

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ
СТЕФАНИКА**

МИХАЙЛЮК ЛЮБОВ ВАСИЛІВНА

**НАВЧАЛЬНИЙ ПОСІБНИК
З МЕТОДИКИ ВИКЛАДАННЯ ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ
ДЛЯ СТУДЕНТІВ 4 КУРСУ,
СПЕЦІАЛЬНІСТЬ «АНГЛІЙСЬКА МОВА І ЛІТЕРАТУРА»**

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Навчальний посібник з методики викладання основної іноземної мови для студентів 4 курсу, спеціальність «Англійська мова і література». Михайлюк Л.В. – Івано-Франківськ, 2021. – 32 с.

Навчальний посібник містить курс лекцій з методики викладання основної іноземної мови, взірці тестових завдань до семінарських занять та термінологічний глосарій. Даний посібник має допомогти студентам у підготовці до семінарських занять та сприяти якісному проходженню ними виробничо-педагогічної практики.

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Передмова

Даний навчальний посібник базується на робочій програмі з методики викладання основної іноземної мови з напряму підготовки 6.020303 – Філологія, спеціальність «Англійська мова і література» (2017 рік).

Пропонований навчальний посібник рекомендовано для студентів 4 курсу факультету іноземних мов. Його мета – забезпечити студентів знаннями з методики викладання англійської мови, допомогти у підготовці до семінарських занять, сприяти якісному проходженню ними виробничо-педагогічної практики.

Брошура складається з:

- 1) курсу лекцій (з планом та рекомендованою літературою до кожної лекції);
- 2) взірців тестових завдань;
- 3) глосарію термінів з курсу методики викладання основної іноземної мови.

Курс лекцій

Lecture #1

Methods of Foreign Language Teaching and Its Relation to Other Sciences

Points for Discussion

1. Methods of Foreign Language Teaching as a science.
2. Methods of Foreign Language Teaching and its relation to Pedagogics.
3. Methods of Foreign Language Teaching and its relation to Psychology.
4. Methods of Foreign Language Teaching and its relation to Physiology.
5. Methods of Foreign Language Teaching and its relation to Linguistics.

1. The word “method” comes from the Greek word “methodos” where “meta” means “after”, “hodos” – “a way”. The New Webster Encyclopedic Dictionary of the English Language defines this word as “a way or mode by which we proceed to the attainment of some aim”.

Methods of Foreign Language Teaching (MFLT) is understood as a body of scientifically tested theory concerning the teaching of foreign languages at schools and other educational institutions. It covers three main problems:

- Aims of teaching a foreign language;
- Content of teaching, i. e. what to teach to attain the aims;
- Methods and techniques of teaching, i. e. how to teach a foreign language to attain the aims in the most effective way to meet modern requirements.

MFLT is closely related to such sciences as Pedagogics, Psychology, Physiology, Linguistics.

2. **Pedagogics** is the science which concerns the teaching and education of the younger generation. Since MFLT also deals with the same problems, it is most closely related to Pedagogics. One branch of Pedagogics is called Didactics. Didactics studies general ways of teaching at schools. MFLT as compared to Didactics studies the specific ways of teaching a definite subject. In the foreign language teaching as well as in the teaching of other subjects taught at school general principles of Didactics are applied. For example, the so called “principle of visualization” was first introduced in teaching foreign languages. Now it has become one of the fundamental principles of Didactics and is used in teaching all school subjects without exception. Programmed instruction was first applied to teaching Mathematics. Now through Didactics it is used in teaching many subjects including foreign languages.
3. **Psychology**. We cannot expect to develop language habits and skills of our pupils effectively if we do not know and take into account the psychology of habits and skills, the ways of forming them, the influence of formally acquired habits on the formation of the new ones and many other necessary factors that Psychology can supply us with. To master a second language is to acquire a new code, another way of receiving and transmitting information. To create this new code in the most effective way one must take into consideration certain psychological factors. Psychology helps MFLT to determine the role of the mother tongue at different stages of teaching; the amount of material for pupils to assimilate at every stage of instruction; the sequence and ways in which various habits and skills should be

developed; the methods and techniques which are more suitable for presenting the material and for ensuring its retention by the pupils.

4. **Physiology.** MFLT has a definite relation to the physiology of the higher nervous system. Pavlov's theories of "conditioned reflexes", "the second signaling system" and "dynamic stereotype" are the examples. Each of these interrelated theories bears a direct relation to the teaching of a foreign language.
 - According to Pavlov, habits are conditioned reflexes and a conditioned reflex is an action performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. It explains and confirms the necessity for frequent repetitions and revision of the material pupils study as one of the means of inculcating habits.
 - Pavlov showed that human's higher nervous activities, speaking and thinking, are the functions of a special system of organic structures within the nervous system. This system is developed only in humans. It enables the brain to respond to outer stimuli or signals perceived through the sense organs. He named this the second signaling system.
 - Pavlov's theory of dynamic stereotype also furnishes the physiological base for many important principles of language teaching, e. g. for the topical vocabulary arrangement.
5. **Linguistics.** MFLT is closely related to Linguistics, since Linguistics deals with the problems which are of paramount importance to MFLT: grammar, vocabulary, pronunciation and others. MFLT successfully uses the results of linguistic investigation in the selection and arrangement of the language material for teaching. It is known that structural linguistics has had a great impact on language teaching. Teaching materials have been prepared by linguists and methodologists of the structural school. Many prominent linguists have not only developed the theory of Linguistics but tried to apply it to language teaching.

Recommended Literature

1. Morska L. Theory and Practice of English Teaching Methodology. Ternopil, 2003. Бібліотека ПНУ.
2. Nunan D. Language Teaching Methodology: A Textbook for Teachers. Prentice-Hall International. English Language Teaching, 1991.
3. Rogova G.V. Methods of Teaching English. Moscow : Prosveshchenie, 1983. Бібліотека ПНУ.

Lecture # 2

Teaching Methods

Points for Discussion

1. The grammar-translation method.
2. The direct method.
3. Palmer's method.
4. West's method.
5. The contemporary methods:
 - a) the audio-lingual approach;
 - b) the cognitive-code issue;
 - c) the deductive-inductive learning.

1. **The grammar-translation method.** It was widely used in teaching the classics, namely Latin, and it was transferred to the teaching of modern languages when they were introduced into schools. Translation was extensively used both as a means of explanation of new words, grammar forms and structures and as a means of mastering the foreign language. All exercises for assimilating the language material were limited to translation from the mother tongue into the foreign language and vice versa. Language performance in the classroom takes the form of reading, translating and doing various exercises which require the application of grammar rules to selected data with secondary attention to hearing and speaking.
2. **The direct method.** It appeared as a reaction against the grammar-translation method to meet the need of the officials who had a practical mastery of the language, people who could speak and write a foreign language and be able to communicate with foreigners. The characteristic features of this method are:
 - spoken language become the basis of teaching;
 - the ignoring of the existence of the mother tongues;
 - restricted application or very often complete elimination of translation;
 - the inductive approach to teaching grammar;
 - great care in teaching pronunciation throughout the course and especially the first weeks and months;
 - great attention to the subjects of the texts, especially a topical arrangement of the material.

The method is called direct because in teaching a foreign language an attempt is made to establish a direct connection between a foreign word and the thing or notion it denotes without the aid of the native language.

3. **Palmer's method.** The characteristic features of this method are:
 - in learning a foreign language the pupils must tread the path they have followed in acquiring the mother tongue, i. e. starting with oral language;
 - the teaching of a foreign language must be based upon carefully selected material;
 - great attention should be given to rationalization of study material to make the assimilation of a foreign language easier.
4. **West's method.** In contrast to Palmer, West proposes to begin by teaching to read. West advances the following arguments:
 - in a country where the child must be bilingual and be brought into easy contact with world culture it is necessary to begin by teaching to read;
 - reading is the easiest aspect of the language to acquire;
 - in teaching reading it is easier to develop a sense of the language;
 - in learning reading the child will soon feel their progress in language knowledge and enjoy it;
 - in teaching reading the teacher's qualification and their command of the language is of no great importance, nor is the size of the class of significance, as all the pupils can read simultaneously.
5. **The contemporary methods.**
 - a) **the audio-lingual approach**

The basic assumptions in the audio-lingual approach are:

- a linguistic analysis of the new language and the mother tongue is essential for organizing classroom material;
 - the new language should be learnt through imitation and analogy;
 - every language is patterned;
 - the new language habits must become so automatic that the pupils call them forth without conscious effort;
 - allowing the pupil the possibility of making errors should be avoided;
 - listening and speaking are viewed as primary activities, reading and writing – secondary;
 - function words should receive greater attention at the initial stage of language learning than content words;
 - audio-visual aids can assist the pupil in their formation of new language habits;
 - the use of the pupil's native language for explanation of new vocabulary and syntax should be avoided.
- b) **the cognitive-code issue.** The major implications in cognitive-code issue are:
- a language is a rule-governed system, pupils must learn the rules in a new language through analysis in order to use the language competently;
 - language learning is more than a matter of habit formation, it is a creative process and therefore the pupil should be given the opportunity to be as mentally active as possible in all assigned work;
 - drills and exercises should be meaningful, rote learning is to be avoided in most cases;
 - the pupil's creative involvement in the learning process is viewed as more important than the avoiding of errors;
 - reading and writing should be taught at early stages along with listening and speaking;
 - occasional use of the pupil's native language for the explanation of new grammar and vocabulary is beneficial.
- c) **the deductive-inductive learning.** Deductive teaching seems more reasonable when the teacher presents a clear explanation and has pupils practice until the rule is assimilated. Proponents of inductive teaching argue that the best way to ensure learning is for the pupils to work out the rule themselves, inductive teaching is very much like rule-writing in linguistics. The learner is given a corpus and has to discover the regularities. It is important to clarify here one major point: both inductive and deductive learning are learning. There are deep and fundamental differences, however. When the goal is inductive learning, the focus is on form when the learner attempts to analyze formal aspects of the data presented. There is a hypothesis that pupils who are successful in deductive foreign language classes are more left-brained, analytic thinkers, and inductive learners are right-brained, analogic thinkers. Deductive method is sometimes called rule-practice while inductive method – rule-searching.

Recommended Literature

1. Morska L. Theory and Practice of English Teaching Methodology. Ternopil, 2003. Бібліотека ПНУ.

2. Nunan D. Language Teaching Methodology: A Textbook for Teachers. Prentice-Hall International. English Language Teaching, 1991.
3. Rogova G.V. Methods of Teaching English. Moscow : Prosveshcheniie, 1983. Бібліотека ПНУ.

Lecture # 3

Aims, Content and Principles of Foreign Language Teaching

Points for Discussion

1. Aims of foreign language teaching:
 - a) practical;
 - b) educational;
 - c) cultural.
2. Content of foreign language teaching.
3. Principles of foreign language teaching:
 - a) methodological;
 - b) didactic.

1. **Aims of foreign language teaching.** Aims are the first and most important consideration in any teaching. The teacher should know exactly the aims and objectives of foreign language teaching (where “aims” are treated as long-term goals, “objectives” – short-term goals). The changes the teacher must bring about in their pupils may be threefold:
 - practical – pupils acquire habits and skills in using a foreign language;
 - educational – they develop their mental abilities and intelligence in the process of learning a foreign language;
 - cultural – pupils extend their knowledge of the world in which they live.
 - a) **practical aims.** The teaching of a foreign language should result in the pupil’s gaining one more code for receiving and conveying information, i. e. in acquiring a second language for the same purpose as the native language – to use it as a means of communication. In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, reading, writing. Thus, pupils must achieve a level in their knowledge of the language which will enable them to further develop it at an institute or in their practical work.
 - b) **educational aims.** Learning a second language is of great educational value. Teaching a foreign language helps the teacher to develop the pupils’ voluntary and involuntary memory, their imaginative abilities, attention and will power.
 - c) **cultural aims.** Learning a foreign language makes the pupils get acquainted with the life, customs and traditions of the people whose language they study through visual and reading materials. Foreign language teaching should promote pupils’ general educational and cultural growth by increasing their knowledge about foreign countries and by acquainting them with progressive traditions of the people whose language they study. Through learning a second language the pupils gain a deeper insight into the nature and functioning of language as a social phenomenon.

In conclusion it should be said that practical, educational and cultural aims are closely related and form an inseparable unity. The leading role belongs to practical aims, for the others can only be achieved through the practical command of the foreign language.

2. **Content of foreign language teaching.** The content of foreign language teaching, i. e. what to teach, involves three main components:

- psychological component, i. e. habits and skills which ensure the use of the target language as a means of communication in oral forms (hearing and speaking) and written forms (reading and writing);
- linguistic component, i. e. language and linguistic material which should be assimilated to be used in language skills;
- methodological component, i. e. the techniques which pupils should acquire to learn a foreign language in the most effective way.

The content of teaching in our schools is laid down in the syllabus and realized in teaching materials and in the teacher's own speech.

3. **Principles of foreign language teaching.** Principle is defined as a guide to an action, in our case as a guide to teaching. There are two major groups of principles: methodological and didactic.

a) **methodological principles.** There are four types of them:

- the principle of a practical or communicative approach. It means pupils should be involved in oral and written communication throughout the whole course of learning a foreign language. Pupils are taught to use the target language as a means of communication, i. e. for hearing, speaking, reading and writing. This principle is realized in modern teaching aids and teaching materials now in use at schools.
- the principle of a differential approach, i. e. each language activity requires special attention on the part of the teacher. For example, to develop pupils' listening skills a tape-recorder is to be used. This principle is observed in modern methodology and is realized in teaching materials and teaching aids.
- the principle of an integrated approach. This principle is observed in assimilating various aspects of the language. Pupils do not assimilate phonetics, grammar, lexis as discrete components of the language but they grasp them in sentence-patterns, pattern dialogues, etc. related to certain situations.
- the principle of an oral approach. In modern methodology there are different solutions to the problem. Some methodologists insist on an oral approach in language teaching, i. e. pupils should be taught hearing and speaking first. There are a lot of advocates of such an approach both in our country and abroad. This principle is realized in textbooks for teaching English at schools. Other methodologists insist on teaching pupils all language skills simultaneously, i. e. pupils are taught hearing, speaking, reading and writing from the very beginning.

b) **didactic principles.** MFLT is based on the fundamental principles of didactics. They are as follows:

- scientific approach to teaching school subjects;
- accessibility;
- durability;

- conscious approach;
- activity;
- visualization;
- individual approach.

Let's consider **the principle of activity**. The main sources of activity are motivation, desire, interest. This principle presupposes the following kinds of work:

- work in unison, when pupils are told to pronounce a sound, a word, a phrase, a sentence or to read something out loud in chorus in imitation of the teacher or a speaker if the tape-recorder is used;
- mass work, when pupils are invited to listen to a text, to read a text silently, to do some exercises in written form, in other words when they learn for themselves and each does the same work as their classmates;
- work in small groups, when pupils are divided into 4-5 groups and each group receives a special assignment either for reading or speaking, the work results in a conversation between group 1 and the class, group 2 and the class, etc.;
- work in pairs, when pupils sitting at the same desk have an opportunity to talk in the target language doing an ask-and-answer exercise or making up a dialogue of their own;
- individual work, when each pupil can work with the programme s/he receives at their own pace.

Recommended Literature

1. Frashen S.D. Principles and Practice in Second Language Acquisition. Prentice-Hall International English Language, 1995.
2. Morska L. Theory and Practice of English Teaching Methodology. Ternopil, 2003. Бібліотека ПНУ.
3. Nunan D. Language Teaching Methodology: A Textbook for Teachers. Prentice-Hall International. English Language Teaching, 1991.
4. Partin L.R. The Classroom Teacher's Survival Book: Practical Strategies, Management, Techniques and Reproducibles for New and Experienced Teachers. San-Francisco : Jossey-Bass, 2009.
5. Rogova G.V. Methods of Teaching English. Moscow : Prosveshcheniie, 1983. Бібліотека ПНУ.

Lecture # 4

Teaching Pronunciation

Points for Discussion

1. The notion of correct pronunciation.
2. Pronunciation and rhythm.
3. Pronunciation and stress.
4. Pronunciation and intonation.
5. Pronunciation and listening comprehension.
6. Pronunciation and spelling.
7. Pronunciation and grammar.
8. Pronunciation and reading.
9. The procedure of teaching correct pronunciation.

1. **The notion of correct pronunciation.** Correct pronunciation means the correct articulation of individual vowel and consonant phonemes as well as the correct usage of intonation, rhythm and stress.
2. **Pronunciation and rhythm.** The rhythm of English is created by the contrast in syllable lengths within words as well as across word boundaries. For example, in the word *English* the first syllable *Eng* – is pronounced longer than the second syllable – *lish*. When we focus on the timing of the syllables, we can see that the rhythm of the word *English* is identical to the rhythm of the words *after* and *vision*. Not all can words have identical rhythm but the rhythm of a word can be identical to the rhythm of a phrase, for example, *festival* and *first of all*.
3. **Pronunciation and stress.** The lengthening of a syllable is conditioned by stress. In the word *tumor* the first syllable is stressed, therefore, it is longer than the second one. Equally important as stressing a syllable is not stressing a syllable. If the second syllable of *tumor* is also stressed and if the vowel of that syllable is incorrectly pronounced, then a listener may hear the utterance of two words – *two more*. When syllables are unstressed, the pronunciation of the vowel in that syllable sometimes changes, for example, *atom* and *atomic*, *origin* and *original*.
4. **Pronunciation and intonation.** Intonation can be compared to a pointer, instead of using a finger to do the pointing speakers use their voices to draw attention to important words. Consider the following example:
Your papers should be typed and double-spaced.
They should not be longer than five pages.
 The underlined words are the ones that the speaker wants the listeners to pay attention to. In writing we can show this emphasis by underlining words. In speech we use the pitch of our voices. In the example above the speaker's voice would rise and then fall on each of the underlined words. The rises and falls in pitch when we speak are characteristics of intonation. The rises and falls which occur in a sentence determine the meaning of the sentence.
5. **Pronunciation and listening comprehension.** Pronunciation is important for different aspects of the language. As listeners expect spoken English to follow certain patterns of rhythm and intonation, speakers need to employ these patterns to communicate effectively. Similarly, listeners need to know how speech is organized and what patterns of intonation mean in order to interpret speech accurately. Thus, learning about pronunciation develops learner's abilities to comprehend spoken English.
6. **Pronunciation and spelling.** Learning about pronunciation also helps learners with the spelling system of English. Learners expect to find a one-to-one correspondence between a sound and its spelling. However, the letter *a*, for example, can be pronounced five ways: *same*, *sat*, *father*, *call*, *about*. Often a speaker's difficulty with pronunciation originates from a misinterpretation of the spelling system rather than difficulty with the pronunciation of the sounds. A learner who expects the letter *o* to be pronounced like the word *oh* will be surprised to find that it is not pronounced that way in the words like *love*, *colour*, *production*.
7. **Pronunciation and grammar.** Pronunciation can convey grammatical information. Consider the following sentences:

a) *I am sorry. You can't come with us.*

b) *I am sorry you can't come with us.*

The difference between *a* and *b* can be seen in writing by noting the punctuation and capitalization. In *a* a rise and fall in pitch on *sorry* followed by a pause perform the same function as a period. This tells the listener that *I am sorry* constitutes one idea. A rise and fall on *come* indicates that the next set of words constitutes a second idea. In *b* only one rise and fall on *come* indicates that there is only one idea in this group of words. This example shows how rhythm and intonation can perform grammatical functions.

8. **Pronunciation and reading.** A lack of knowledge of pronunciation can even affect reading. Consider the following example: first in a reading text about *ranchers* a pupil misunderstood the word to refer to people who took care of the forests, i. e. *rangers*. Here the mispronunciation of two sounds led to the misidentification of a word.

9. **The procedure of teaching correct pronunciation.** In teaching pronunciation the following procedure may be helpful especially for conducting pronunciation warm-up:

- the explanation of the articulation of a certain phoneme, usually done on the native language;
- the spelling of the phoneme
s – measure
ge – prestige
sion – decision
- the usage of the phoneme in separate words (at the beginning, in the middle, at the end of the words)
shade, shall, shame
position, passion, nation
finish, dish, cash
- the usage of the phoneme in sentences, preference should be given to proverbs as they widen the pupils' horizon concerning language and culture.
Honesty is the best policy.
Where there is a will, there is a way.
- the usage of the phoneme in nursery rhymes and poems.
- the usage of the phoneme in songs.

Recommended Literature

1. Hancock M. Pronunciation Games. Cambridge : Cambridge University Press, 2005.
2. Morska L. Theory and Practice of English Teaching Methodology. Ternopil, 2003. Бібліотека ПНУ.
3. Nunan D. Language Teaching Methodology: A Textbook for Teachers. Prentice-Hall International. English Language Teaching, 1991.
4. Rogova G.V. Methods of Teaching English. Moscow : Prosveshcheniie, 1983. Бібліотека ПНУ.
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Lecture # 5

Teaching Listening Comprehension

Points for Discussion

1. The notion of listening comprehension.
2. The main problems in listening comprehension:
 - 2.1. The message to be listened to;
 - 2.2. The speaker;
 - 2.3. The listener;
 - 2.4. The physical setting.
3. The solutions to the problems.

1. **The notion of listening comprehension.** Listening is the ability to identify and understand what others are saying. This involves understanding of speaker's accent, their grammar, vocabulary and grasping the meaning. An able listener is capable of doing these four things simultaneously. Willis lists a series of micro-skills of listening which he calls *enabling skills*. They are:

- predicting what people are going to talk about;
- guessing at unknown words or phrases without panicking;
- using one's own knowledge of the subject to help one understand;
- identifying relevant points; rejecting irrelevant information;
- retaining relevant points (note-making, summarizing);
- recognizing discourse markers (e.g. *well, oh, another thing is, now, finally, etc.*);
- recognizing cohesive devices (e. g. *such as, which* including link words, pronouns, references, etc.);
- understanding different intonation patterns and uses of stress;
- understanding inferred information (e. g. speaker's attitudes and intentions).

The evidence that shows why listening is difficult comes mainly from four sources:

- the message to be listened to;
- the speaker;
- the listener;
- the physical setting.

2. **The main problems in listening comprehension:**

- 2.1. **The message to be listened to:**

- a) ***Content.*** Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes. The listening material may deal with almost any area of life and situations unfamiliar to the pupil. Also in a spontaneous conversation speakers frequently change topics. The content is usually not well-organized. In many cases listeners cannot predict what speakers are going to say. Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

- b) ***Linguistic features.*** *Liaison* (the linking of words in speech when the second word begins with a vowel) and *elision* (leaving out a sound or sounds in rapid speech) are common phenomena that make it difficult for pupils to distinguish or recognize individual words in the stream of speech. If listening materials are

made up of everyday conversations, they may contain a lot of colloquial words, expressions, slangs. Pupils who have been exposed mainly to formal or bookish English may not be familiar with these expressions. In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

- 2.2. **The speaker.** Ur points out that in ordinary conversations or even in speech-making or lecturing we actually say a good deal more that would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, tautologies and apparently meaningless additions such as *I mean, you know*. This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the pupil's level. It may make it more difficult for beginners to understand what the speaker is saying, on the other hand, it may give advanced pupils more time to "tune in" to the speaker's voice and speech style. Spoken prose as in news broadcasting and reading aloud written texts is characterized by an even pace, volume, pitch, intonation. Natural dialogues, on the other hand, are full of hesitations, pauses and uneven intonation.
- 2.3. **The listener.** Foreign language pupils are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that *rosy* often collocates with *cheeks*. This is a major problem for pupils. Foreign language learners usually devote more time to reading than to listening to different kinds of listening materials. Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is boring for pupils to concentrate on interpreting unfamiliar sounds, words, sentences for long periods.
- 2.4. **The physical setting.** Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. Listening material on tape or radio lacks visual and oral environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

3. **The solutions to the problems.**

The message:

- grade listening materials according to the pupils' level and provide authentic materials;
- design task-oriented exercises to engage the pupils' interest and help them learn listening skills subconsciously;
- provide pupils with different spoken texts:
 - a) static (texts that describe objects or give instructions)
 - b) dynamic (those that tell a story or recount an incident)
 - c) abstract (those that focus on someone's ideas and beliefs rather than on concrete objects);
- try to find visual aids or draw pictures and diagrams associated with the listening topics to help pupils guess or imagine actively.

The speaker

- give practice in liaisons and elisions in order to help pupils get used to the acoustic forms of rapid speech;
- select short, simple listening texts with little redundancy for lower level pupils and complicated authentic materials with more redundancy for advanced learners.

The listener

- provide background knowledge and linguistic knowledge;
- give and try to get as much feedback as possible;
- help pupils develop the skills of listening for specific information.

The physical setting

- avoid background and environmental noises;
- use high-quality equipment;
- provide pupils with the room with good acoustic effects.

Recommended Literature

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Lecture # 6

Teaching Conversation

Points for Discussion

1. The notion of conversation.
2. Teaching questions and answers.
3. Teaching comments.
4. Teaching exclamations.

1. **The notion of conversation.** Conversation is an informal interchange of thoughts and information in spoken words. Conversation consists of three elements:

- questions and answers;
- comments;
- exclamations.

2. **Teaching questions and answers.** Questions and answers, major elements in natural conversation, are the backbone of directed conversation sessions. They are divided according to two criteria:

- the format;
- the sequence.

According to the format they are divided into three kinds:

- the teacher asks a pupil a question;
- a pupil asks another pupil a question;
- a pupil asks the teacher a question.

According to the sequence they are divided into four types:

- question – single statement answer;

- question – multiple statement answer;
- question deduced from answer;
- multiple questions drawn from a single statement.

Question – single statement answer. When someone asks a question s/he often receives a single statement in reply. This statement can be short as *yes* or *no*, another – a single word (*Where are you going? Downtown*) or a statement almost as long as the question itself (*Did you put the milk into the fridge? Yes, I put it there*). Many textbooks leave the impression that long answers are used frequently in English, since pupils are often encouraged to give long answers for drill purposes. However, English speakers, like speakers of most other languages, have a natural tendency to use short answers.

Question – multiple statement answer. When someone asks a question, the interlocutor often replies with more than one statement (*What did you do yesterday? I went to the theatre with my friends. The play was very interesting. We enjoyed it greatly*). Since this is such a common occurrence in normal conversation, we should give our pupils much practice in responding to questions in this manner. Unfortunately, if pupils are left to their own devices, they frequently attempt to respond as briefly as possible, so you must find ways to avoid the shortcuts that pupils want to take. For example, you may say: *Please, answer the question with one statement and add one that is factual and related to the first one*. Instructions such as this might produce the following exchange:

Teacher: Mary, where did you get that notebook?

Mary: My brother gave it to me. He had an extra one.

Question deduced from answer. A useful variation is to give pupils a factual reply and have them deduce the question or questions that would have produced such a reply. Referring to a pupil in the class, for example, you can say: *Mary is wearing a red jacket*. Pupil A might say: *Who is wearing a red jacket?*, pupil B – *What is Mary wearing?*, both of which are acceptable questions. The question *Why is Mary wearing a red jacket?* is unacceptable in this context.

Multiple questions drawn from a single statement. You can write a true-to-life statement on the blackboard and have your pupils make five types of questions that are answerable by the information contained in the statement. Suppose, for example, that one of your pupils is at home with a fever. You could write on the blackboard *Peter has a fever today*. And then ask each pupil to formulate a different question answered by the information implicit in the statement. (*Who has a fever? Does Peter have a fever today? What does Peter have? Peter has a fever today, doesn't he? Does Peter have a fever or Covid-19 today?*)

3. **Teaching comments.** The second major ingredient in all conversations is comments. We continually make comments when we converse – either in simple remarks (*It looks like it is going to rain.*) or in the form of rejoinders (*You are right. No problem*). You may initiate practicing comments by asking each pupil to make a remark about a specific item – a statement that s/he is sure s/he has never made before. For example, suppose that all of the pupils have smartphones. You can have each pupil formulate a statement about their smartphone but it must be something s/he has never said before.

Pupil A: I received it as a gift last year.

Pupil B: My smartphone has a lot of functions.

Pupil C: My sister often borrows my smartphone.

After your pupils have performed this exercise around a number of topics, you may wish to alter the format slightly by giving a new topic to each pupil. Here is an illustration:

Teacher: Your bag, Ann.

Ann: I'd better buy a new bag, this one is getting old.

Having one pupil comment on what another pupil has just said brings us to the matter of rejoinders. **A rejoinder is a fixed linguistic form that serves as a brief reaction to a comment or comments just made.** For example, a standard rejoinder in English to express regret is *That's too bad!* and a standard rejoinder to *Thank you* is *You are welcome!* Rejoinders are sprinkled throughout conversation. They are conversational, generally brief sentences that express interest, surprise, disagreement, enthusiasm, sympathy or simply reassurance that the speaker is being listened to. Since each language has established its own standardized rejoinder format, it is essential that pupils learning English resist the temptation to translate their native language rejoinders into English. Otherwise, the pupils will give a peculiar or even erroneous impression to English speakers.

4. **Teaching exclamations.** The third component in conversation thought not so frequent as questions and answers or comments is exclamations. **Exclamations result from unexpected circumstances in the linguistic or non-linguistic environment.** As such, they differ from rejoinders which always spring from a linguistic context. Your pupils should become familiar with the connotations of English exclamations but you should remind them that they must exercise caution and judgement when using exclamations in English. The native English speaker has learnt the nuances of these exclamations early in life and uses them spontaneously and at the right moment. The non-native English speaker, on the other hand, has to develop a special feel for these forms and must consciously choose appropriate contexts in which to utter them. If s/he is not careful and says them in an eager attempt to imitate the native speaker, s/he is apt to sound ludicrous.

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Lecture # 7

Teaching Reading

Points for Discussion

1. The notion of reading.
2. Types of reading speed.
3. Major reading problems.
4. Guided reading.

1. **The notion of reading.** Reading is understood in terms of matching the flexibility of the educated native speaker as s/he performs all reading-related tasks in their environment. These include reading and understanding newspapers and popular magazines, personal letters, business correspondence, official documents, application forms, stories, fiction, academic textbooks, scientific and technical reports. Flexibility in reading includes flexibility in speed as well as comprehension. According to Edward Fry, educated native speakers of English generally read at three different speeds depending on the purpose, the difficulty of the material and their background knowledge.
2. **Types of reading speed.**
 - The first type of speed is *study speed* (200-300 words per minute = wpm). This is the slowest speed used for reading textbooks and different materials when the reader desires a high rate of understanding (80-90% comprehension) as well as good retention. In this type of reading the reader studies the material carefully in order not to miss a single point.
 - The second type of speed is *average reading speed* (250-500 wpm). This is the speed that educated native speakers use to read everyday materials such as newspapers, magazines, novels, stories. At this speed the rate of comprehension is lowered (usually about 70%).
 - The third type of speed is *skimming speed*. This is the fastest speed that native speakers use when they to cover the materials in a hurry and high rate of comprehension is not required. Some of them can skim over more than 800 wpm. At this speed the rate of comprehension is much lower (50% on the average).
3. **Major reading problems.** The pupils have the following five major reading problems:
 - reading word by word relying too heavily on the visual information which greatly impedes their reading speed and hampers their comprehension;
 - focusing too much attention on the form at the expense of meaning;
 - paying too much attention to details with the result that they often miss the main ideas;
 - a small reading vocabulary and heavy reliance on the use of the dictionary for word meaning;
 - limited background knowledge.
4. **Guided reading.** The term *guided reading* refers to timed reading conducted in class under the control and guidance of the teacher. In guided reading not only can pupils learn how to read in different ways at different speeds for efficient purposes, but the teacher can observe how the pupils actually read so that s/he can give them prompt help by correcting reading habits. What is more, in guided reading the teacher can teach different efficient reading skills. They are word-attack skills, reading in meaningful units, scanning, skimming, prediction, recognizing organizational patterns, distinguishing general statements from specific details, inference and conclusion, evaluation and appreciation.
 - **Word-attack skills.** These skills enable the reader to work out the meaning of unfamiliar words and phrases without looking them up in the dictionary using context clues and structural information.

- a) Using context clues. This includes using the meanings of other words such as synonyms and antonyms in the same sentence or paragraph or the meaning of the sentence and paragraph as a whole to deduce the possible meaning of unfamiliar words or phrases.
- b) Using structural information. This refers to word formation. An analysis of the stems and affixes of words can help our pupils get the meaning of many unfamiliar words.
- **Reading in meaningful units**. One of the factors that determines reading speed and comprehension is the number of words that eyes can see at one glance. The more words pupils can see and comprehend at one glance, the greater will be the reading speed and the better will be their comprehension. Pupils should be able to read in meaningful units instead of isolated words. A useful way to train pupils to read in meaningful units is to break up a sentence into sense groups.
- **Scanning**. This is a useful skill to locate a specific item of information that we need such as a date, a figure or a name. In scanning we focus our search only on the information we want passing quickly over all the irrelevant material. The key to scanning is to decide exactly what kind of information we are looking for and where to find it. A useful way to teach this skill is to have pupils search for some specific information asking them to start at the same time and see who is the first to find it. Then ask the pupil who find the information first to explain how s/he has done it.
- **Skimming**. This is the technique we generally use to determine whether a book or an article merits a more careful and thorough reading. The difference between scanning and skimming is that in skimming we are not locating specific, isolated, scattered items of information, what we are trying to get is the general, overall idea of the whole text. Therefore, the key to skimming is to know where to find the main ideas of different paragraphs and to be able to synthesize them into an organic whole by way of generalization. Since the main idea of a well-organized paragraph is, in most cases, either in the first or the last sentence and the general idea of a text is usually in the introductory paragraph or in the concluding paragraph, the best way to teach skimming is to have pupils read the first and the last paragraph in full and the first and last sentences of the paragraphs in between and pick up the key words.
- **Prediction**. Efficient reading depends to a large extent on making correct predictions with minimal sampling. Pupils can learn to make predictions based on the linguistic context (titles, subtitles, their knowledge of the topic) and the non-linguistic context (diagrams, graphs, tables, pictures, maps) which serves the same purpose as gestures and facial expressions in conversation.
- **Recognizing organizational patterns**. The logical structure of a passage is often signaled by textual connectors which are expressions connecting ideas. The most common organizational patterns in textbooks are definitions, sequence of events, descriptions. The best way to teach this is to have pupils read different passages with different organizational patterns and identify their textual connectors.
- **Distinguishing general statements from specific details**. General statements usually contain main ideas and specific details are usually explanations and

examples that support the general statements. Therefore, general statements are more important to comprehension. Very often they are introduced by signal words such as *in general, above all, in conclusion, it can be seen that*. Pupils should learn to direct their attention at these signal words.

- **Inference and conclusion.** Comprehension involves understanding not only what is stated explicitly but also what is implied. That is to say, the reader has to make inferences based on what is stated. To do so requires the ability to analyze and synthesize. For example, from the sentence *Age affects hearing*, we can infer that with age hearing either increases, decreases or changes. Conclusion is different from inference in that the former is based on putting stated facts together whereas the latter is based on deduction of what is implied from what is stated. For example, from three statements
Noise prevents people from sleeping.
Noise interrupts sleep.
Noise may reduce the quality of sleep.
we can conclude that noise is harmful to sleep. In short, to infer the reader has to read between the lines, whereas to conclude s/he has to summarize stated facts.
- **Evaluation and appreciation.** This is a high-level comprehension skill. The reader not only has to thoroughly understand what s/he has read, s/he also has to analyze and synthesize it so as to form their own opinions and judgements. To evaluate, the reader has to read critically, i. e. to consider what, why, for whom the author has written. That is to say, the reader has to determine the author's purpose, consider their intended audience, recognize their strengths and weaknesses and distinguish their opinions from facts. Appreciation is different from evaluation in that the former only requires the reader to see the merits of the text whereas the latter requires the reader to see both its merits and demerits. To appreciate the reader has to understand the author's tone and attitude, to recognize their literary devices such as the use of figures of speech, to identify the characteristic style and see their humor, satire and irony. Evaluation is a useful skill for reading political and academic essays, whereas appreciation is useful in reading literary works.

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Lecture # 8

Teaching Writing

Points for Discussion

1. The notion of writing.
2. New emphases in teaching writing.

3. The process approach in teaching writing.

1. **The notion of writing.** In the recent past writing was the most ignored of the language skills. But many changes in attitude have occurred about teaching writing in a foreign language. Traditionally, when pupils write in a foreign language, the purpose of the writing activity is to catch grammar, spelling and punctuation errors. Under these circumstances sometimes the only writing pupils do is to write out grammar exercises. Very often those grammar exercises are disguised as composition writing, those are called guided writing when pupils do not create the texts themselves. The writing is carefully controlled so that the pupils see only correct language and practice grammar structures that they have learnt.
2. **New emphases in teaching writing.** Now attitudes towards the role of writing have changed in teaching a second language. Instead of being the last skill taught and instead of being only a servant to grammar, writing has become much more important in the second language curriculum. Writing is the natural outlet for the pupils' reflections on their speaking, listening and reading experience in their foreign language. When pupils are not focusing on grammar errors but when they are writing freely or trying to write what they think they want to say, they develop confidence and a sense of power over the language that none of the other skills is likely to produce until the pupils are very well advanced in their language studies.

The first and most important new emphasis is on the **rhetorical context** in which these pupils are writing. There are many different kinds of writing and many different reasons for writing. It is important for a second language teacher to figure out exactly what s/he is teaching their pupils for.

The second emphasis is on the **content** of pupils' writing. Teaching writing no longer means simply having pupils do grammar exercises in writing, it no longer means having pupils manipulate alien texts that have no special meaning for them. Instead, now pupils are writing about what they really want to communicate to someone else, what they want a reader to know.

3. **The process approach to teaching writing.** These new emphases constitute what is called the process approach to teaching writing. The emphasis in the newer process approach is less on the product and more **on the wandering path that pupils use to get to the product.** The process approach encourages pupils to experiment with ideas through writing and then to share their writing with the classmates and to get the opinions of several pupils to help them figure out what to say and how to say it. The result is that the writing class is suddenly noisy, maybe noisier than even a conversation class, as pupils work in groups to write, read each other's writing and comment on it.

A second result is **a change in the kinds of assignments made in writing classes.** The process approach also encourages many different types of writing assignments for a variety of purposes. There is, for instance, a new acceptance of translation from the native language not simply for the purpose of translating but for expressing their ideas about this or that event. Many writing classes now spend time on personal writing such as journal writing, letters, projects.

In all of these assignments there is a new emphasis **on the pupils and their interests**. Pupils are working with teachers now to actually help the teacher make assignments by letting the teacher know what kinds of writing the pupils are interested in doing and what kinds of topics they are interested in dealing with. Another result of these changes in the attitude towards teaching writing is that **pupils now produce several drafts or versions of their writing**. In more traditional writing classes pupils often rewrote papers and usually this rewriting was like a punishment for having made grammar mistakes. With the emphasis on the process of writing and on getting feedback from classmates multiple drafts are the norm. Everyone writes several drafts, not necessarily so that the result will be error-free but so that the result will express what the pupil wants to say.

Recommended Literature

1. Morska L. Theory and Practice of English Teaching Methodology. Ternopil, 2003. Бібліотека ПНУ.
2. Nunan D. Language Teaching Methodology: A Textbook for Teachers. Prentice-Hall International. English Language Teaching, 1991.
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Lecture # 9

Planning an English Lesson

Points for Discussion

1. The requirements for writing the lesson plan.
 2. The structure of the lesson plan.
-
1. **The requirements for writing the lesson plan.** Every lesson should be devoted to developing language skills and the lesson plan should comprise eight stages. The notes of the lesson state the subject of the lesson, the objectives of the lesson (practical, educational, cultural), the audio-visual aids, the procedure of the lesson. The outlines of the lesson consist of eight points:
 - preliminaries
 - warm-up (pronunciation, conversational)
 - home-task checking
 - new material presentation
 - consolidation of the new material (follow-up)
 - relaxation period or paired work
 - setting the home-task
 - assessment (evaluation, grading)The lesson plan should reflect the activities on the part of the pupils and on the part of the teacher. A detailed and thoroughly thought-out lesson plan makes the lesson very effective.
 2. **The structure of the lesson plan.**
Preliminaries

It is the introductory part of the lesson that should be directed at exciting interest and involving the members of the class in language activities. The usual preliminaries should start with the exploitation of the immediate environment. The teacher should reflect any happening in the form, school, country in a few sentences. The introductory part of the lesson contains something constant, i. e. questions to the pupil on duty and questions to the state of preparedness of the pupils. Care should be taken not to use the same language from lesson to lesson. Thus, the introductory part of the lesson should be interesting, business-like and rich in vocabulary items.

Warm-Up

It is of two kinds: pronunciation, conversational). Preference should be given to the *conversational warm-up* as it equips the learners with additional language material out of classroom usage. The warm-up should be based on anything which is closely connected with the pupils' day-to-day life. The teacher may speak on the classroom, the members of the form, the school wall-paper, sporting events, happening in the town, country, world. For a change, the teacher may use funny stories read from the book or on records.

As for the *pronunciation warm-up*, it should be used to introduce sounds and to eliminate the most common mistakes. It should be meaningful and directed at drilling individual sounds. The procedure of introducing a separate consonant or vowel phoneme should be observed. (See Lecture 4, The Procedure of Teaching Correct Pronunciation).

Home-Task Checking

Home preparation by the pupils can take different forms: studying the text, doing exercises, memorizing bits of the text, learning and reciting the poems, acting out dialogues, etc. In checking the home-task the teacher should remember that s/he is the model to follow. S/he is supposed to give proper instructions as how to give a correct answer and show how to do it.

New Material Presentation

In the introduction of new items (vocabulary, grammar, pronunciation) the teacher should be guided by the following considerations:

- from simple to more complicated;
- from the known to the unknown;
- to introduce one difficulty at a time;
- from practice to some points of theory.

In the introduction of vocabulary items the teacher should give, if possible, a reasonable explanation in the target language or referring to the native language. In giving grammar forms numerous examples should be introduced in the native language but the terms should be given in the target language.

Consolidation of the New Material (Follow-Up)

The reinforcement of the new material is quite essential as it ensures a full realization of the language items introduced at the lesson. The teacher should build sentences first, practice them orally by the entire class and it should be followed by individual attempts on the part of more able and then less able pupils. Proper consolidation leads to developing stable language skills.

Relaxation Period or Paired Work

The relaxation period or paired work is aimed at increasing the learners' talking time and giving them the possibility for more or less free conversation. It may be an introductory story given by the teacher at the beginning of the lesson or different topics given before. During the paired work the teacher moves from desk to desk and gives their corrections to individual pupils. Then the pupil should reproduce the dialogue for the teacher to give their remarks. The most common errors are drilled by them. With elementary-level pupils the teacher should use different games, songs, nursery rhymes to make them relax a little bit.

Setting the Home-Task

In giving the home-task the teacher should be very clear in their instructions and give them in due time and never after the bell. The tasks should be written on the blackboard in English and explained in the native language. If it is necessary, the teacher may give an example how to do it.

Assessment (Evaluation, Grading)

It is important in two ways:

- the teacher should always be ready and willing to encourage the learners' progress by pointing out the strong and weak side in the use of the language;
- during the assessment the teacher is supposed to use new vocabulary items which in the end will enlarge the pupils' vocabulary.

The evaluation must not be done in the formal way through the use of the same words and phrases for a long period of time. The evaluation should be brief, motivated, business-like and of linguistic value.

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Lecture # 10

Extra-Curricular Work in Language Learning at School

Points for Discussion

1. The notion of extra-curricular work.
 2. The forms of extra-curricular work.
 3. New types of extra-curricular work.
-
1. **The notion of extra-curricular work.** At present Ukraine is extending its international, economic, political, scientific and cultural ties. The practical knowledge of foreign languages becomes therefore a necessity. Thus, the aims of foreign language teaching at schools are to develop pupils' ability to speak, read

and write in a foreign language. It is obvious that extra-curricular work (out-of-class/non-class activity) should be of great importance under such conditions: it gives an opportunity to create a language atmosphere for pupils. Besides, pupils consider the language not as a school subject but as a means of communication, they use it to understand or to be understood in a situation where only English could be used, for example, when corresponding with children of foreign countries, meeting a foreign delegation, seeing sound films in the English language, listening to English songs, issuing school wall-newspapers, etc. Extra-curricular work helps the teacher to stimulate their pupils' interest in the target language. The language becomes alive to them. Extra-curricular work is of great value because the teacher can give their pupils more knowledge in geography, history, literature and art of the English-speaking countries.

In organizing out-of-class activities for pupils the teacher should bear in mind that the work of this type differs greatly from that one carried out during the class period in *form* and in *content* though it is closely connected with it.

2. **The forms of extra-curricular work.** In carrying out extra-curricular work various forms should be used so that the majority of the class is able to take part in it. The following forms of extra-curricular work are used at schools: *individual*, *group* and *mass work*.

Individual work. It means that the pupil should be given an individual assignment like making up a project, writing a letter to a foreign friend, etc.

Group work. It includes:

- a) *hobby groups that work systematically*, they are: play and game sections, chorus section, conversation section, reading and translation hobby groups, drama section, literature and art sections;
- b) *groups for temporary activities*, namely to make up an album, to make a display-stand or a bookstand with English books and booklets to illustrate a story read, to organize a school library, etc.

Mass work. It includes the organization and holding of an assembly in the foreign language, talks in that language, pleasure parties, conferences, Olympiads and contests, excursions to films in a foreign language with the following discussion, dramatization of the stories read, holding of guessing games, issuing wall-newspapers, making up a school display-stand, etc. One of the most entertaining types of mass work that wins more and more popularity among pupils is *club work*. The foreign language club gives an opportunity to have natural situations for communication in the foreign language. The work of the club may contribute to international friendship among young people, as one of the main activities of the members of the club is establishing contacts with foreign friends, mainly through correspondence. Sometimes guests from foreign countries may be invited to view performances of the club in which case direct association with foreigners is established.

3. **New types of extra-curricular work.** There are many new kinds of out-of-class activity. They are:
 - improvisation;
 - plays;
 - speeches;
 - small group discussions;

- debates.

Recommended Literature

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Взірці тестових завдань

Варіант 1

1. The word “method” comes from
 - a) a Greek word
 - b) a Spanish word
 - c) a Latin word
 - d) an English word
2. Methods of Foreign language teaching is
 - a) a branch of Pedagogics
 - b) a branch of Linguistics
 - c) a separate science
 - d) a branch of Psychology
3. Methods deals with
 - a) general ways of teaching
 - b) specific ways of teaching a definite subject
 - c) specific ways of teaching
 - d) individual ways
4. The principle of visualization was first introduced in teaching
 - a) Mathematics
 - b) foreign languages
 - c) native languages
 - d) science
5. Methods of Foreign language teaching is connected with
 - a) Philosophy
 - b) Physiology

- c) Mathematics
 - d) Physics
6. Mental abilities are to be developed on the part of the pupils taking into account
- a) Psychology
 - b) Physiology
 - c) Pedagogics
 - d) Linguistics
7. Aims of teaching a foreign language are
- a) what to teach
 - b) goals of teaching
 - c) methods of teaching
 - d) principles of teaching
8. Which part of Pavlov's theory confirms the necessity for thinking and speaking?
- a) the theory of conditional reflexes
 - b) the theory of dynamic stereotype
 - c) the theory of the second signaling system
 - d) the theory of the nervous system
9. Physiology helps to develop
- a) attention
 - b) memory
 - c) speaking
 - d) imagination
10. Which science helps Methods to determine the sequence and ways in which habits and skills should be developed?
- a) Linguistics
 - b) Psychology
 - c) Physiology
 - d) Pedagogics

Вариант 2

1. Methods is
- a) a branch of Pedagogics
 - b) a body of scientifically tested theory
 - c) a branch of Psychology
 - d) a branch of Physiology
2. Didactics is concerned with:
- a) specific ways of teaching
 - b) the contemporary methods of teaching
 - c) general ways of teaching
 - d) individual ways

3. What does the word “methodos” mean?
 - a) a way out
 - b) after a way
 - c) outer way
 - d) before a way

4. The necessity for frequent repetition and revision of the material is explained by Pavlov’s theory of
 - a) conditional reflexes
 - b) the second signaling system
 - c) dynamic stereotype
 - d) the nervous system

5. Programmed instruction was first applied to teaching
 - a) Mathematics
 - b) foreign languages
 - c) History
 - d) Physics

6. Content of teaching is
 - a) goals of teaching
 - b) what to teach
 - c) techniques of teaching
 - d) principles of teaching

7. Which part of Pavlov’s theory confirms the necessity for topical arrangement of the vocabulary?
 - a) the theory of conditional reflexes
 - b) the theory of the second signaling system
 - c) the theory of dynamic stereotype
 - d) the theory of the nervous system

8. Methods of foreign language teaching is closely related to
 - a) Linguistics
 - b) Literature
 - c) Philosophy
 - d) Mathematics

9. Psychology helps to develop
 - a) speaking
 - b) reading
 - c) thinking
 - d) memory

10. Inculcating habits develop as a result of
 - a) frequent repetitions of the material

- b) voluntary memory
- c) involuntary memory
- d) attention

Глосарій термінів з курсу методики викладання основної іноземної

МОВИ

accentedness – наявність акценту у мовленні
 accessibility – доступність; принцип доступності
 accuracy – точність
 acquire – набувати
 activity – вид діяльності; форма роботи
 aim – мета (на далеку перспективу)
 appreciate – оцінювати; цінувати
 approach – підхід
 aptitude – схильність; здібність; придатність
 assess – оцінювати
 attention – увага
 aural – слуховий
 authentic text – автентичний (неадаптований текст)
 background – основа; базові знання
 blanked-out word – слово, що вставляється у пропущене місце
 blend – злиття
 capability – здібність; здатність
 chain drill – ланцюжкова тренувальна вправа
 chart – таблиця; діаграма; схема
 check – перевіряти
 chunk – сполучення кількох слів із певним інтонаційно-завершеним оформленням
 cline – похила діаграма
 cluster – лексичне гніздо
 cognitive – пізнавальний
 coherent – зв'язний (про мовлення); послідовний
 collocation – словосполучення; сполучення слів у реченні
 communication needs – потреби спілкування
 competence – компетенція; сформованість умінь
 comprehension – сприймання
 conjugation – відмінювання
 consolidate – активізувати, закріпити сформовані уміння та навички
 consonant – приголосний звук
 constraint – 1) скованість, напруженість; 2) примушування
 consumption – припущення
 conventional – обумовлений; загальноприйнятий; традиційний
 convey – виражати; передавати зміст або значення лексичної одиниці чи граматичної структури
 cornerstone – підвалина, основа; базис
 correction – виправлення (помилки)

correlate – співвідносити(ся)
counselor – радник
coverage – покриття; здатність мовної одиниці покривати велику кількість текстів різних стилів
creative – творчий
curiosity – цікавість
deductive – дедуктивний
dexterity – хороші здібності; хист
discourse – мовленнєвий зразок; мовлення
diversity – різноманітність; різновидність
elicit – 1) викликати; виявляти; встановлювати; 2) робити висновок
embody – втілювати
eminent – відомий; знаменитий; знаний
encourage – підбадьорювати; стимулювати; сприяти
enhance – збільшувати; посилювати
error – помилка
essential – суттєвий, основний
evaluation – оцінювання
explicit – зрозумілий, розбірливий; детальний; точний
exploitation – використання
exposure – готовність до сприйняття іноземного мовлення
facilitate – полегшувати, сприяти
feedback – зворотній зв'язок (вчитель-учні-вчитель)
flexible – гнучкий; той, що легко адаптується до нових обставин чи середовища
fluency – плавність та правильність мовлення; вільне володіння мовою
forced-choice exercise – вправа обмеженого вибору
foreground – передній план
foster – заохочувати; сприяти
framework – структура; межі; рамки
frequency – частотність
frivolous – поверховий; незначний; дріб'язковий
goals – мета
grid – таблиця; діаграма; схема
habit – навичка
highlight – висвітлювати
hindrance – перешкода
immersion – занурення (у мовне середовище)
implement – виконувати; здійснювати; забезпечувати виконання
incorporate – об'єднувати; включати до складу; змішувати
individual cards – індивідуальні роздаткові картки
induce – викликати; стимулювати; спонукати
inductive – індуктивний
innate – вроджений
input – інформація, що надходить до об'єкта/суб'єкта
interaction – взаємодія
interlocutor – співрозмовник
intervene – втручатися; перешкоджати

investigation – дослідження
involuntary memory – мимовільна пам'ять
isolation – відокремлення; ізоляція
jumbled – у розкиданому (змішаному) вигляді
launch – запроваджувати у практику; починати використовувати
maintain – підтримувати; зберігати; утримувати
message – повідомлення
methods – методика
multiple-slot substitution drill – підстановча вправа з багатьма змінними елементами
native environment – природне середовище
negotiation – дискусія; обговорення
objective – мета (на ближню перспективу)
observation – спостереження
obstacle – перешкода; трудність
obtain – досягати; добиватися; набувати
oral – усний
output – інформація, що надходить від об'єкта/суб'єкта
over-learn – вчити на зубок для вміння механічного відтворення
pattern – взірець; зразок
perceive – сприймати; розуміти; розрізняти
perfection – досконалість
performance – виконання вправи
pertain – 1) належати; мати відношення; 2) бути властивим
predictable – передбачуваний
presentation – презентація; пояснення нового навчального матеріалу
primary – початковий; першочерговий
proceed – продовжувати; розвиватися; діяти
proficiency – вміння; професіоналізм
questionnaire – анкета
ranking activity – вправа на визначення рангу у певному ряді
rationale – логічне обґрунтування; розумне пояснення; основна причина
receptive – сприймальний; рецептивний
recitation – декламування; виразне читання
recognition – розпізнавання мовних явищ
reduce – зменшувати; пом'якшувати
reference – довідковий матеріал; посилання на джерело інформації
reflection – відображення
register – реєстр
rehearse – тренувати; відпрацьовувати
remedial teaching – навчання, спрямоване на корекцію неправильно сформованих умінь і навичок
repetitive drill – повторювальна вправа
restrict - обмежувати
retain – запам'ятовувати; утримувати в пам'яті
retentive memory – довготривала пам'ять
retrieve – відновлювати; пригадувати; витягувати з пам'яті

reward – винагорода; похвала
role-play – рольова гра
selection – відбір (навчального матеріалу)
sense perception – відчуття
sequence – послідовність; узгодження
simulation – моделювання реальної комунікативної ситуації
single-slot substitution drill – підстановча вправа з одним змінним елементом
skill – вміння
spelling – правопис
stress – наголос
stretch – перебільшення; розтягування; протяжність
stylistic value – стилістична цінність
substantial – реальний; суттєвий; значний
summarize – узагальнювати
supplement – додаток; доповнення; доповнювати
syllabus – шкільна програма
target language – мова, що вивчається
technique – методичний прийом
threshold – початок; відправна точка
total physical response – повна фізична реакція
transparency – прозорість
ultimate – 1) кінцевий, остаточний; 2) максимальний; 3) первинний; основний; елементарний
underlie – лежати (бути) в основі (чогось)
utility – застосування; використання
utterance – висловлювання
values clarification – усвідомлення цінностей
vernacular – рідна мова; місцевий діалект; професійний жаргон
voice pitch – висота голосу
voluntary memory – довільна пам'ять
vowel – голосний звук
word formation value – словотворча цінність
worksheet – роздаткова картка (листок)