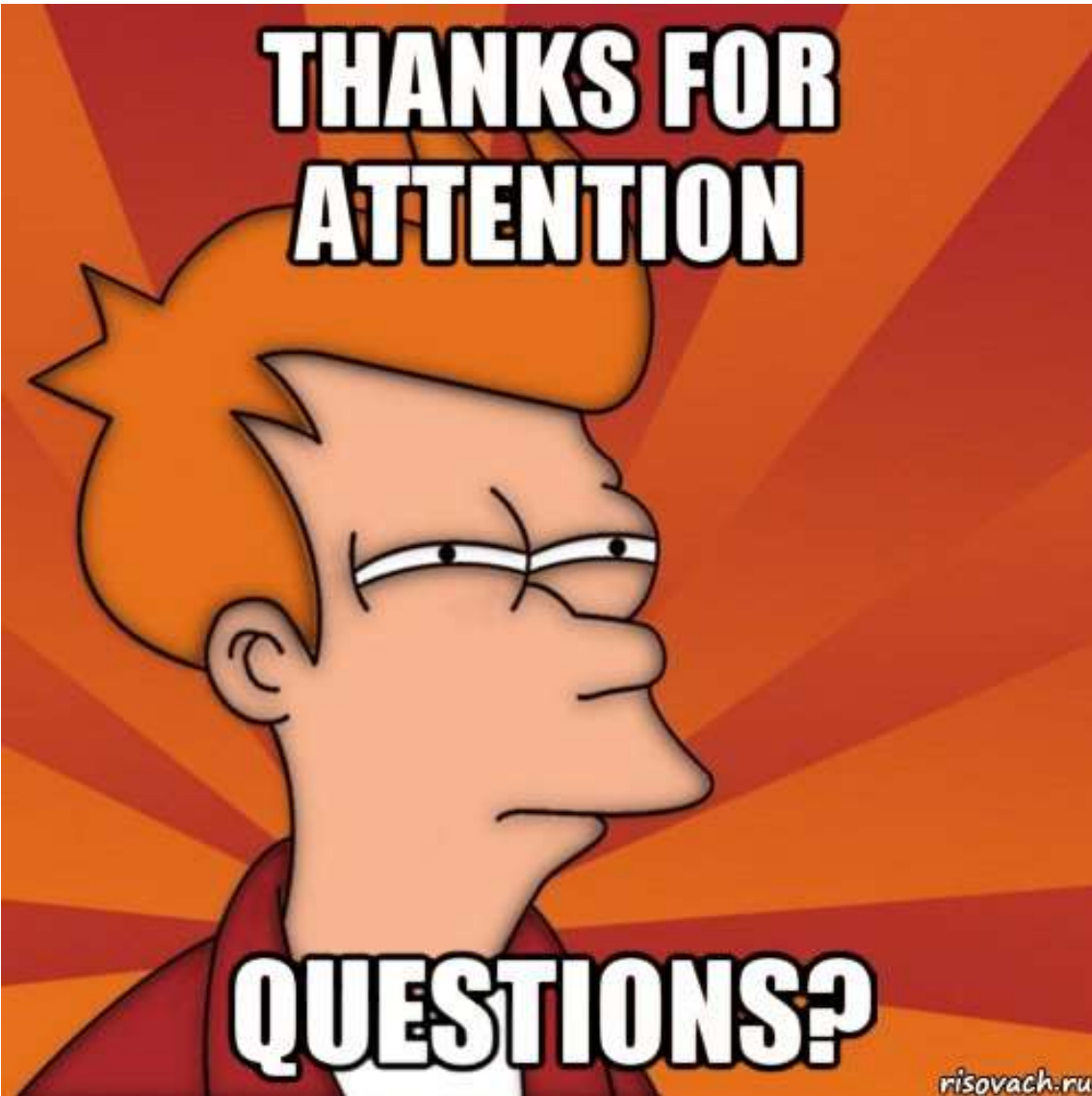
4. **The accurate reproduction stage** – the students are asked to repeat and practice a certain number of models.
5. **The immediate creativity stage** – the students try to use what they have just learned to make sentences of their own.



Types of Exercises for the Assimilation of Grammar:

- recognition exercises;
- drill exercises;
- sentence transformations;
- sentence recombination;
- speech exercises (creative exercises);
- listen-and-respond activities;
- making dialogues using the grammar items covered;
- making statements about pictures;
- speaking on suggested topics;
- role-plays

**THANKS FOR
ATTENTION**



QUESTIONS?