

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ ҲУЗУРИДАГИ ОЛИЙ ТАЪЛИМ ТИЗИМИ
ПЕДАГОГ ВА РАҲБАР КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА
УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ ТАШКИЛ ЭТИШ
БОШ ИЛМИЙ-МЕТОДИК МАРКАЗИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ
ҲУЗУРИДАГИ ЧЕТ ТИЛЛАРИНИ ЎҚИТИШНИНГ ИННОВАЦИЈАВИЙ
МЕТОДИКАЛАРИНИ РИВОЖЛАНТИРИШ РЕСПУБЛИКА
ИЛМИЙ-АМАЛИЙ МАРКАЗИ**

“ТАСДИҚЛАЙМАН”

Директор _____
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**ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШНИНГ ЗАМОНАВИЙ МЕТОДЛАРИ
МОДУЛИ БЎЙИЧА**

ЎҚУВ–УСЛУБИЙ МАЖМУА

Тузувчи: А.Ҳамидов

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ИШЧИ ЎҚУВ ДАСТУРИ

Кириш

Маълумки, мамлакатимиз мустақиллиги миллий таълим соҳасида ислохотлар амалга ошириш учун замин яратди. Зеро бу давргача республикамиз Собиқ Иттифоқ таркибига кирар ва унинг таълим соҳасидаги марказлаштирилган, худуд имкониятлари ва минталитети эътиборга олинмаган, мафкуралашган, зарур касбий йўналтиришга эътибор берилмайдиган ҳолатлари амалда эди. Мустақилликнинг илк даврларида мавжуд таълим соҳасидаги ижобий натижаларни сақлаб қолиш ва ўтмишдан қолган мероснинг салбий жиҳатларини ҳамда ўтиш даври билан боғлиқ кийинчиликларни бартараф этиш учун жиддий чоралар кўриш зарур эди.

Зеро, юртбошимиз И.А.Каримов таъкидлаганидек, “Таълим-тарбия тизимини ўзгартирмасдан туриб, биз кўзлаган олий мақсад – озод ва обод жамиятни барпо этиб бўлмас” эди.

Ўзбекистон Республикаси Президентининг ташаббуси билан МДХ давлатларида биринчи бўлиб Ўзбекистон Республикаси таълим соҳасида қатъий ислохотлар амалга оширила бошланди. Айниқса “Таълим тўғрисида”ги қонун ва “Кадрлар тайёрлаш” Миллий дастурининг амалга киритилиши янги босқични бошлаб берди. Натижада таълим тизими ва мазмун-моҳияти бозор муносабатлари шароитидан келиб чиқиб такомиллаштирилди. Зеро Собиқ Иттифоқ даврида “таълим – бир умрга” тамойили “бешиқдан қабргача илм изла” мақолидан келиб чиққан ҳолда “бир умр таълим” тамойилига алмаштирилди ҳамда узлуксиз таълим концепцияси ва касб-хунар таълимининг ислоҳати самараси ўлароқ меҳнат бозорини муайян касбий кўникмаларга эга шахслар билан таъминлаш имконини берди.

Бундан ташқари таълим соҳаси ҳам бозор муносабатларига мослаштирила бошланди. Зеро таълим соҳасини 100 фоиз давлат бюджетидан амалга оширилган ажратмалар эвазига ташкил этиш бозор қонуниятига талабларига зид эди. Мактабгача таълимда хусусий муассасаларнинг фаолият юритиши, кўп бўлмасида айрим хусусий ўрта таълим мактабларининг очилиши, олий ўқув юртлирида контракт тўловлари асосида таълимнинг жорий этилиши, касбий ва малака ошириш таълимининг ҳақ эвазига амалга оширилиши соҳада ўзини-ўзи молиялаш тизимини вужудга келтириш учун асос бўлди. Зеро, таълим соҳасида кўрсатиладиган пулли хизматлар таълим берувчиларнинг молиявий қўллаб-қувватланишига, муассасанинг моддий-техника базасини ривожланишига ва соҳада рақобат муҳитини вужудга келишида муҳим омил бўлди.

Республикамизда таълим-тарбия тизимини тубдан ўзгартириш йўлида олиб борилаётган ислохотларни амалга ошириш ва бу борада қабул қилинган ҳужжатлар моҳиятини кенг жамоатчилик томонидан чуқур англаб олиншига ҳар томонлама шароит яратиш - давлат бошқаруви идоралари, таълим-тарбия муассасалари ходимларининг энг долзарб вазифаларидан бири ҳисобланади.

Ушбу дастурда таълим ва тарбия жараёнларини ташкил этиш ва бошқаришнинг меъёрий ҳуқуқий асослари жумладан: Ўзбекистон

Республикасининг Конституцияси, Ўзбекистон Республикасининг “Таълим тўғрисида”ги Қонуни, Кадрлар тайёрлаш Миллий дастури, Ўзбекистон Республикаси Президентининг фармонлари, қарорлари ва фармойишлари, Ўзбекистон Республикаси Вазирлар Маҳкамасининг қарорлари ва фармойишлари ҳамда олий ва ўрта махсус таълим вазирлигининг буйруқлари баён этилган.

Модулнинг мақсади ва вазифалари

“Хорижий тилларни ўқитишнинг замонавий методлари” **модулининг мақсади:** педагог кадрларни қайта тайёрлаш ва малака ошириш курс тингловчиларининг чет тили ўқитишнинг замонавий инновацион технологиялари тахлили ва таълимга жорий этиш бўйича билимларини такомиллаштиришдан иборатдир.

“Хорижий тилларни ўқитишнинг замонавий методлари” **модулининг вазифалари:**

-ҳозирги пайтда Ғарб мамлакатларида ривожланиб бораётган янги инновацион методлар билан таништириш ва уларнинг афзалликларини умумлаштириб, “Хорижий тилларни ўқитишнинг замонавий методлари” предметининг мақсад ва вазифалари билан таништириш;

-тингловчиларнинг касбий тайёргарлигига қўйилган замонавий талаблар бўйича кўникма ва малакаларини шакллантириш;

-“Хорижий тилларни ўқитишнинг замонавий методлари” бўйича жаҳон миқёсида ўрганиш ва умумлаштириш. Уларнинг ютуқларидан таълим жараёнида фойдаланиш ва фаннинг методологиясини тингловчиларга очиб бериш.

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар

“Хорижий тилларни ўқитишнинг замонавий методлари” курсини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида:

Тингловчи:

- дарс жараёнида турли уйин ва методлардан фойдаланиш
 - грамматик тарафлама таржима қилиш методи
 - аудио ва видео материаллардан фойдаланиш
 - тинглаб тушуниш ва луғат бойлигини бойитиш бўйича турли методлардан фойдаланиш
 - ауциентик материаллардан фойдаланиш
 - дарс жараёнига тайёргарлик кўриш
 - дарсни ташкил қилиш ва тахлил қилиш
 - замонавий методлар (инсерт, ақлий хужум)
- каби замонавий методларни ўқув жараёнида фаол қўллаш олиш **кўникмаларини эгаллаши.**

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

“Хорижий тилларни ўқитишнинг замонавий методлари” курси амалий машғулотлар шаклида олиб борилади.

Курсни ўқитиш жараёнида таълимнинг замонавий методлари, ахборот-коммуникация технологиялари қўлланилиши назарда тутилган:

1. амалий дарсларида замонавий компьютер технологиялари ёрдамида презентацион ва электрон-дидактик технологиялардан фойдаланиш назарда тутилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

“Хорижий тилларни ўқитишнинг замонавий методлари” модули мазмуни ўқув режадаги “Интеграллашган тил кўникмалари амалиёти” ўқув модули билан узвий боғланган ҳолда тингловчиларнинг инглиз тилида мант тахлили – re-reading, interpretation, deconstruction, double reading – бўйича касбий педагогик тайёргарлик даражасини орттиришга хизмат қилади.

Модул бўйича соатлар тақсимооти

№	Модул мавзулари	Тингловчининг ўқув юкلامаси, соат				
		Ҳаммаси	Аудитория ўқув юкلامаси			Мустақил таълим
			Жами	жумладан		
				Назай	Амалий машғулот	
1.	Topic 1. Introduction to the course: how to create positive learning classroom atmosphere?	2	2	2		
2.	Topic 2. The Traditional/Grammar-Translation Method	2	2	2		
3.	Topic 3. The structuralist methods	2	2	2		
4.	Topic 4. The Oral approach and Audiolingual approach	2	2		2	
5.	Topic 5. The Communicative Approach or Communicative Language Teaching	2	2		2	
6.	Topic 6. New moves: the procedural approaches (TBL and CBL)	2	2		2	
7.	Topic 7. Silent way	2	2		2	
8.	Topic 8. Total physical response and natural method	2	2		2	
9.	Topic 9. Suggestopedia and its forms	2	2		2	
10.	Topic 10. Grouping the approaches and methods	2				2
	Жами:	20	18	6	12	2

АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

Topic 1: Introduction to the course: how to create positive learning classroom atmosphere? (4 hours)

Plan

1. Classroom Management.

2. Ten Tips for creating a positive atmosphere.

Classroom Management. In order to be an effective teacher .. You need to manage your classroom.. And believe it or not.. It all begins with YOU.. So.. Here are some .. Simple ideas.. To make your classroom a place of learning.. And to ensure a positive atmosphere. It's all in your attitude !! The greatest discovery of all time is that a person can change his future by merely changing his attitude . BUT first.. "The remarkable thing is, we have a choice everyday regarding the attitude we will embrace for that day." Charles R. Swindoll More Attitude .. "We awaken in others the same attitude of mind we hold toward them." Elbert Hubbard So change your attitude "Adopting the right attitude can convert a negative stress into a positive one" Hans Selye

Topic 2. The Traditional/Grammar-Translation Method

Plan:

1. The principles of grammar-translation method
2. Techniques of GTM
3. Disadvantages of GTM

This method applied the study of Latin and Greek grammars to the study of foreign languages from the XVIIth to the XXth centuries. In the 19th century this method was rather widespread for learning foreign languages, though by the end of the century moves towards the Direct Method were noticed. Even today, in spite of its obsolescence, it has not entirely died out as some textbooks still in use and the practice of some classes are there to prove.

Topic 3. The structuralist methods

Plan:

1. Theory of structural method
2. Ideas about the structural method
3. Elements of the structural method

The different methods analysed in this section share a common conception of how to learn a foreign language as a process of acquiring the structures or patterns of it through habit formation. We will examine the approach as well as the origins and the subsequent development of these methods: the Oral or Situational Approach and the Audiolingual Method.

Topic 4. The Oral approach and Audiolingual approach

Plan:

1. Considerations on the Oral approach
2. Characteristics of oral approach
3. The audiolingual method and its features

The Oral Approach was the first move in what can be called structuralist direction and has its origin in the British applied linguistics of the 1920s and 1930s, represented by Palmer and Hornby. It was the first attempt to apply a scientific foundation to FLT and was dominant from the 1930s to the 1960s. In the 1960s this approach was referred to as the Situational Approach, due to a bigger emphasis on the presentation and practice of language situationally. The main difference with the American structuralism lies in the British notion of "situation" and purpose (rooted in Firth and Halliday's notions of meaning, context and situation), clarified by Pittman: Our principal classroom activity in the teaching of English structure will be the oral practice of structures. This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to the pupil. Speaker and give more attention to meaning.

Topic 5. The Communicative Approach or Communicative Language Teaching

Plan:

- 1. Background of CLT and its features**
- 2. Practical approaches of using CLT**
- 3. Activities of CLT**

This approach is usually called *communicative*, though other labels – particularly *functional* or *notional* at its early stages- have also been used as synonyms. The term *communicative*, in relation with language teaching, denotes a marked concern with semantic aspects of language.'

Topic 6. New moves: the procedural approaches (TBL and CBL)

Plan:

1. Theoretical background on procedural approach
2. Features of Task based learning
3. Proper peculiarities of Content based learning

In the last decade there have been important innovations in theory, research and classroom experience, which are introducing sound changes in FLT and represent a challenge to the dominant model. We can say that at the moment two major paradigms coexist: the propositional (structural and functional approaches) and the procedural (task-based and process approaches). We have considered the propositional models above as ways of teaching and learning through formal and

systematic statements (expressed as structures, rules, functions...), though they differ in the main element they focus on and in how they sequence the content.

Topic 7. Silent way

Plan:

- 1. Principles of silent way**
- 2. Features of Silent way**
- 3. Techniques of silent way**

Classroom instructions are conducted exclusively in the target language. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes. Grammar is taught inductively. New teaching points are introduced orally. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas. Both speech and listening comprehensions are taught.

Topic 8. Total physical response and natural method

Plan:

1. Features of TPR
2. Forms of TPR and its disadvantages
3. The relation of TPR with natural approach

It is founded by James Asher, a professor of psychology at San José State University, California, USA. To have basic oral expression ability through using imperative sentences. Characteristics of it are as follows: 1) retention, 2) Direct commands, 3) No stress, 4) Listen first, 5) Emphasize in the “Meaning”, not the “Form”. It has its own advantages:

- Work well with mixed-ability classes.
- No requirement for many preparation or materials.
- Effective with young learners.
- Involves both left and right-brained learning

Topic 9. Suggestopedia and its forms

Plan:

1. Features of Suggestopedia
2. Elements of Desuggestopedia
3. Main classroom activities with suggestopedia

The name is from the words suggestion and pedagogy. Developed in the 1970s by the Bulgarian psychologist Georgi Lozanov. Desuggest the psychological barriers to learn vocabulary and conversation. There are some characteristics of it:

- Present text with music
- Practiced breathing
- Comfortable
- Choose target language name
- Colorful posters on the wall
- Liberate instead of teach

Topic 10. Grouping the approaches and methods

Plan:

1. All the possible methods in teaching EFL
2. Characteristics of technique
3. Background of techniques and approaches

Reading and writing are the major focus; little or no systematic attention is paid to *speaking and listening*.

Vocabulary selection is based solely on the *reading texts used*, and words are taught through *bilingual word lists, dictionary study, and memorization*.

The *sentence* is the basic unit of teaching and language practice. Much of the lesson is devoted to *translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of methods.*

МУСТАҚИЛ ТАЪЛИМ ШАКЛИ

Мустақил ишни ташкил этишининг шакли ва мазмуни (2 соат)

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;

- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;

- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;

- тингловчининг касбий фаолияти билан боғлиқ бўлган модул бўлимлари ва мавзуларни чуқур ўрганиш.

Фойдаланилган адабиётлар рўйхати

Рахбарий адабиётлар.

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МАЪРУЗАЛАР МАТНИ

Topic 1. Introduction to the course

Plan:

1. Methodology in teaching foreign languages
2. The concept of approach, method and technique
3. The historical development of the concept method

Key words: *foreign language teaching, classroom management, methods, modern methods in EFL*

The main purpose of this course is to provide a critical assessment of the role played by methods in the educational process, though there is also an account of the main different methods of foreign language teaching (FLT) that are in use today.

Knowledge of the different methods gives foreign language teachers a good background reference to their own stand on pedagogical matters and classroom practice, and in addition helps them understand the process that FLT has undergone, particularly through this century. To consider FLT as a process means that teaching is not static but changing to respond to new needs and demands as teachers, applied linguists and educationists can prove.

This course deals with the differences between approaches, methods and techniques, as well as the three major issues which are recurrent in FLT.

Then, the main characteristics, the psychological bases and the pedagogical features of the principal FLT methods are considered chronologically, presenting the contributions and imitations of the different approaches and methods. Finally, as a conclusion, a connection is established between FLT methods, innovation and classroom research, as a way of teacher development and of leaning improvement.

2. THE CONCEPTS OF APPROACH, METHOD AND TECHNIQUE AND THE THREE MAJOR GENERAL PROBLEMS IN MODERN FLT

It seems worthwhile, first of all, to clarify briefly the concepts of *approach* or principles, *method* and *technique*, which are mutually and hierarchically related. They represent, in fact, three levels of analysis and teacher's decision making for teaching and learning English in the classroom. An *approach* or *strategy* is the most abstract of all three concepts and refers to the linguistic, psycho- and sociolinguistic principles underlying methods and techniques.

Actually, every teacher has some kind of theoretical principles which function as a frame for their ideas of methods and techniques. A *technique* is, on the other hand, the narrowest of all three; it is just one single procedure to use in the classroom. *Methods* are between approaches and techniques, just the mediator between theory (the approach) and classroom practice. Some methods can share a number of techniques and, though some techniques have developed autonomously, the most important ones start from the main methods (Hubbard et al. 1983: 31).

Now it seems appropriate to mention the three major language leaning issues that language pedagogy and ELT have dealt with through this century and that always concern researchers and the teaching profession. Stern labels them as follows:

1. *The L1-L2 connection*, that is, the disparity in the learner's mind between the inevitable dominance of the mother tongue and the weaknesses of the second language knowledge.

2. *The explicit-implicit option*, that is, the choler between more conscious ways of leaning a foreign language and more subconscious or automatic ways of leaning it. This issue remains to a great extent unresolved and has very often posed a dilemma to the FLT profession and research, as, for example, during the debate between cognitivism and audio-lingual approaches in the 60s, and later on with Krashen's Monitor Theory, which makes a distinction between language leaning (explicit and conscious) and language acquisition (implicit and subconscious).

3. *The code-communication dilemma* has become a major issue recently. It refers to the problems that learners have to cope with when learning a new language, as they have to pay attention on the one hand to linguistic forms (the code) and on the other to real communication.

3. METHODS AS DEVELOPMENT OF A COMMUNITY OF LINGUISTS, RESEARCHERS AND TEACHERS

In this section we will take a look, first, at methods as part of a paradigm or model of FLT, second, at the main methods still in use in this century as archetypes and, third, at other proposals of foreign language teaching.

Each of the FLT methods that we present here was not superseded by a subsequent one as soon as it appeared but, rather, it went on living, the new one superimposing on the former. We can even say that the appearance of a new method corresponds with a loss of expectation of the former one along with the progressions of theory, research and the experience of school practice. There is not, broadly speaking, a marked line between different methods, but often an eclectic mixture between methods is present.

In this sense methods are considered representations of language knowledge for pedagogical purposes and are part of a paradigm (a unit of theory, research and practice), which means a predominant way of building up theories, doing research and carrying out classroom activities. In fact, FLT methods have appeared as a result of the application of the new theoretical findings. Methods are also conditioned by educational philosophy, approaches about language nature and how it can be taught and learnt, and conceptions about classroom interaction. All this pervaded by those values concerning society and human relationships. When these aspects start to change it can be said that a shift of model is taking place.

Topic 2. The Traditional/Grammar-Translation Method

Plan:

1. The principles of grammar-translation method
2. Techniques of GTM
3. Disadvantages of GTM

Key words: GTM, traditional way of teaching, disadvantages of GTM.

This method applied the study of Latin and Greek grammars to the study of foreign languages from the XVIIth to the XXth centuries. In the 19th century this method was rather widespread for learning foreign languages, though by the end of the century moves towards the Direct Method were noticed. Even today, in spite of its obsolescence, it has not entirely died out as some textbooks still in use and the practice of some classes are there to prove.

1. The principles of the Grammar-Translation Method.

The most relevant principles of this method can be summarized as follows (based on Larsen-Freeman 1986, and Richards and Rodgers 1986):

- 1) It emphasizes the study and translation of the written language, as it is considered superior to spoken language.
- 2) Successful learners are those who translate each language into the other, though they cannot communicate orally.
- 3) Reading and writing are the main language skills.
- 4) Teachers play an authoritarian role in the classroom and the predominant interaction is between teacher-student.
- 5) Students must learn grammatical rules overtly and deduce their applications to exercises.
- 6) Students have to know verb conjugations and other grammatical paradigms.
- 7) The basic unit of teaching is the sentence.
- 8) The student's native language is the médium of instruction and used as well to compare with the language studied.

2. The main techniques used by the Grammar-Translation Method

The Grammar-Translation Method focuses on the teaching of the foreign language grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into the mother tongue. Translation is considered its most important classroom activity.

The main procedure of an ordinary lesson followed this plan: a presentation of a grammatical rule, followed by a list of vocabulary and, finally, translation exercises from selected texts.

Other activities and procedures can be the following:

- reading comprehension questions about the text;
- students find antonyms and synonyms from words in the text;
- vocabulary is selected from the reading texts and it is memorised; sentences are formed with the new words;

- students recognize and memories cognates and *false* cognates;
- fill-in-the-blank exercises;
- writing compositions from a given topic.

3. *The major disadvantages of the Grammar-Translation Method*

Retrospectively, there are some very obvious disadvantages of this method, which are summarized next:

1. No account of present-day language usage is presented. Norms are imposed from the great literary authors.
2. Secondary grammatical points, lists of forms and examples receive a lot of attention; some definitions and explanations are often incoherent because of their heterogeneous criteria. As a result facts about the language are confusing for the students.
3. It gives a predominant place to morphology but neglects syntax. Therefore, rules enabling the learners to construct systematically correct complex sentences are not presented.
4. It gives an exaggerated importance to faults to be avoided by the learner and to exceptions, emphasizing the prescriptive and mechanical aspect of language.
5. Translations are often unsatisfactory as they are done word by word.
6. Students have to learn a lot of grammatical tenses and too much weight falls on their memories. Frustration on the part of students and lack of demands on teachers are effects of this method.

Topic 3. The structuralist methods

Plan:

1. Theory of structural method
2. Ideas about the structural method
3. Elements of the structural method

Key words: structural approach, FLT, stimulus of Behaviourism, antimentalist and empirical approach.

The different methods analysed in this section share a common conception of how to learn a foreign language as a process of acquiring the structures or patterns of it through habit formation. We will examine the approach as well as the origins and the subsequent development of these methods: the Oral or Situational Approach and the Audiolingual Method.

1. Approach: theory of language and learning

The theory of language underlying these methods is structural linguistics, and though there are some differences between British and American structuralism, both movements saw language as "a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types". Grammar no longer consists of a collection of rules, but a list of structures. Consequently, learning a language means mastering all these building blocks of the language and the rules to combine them. One of its main features is the importance given to the oral aspects of language, breaking with the relevance of the written language. In fact, these conceptions appeared to offer a *scientific* basis for FLT, which claimed to have transformed teaching from an art into a science. They are summarized in the following five ideas:

1. Language is speech.
2. A language is what its native speaker's say, not what someone thinks they ought to say.
3. Languages are different.
4. A language is a set of habits.
5. Teach the language, not about the language.

Both schools based their theory of learning in behaviouristic habit-forming conceptions., an American school of psychology represented by Skinner, had an antimentalist and empirical approach to aspects of social life, like structuralism with regard to language. Behaviour can be conditioned by three elements: a *stimulus* -which elicits behaviour-, a consequent *response* and a final *reinforcement*.

Topic 4. The Oral approach and Audiolingual approach

Plan:

1. Considerations on the Oral approach
2. Characteristics of oral approach
3. The audiolingual method and its features

Key words: Oral approach, audiolingual method, oral approach.

The Oral Approach was the first move in what can be called structuralist direction and has its origin in the British applied linguistics of the 1920s and 1930s, represented by Palmer and Hornby. It was the first attempt to apply a scientific foundation to FLT and was dominant from the 1930s to the 1960\$. In the 1960s this approach was referred to as the Situationa! Approach, due to a bigger emphasis on the presentation and practice of language situationally. The main difference with the American structuralism lies in the British notion of "situation" and purpose (rooted in Firth and Halliday's notions of meaning, context and situation), clarified by Pittman: Our principal classroom activity in the teaching of English structure will be the oral practice of structures. This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to the pupil. Speaker and give more attention to meaning.

2. The characteristics of the Oral Approach are the following:

- a) its syllabus is organized structurally in sentence patterns, gradually sequenced;
- b) Vocabulary is considered a very important aspect of FLT;
- c) The teacher is the model, creates the situation and teaches through questioning and eliciting the learners' answers;
- d) Students are expected to deduce word meaning from context, without Translations or explanations in the mother tongue; e) grammatical structures are learnt with oral procedures: repetitions, substitutions, drills, reading aloud...;
- f) Grammar is learnt by an inductive process, as in the Direct Method, graded from > simple to more complex forms;
- g) Correct pronunciation and grammar are considered crucial, so students must avoid errors;
- h) oral language comes first, then written language;
- i) the textbook and the visual materials are very important.

3. The Audiolingual Method

The Audiolingual Method corresponds with the USA structuralism tradition of FLT, which became the dominant orthodoxy after World War II. Its origin can go back to the seminal work of Bloomfield, who set up the bases of structural linguistics segmenting and classifying utterances into their phonological and grammatical constituents. Fries, Brooks, Rivers, and Lado went on applying these principles up to the 1970s with a close relationship with behaviorism. Bloomfield

(1942) became a basic source for the Army Method, which was a response to the need of army personnel after the USA entry into the Second World War. Its main procedure was imitation and repetition. The most important assumptions about FLT in the Audiolingual Method are the following (see Ellis 1990: 21-25):

The main concepts of Audiolingualism

1. Foreign language is the same as any other kind of learning and can be explained by the same laws and principles.
2. Learning is the result of experience and is evident in changes in behavior.
3. Foreign language learning is different from first language learning.
4. Foreign language learning is a process of habit formation.
5. Language learning proceeds by means of analogy (habit-formation involving discrimination and generalization) rather than analysis (deductive learning of rule, as the Grammar-Translation Method).
6. Errors are the result of L1 interference and are to be avoided.

As a consequence from the approach and assumptions considered above, the main procedures put into practice by Audiolingualism give a primary emphasis to an oral approach to FLT and focus on an accurate speech, but grammatical explanations do not have an important role.

Teaching units are organized following these three methodological points:

Nothing will be spoken before it has been heard.

Nothing will be read before it has been spoken.

Nothing will be written before it has been read.

A typical lesson would have the following procedures:

1. Students first hear a dialogue with the key structures of the lesson, repeat and memorise them. The teacher pays attention to pronunciation and fluency. Correction is immediate.

2. The dialogue is adapted to the students' interest or situation.

3. Certain key structures from the dialogue are selected and used as the basis for repetition and pattern drills, first practiced in chorus and then individually. An example of a pattern drill could be this:

To elicit: There's (a man watching TV)

Teacher: There's a policeman. He's standing near a car.

Student: There's a policeman standing near a car.

Teacher: There's a girl. He's knocking at our door.

Student: There's a girl knocking at our door.

4. Students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.

5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried on.

The central units of the lessons are, therefore, language structures, which are graded and sequenced. An example of how lessons may be organized around structures is this partial Index from a very known textbook (Alexander 1967):

- Is this your...?
- What make is it?
- What's your job?
- Look at...
- Whose is this/that...? This is my/your/his/her...
- What colour's your...?

Topic 5. The Communicative Approach or Communicative Language Teaching

Plan:

- 1. Background of CLT and its features**
- 2. Practical approaches of using CLT**
- 3. Activities of CLT**

Key words: CLT, communicative activities, syntactic structure, situational way.

This approach is usually called *communicative*, though other labels – particularly *functional* or *notional* at its early stages- have also been used as synonyms. The term *communicative*, in relation with language teaching, denotes a marked concern with semantic aspects of language.'

1. Some background information on CLT

The crisis of the structuralist methods had begun with Chomsky's criticisms, particularly in his book *Syntactic Structures* (1957), where he clearly explained the incapability of structuralism to take into account the fundamental characteristics of language. The Situational Method was criticized by the British applied linguists because it lacked the functional and communicative potential of language. Applied linguists made use of the British functional linguistics (Firth, Halliday...), American sociolinguistics, as well as philosophy.

This wave of criticism and new conceptions was parallel to a growing dissatisfaction among the FLT profession with the emphasis laid on the mastery of language structures and the manipulation of grammatical forms. FLT along these lines tended to produce *structurally competent* but *communicatively incompetent* students, unable to transfer outside the classroom the amount of classroom work on repetitive habit-forming exercises. Dissatisfaction showed as well from the new educational realities created by the development of the European Union and a great mobility.

The Council of Europe decided to face the new reality and asked some experts to study the needs of the European students. A valuable contribution came from a document by Wiikins which "takes the desired communicative capacity as the starting-point... We are able to organize language teaching in terms of the content rather than on the form of the language. For this reason the resulting syllabus is called a *notional syllabus*'. Instead of starting from the grammatical forms or the language structures as the preceding methods did, Wiikins developed an analysis of the functional meaning which underlies the communicative uses of

language. He described two types of meaning: one referred to notional categories (concepts such as time, quantity, location, frequency...) and the other to categories of communicative functions (approval, prediction...).

This course culminated in the document called *Threshold Level* of the Council of Europe. This document includes lists of situations, functions, topics, general and specific notions and adequate language forms, as well as some methodological implications. The *Threshold Level*, together with the contributions of some applied linguists (among others Widdowson, Brumfit, Johnson, Trim, Richterich y Chancerel), text-book writers, educationists, etc., led to the consolidation of the new approach known as Communicative. However, this process does not imply a coherent community based on the Communicative Approach, as there is no single text, nor any single model. The understanding of the approach differs from some authors to others and several models for syllabus design with different central elements have developed.

The differences between the models are so important that some authors consider that a new FLT paradigm is emerging -the *procedural (process and task-based) approaches*-, as an alternative to propositional (formal and functional) approaches. We will refer to this aspect further on. There are, however, some distinctive features of the Communicative Approach that distinguish it from Audiolingualism and give a better understanding of it, as Finnochiaro and Brumfit suggest.

2. Approach: theory of language and learning

The Communicative Approach draws upon some changes and innovations coming mainly from applied linguistics, so I am going to give a summary of changes about language nature and its knowledge. Language is considered a social phenomenon by this approach, as it is a means of communicating and interaction between members of a community. The goal, then, of FLT is to develop students' *communicative competence*, term coined in opposition to the Chomskian concept of *competence* that refers to the abstract grammatical knowledge speakers have for producing connect sentences in a language. Communicative competence, on the other hand, extends Chomsky's concept to the ability to understand and produce messages appropriate to a socio/psycho/cultural situation, so that language users can relate their linguistic knowledge to everyday conventions. Later on this knowledge of language use was extended to the capacity to participate in discourse and to the knowledge of pragmatic conventions governing that participation. It was also added the competence to be creative with these rules and conventions, and to negotiate them during communication. This is then a set of language knowledge competencies which interact during real communication.

The Communicative Approach can be considered rich and eclectic at the level of language theory, because it advocates the following main features:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The learning theory underlying this Approach is not very much developed, though some main elements emerge from its practice. Learning improves when these forceful ideas are applied to classroom activities:

- Relationship of activities to real communication.
- Activities use language for meaningful tasks.
- Language used is meaningful to the learner.
- Language is used communicatively, rather than practicing language skills.

3. Activities and techniques of the Communicative Approach

Communicative approaches make use of a variety of materials which are selected and viewed as a way of improving classroom interaction and a communicative use of the language. Some criteria in which these materials are based -and some activities and techniques derived from them- are the following:

-*The Information transfer principle* which refers to the ability to understand and produce language making transferences from one medium of the language to another. Activities based on the Information transfer can be: write some purposeful notes from a listening comprehension, write sentences from diagrams, and give a personal opinion about some pictures...

-*The Information gap principle* takes account of the different levels of Information between people when communicating, which allows doing a good number of exercises: students have different pieces of Information and have to exchange them through questions and answers; students can choose different answers, which means negotiation when talking...

-*The correction for content principle* means more emphasis on the communicative content expressed than on grammatical accuracy. Errors and mistakes, therefore, receive a very different treatment than in the preceding methods.

- *The use of authentic materials* exposes the students to real uncontrived language, so that the learner is faced with language as it is.

-Join scrambled sentences (or a conversation, a picture story...) into their original order, a good way of dealing with cohesion and coherence and other aspects of discourse.

-Language games are communicative as they have three features of communication: Information gap, choice, and feedback.

-Role-plays allow students to be aware of the different social contexts and roles, attitudes, mood...

-Problem-solving activities.

-Pair and group work are a procedure very much used.

Some textbooks claiming to be communicative combine functions, situations and topics.

It is difficult to assess the Communicative Approach as it is not a totally defined method and has been subject to several interpretations -as we have seen above-, especially at the levels of design and classroom procedures. It has had a

strong impact on language teaching and the importance of its contribution is shown in this summary:

1. Increasing concern with the meaning potential of language.
2. The relationship between language form and function is of a rather complex character.
3. The concept of communication goes beyond the sentence to texts and conversations.
4. Appropriacy of language use is considered alongside accuracy, which has implications for error correction, materials and activities.
5. It provides realistic and motivating language practice.
6. The concept *communicative* is applied to all four language skills.
7. It can use learner's knowledge and experience with their mother tongue.
8. It has introduced a better level of language reflection and awareness in its later times.

But, on the other hand, it is evident that there are still some unresolved problems with the Communicative Approach:

- a) Too much emphasis has been given -particularly in its early stages- to speaking and listening, to the detriment of reading and writing.
- b) There has been a lack of reflection on language aspects.
- c) It is not clear the criteria for selecting and grading the chosen functions and grammatical exponents to be taught.
- d) Critics have pointed out that it is not appropriate to foreign language situations, so advocate more emphasis to language awareness.
- e) Again, not all the teachers whose mother tongue is not English are confident enough to work with this approach.
- f) In fact, some of the proposals imply a new selection of language through functions, as the structuralisms did with structures.
- g) Its advocacy of a meaningful use of the language is not always clear, as the activities or tasks to be undertaken are not always really meaningful.

Topic 6. New moves: the procedural approaches (TBL and CBL)

Plan:

1. Theoretical background on procedural approach
2. Features of Task based learning
3. Proper peculiarities of Content based learning

Key words: Task-based learning, content based approach, retrospection.

In the last decade there have been important innovations in theory, research and classroom experience, which are introducing sound changes in FLT and represent a challenge to the dominant model. We can say that at the moment two major paradigms coexist: the propositional (structural and functional approaches) and the procedural (task-based and process approaches). We have considered the propositional models above as ways of teaching and learning through formal and systematic statements (expressed as structures, rules, functions...), though they

differ in the main element they focus on and in how they sequence the content. The most important changes and innovations in education refer to:

- 1) Views of language (considered above when dealing with the communicative approach);
- 2) Views of teaching methodology, which recognises the necessary balance between planning objectives and content with close attention to the development of classroom implementation;
- 3) Views of learners' contributions, which consider the process of classroom interaction and context, the basis for learning, not the content of a lesson;
- 4) Views of planning, which assume that the teaching-learning process, activities and roles are the significant substance of lessons for those who participate in them, instead of the content of lessons.

These innovations mean a change of emphasis from the subject to be learnt to the learning process and imply interesting consequences of negotiation, evaluation and retrospective planning. If we contrast some aspects of the alternative models, we can have the following list:

What is to be learnt? How is it to be learnt?

Subject emphasis

External to the learner

Determined by authority

Teacher as decision-maker

Content= what subject is to the expert

Objectives defined in advance

Process emphasis

Infernal to the learner

Negotiated between learners and teachers

Learners and teachers as decision makers

Content= what the subject is to the learner

Objectives described often/sometimes

Assessment by achievement or mastery Achievement in relation to learner's criteria of success.

Doing things to the learner Doing things for or with the learner Procedural models exemplify this alternative drawn on these innovations and represent how something is done. They consider linguistic forms and functions as partial aspects of what is to be learnt and regard the task as the central element of learning. The use of tasks tries to achieve some objectives in the target language through a process which will give a result or will solve a problem, as it is usually done in real life. These models have a flexible way of curriculum design, as they take account of a set of goals and plan content and tasks simultaneously, so that content can suggest tasks and vice versa; the results of the evaluation are introduced back into the planning process.

Contrary to propositional models, procedural ones find rather difficult to establish a long term planning for content and results. Therefore, their planning is more retrospective than prospective, emphasizing evaluation and the classroom process.

Retrospection is presented as reports referring to learning objectives, nature of content and way of work, explanations required and given and by whom, kind of interaction, time planned and spent... All this is based on classroom research - observation, diaries, etc-, which is a reflection on all the process, advantages and disadvantages for the participants, difficulties... This model of planning and evaluating promotes not only teacher development and leaning but curriculum development.

2. Features of Task-based learning

Task-Based models, on the one hand, organize leaning in terms of *how a learner applies his or her communicative competence to undertake a selection of tasks*. A Task-Based syllabus may be organized in terms of two syllabuses: *communication tasks* (the actual tasks a person undertakes when communicating) and related *enabling tasks* that facilitate a learner's participation in the former (tasks which explicitly focus upon the rules and conventions of the language system, the interpersonal knowledge and meaning). Tasks are cyclic and sequenced from those which are familiar in terms of learners' competence to the less familiar and more complex ones.

The roots of Task-Based models can be found in several sources: the Situational Approach, the use of project-based materials, and the use of problem solving activities. Practical contributions come especially from the Bangalore Project, developed by Prabhu and his colleagues in India. There has also been an increase of project work, which involves the achievement of a range of tasks, and a great concern with the development of tasks for ESP.

Process models go further than Task-Based ones and focus on three processes: communicating, leaning and the classroom social activity. How things are done in the classroom are the means through which communicating and learning can be achieved. The process model is a plan for classroom work which provides 1) the major decisions that teacher and learners need to make jointly in an on-going and negotiated way, and 2) a bank of classroom activities and tasks, as a Task-Based plan but not sequenced. Classroom decisions appear in the plan as related questions referring to three important aspects of classroom work:

- * Participation ("Who works with whom?": individual, pair, group or whole class work and the teacher's role);
- * Procedure ("Which particular activity or task will be undertaken?", "How will it be worked upon and for how long?", "What resources should be used?", "How shall we share and evaluate the outcomes of the activity?";
- * Subject-matter ("What shall be the focus of the work?" and "For what leaning Purposes?")

The roots of the Process plans are found in educational thought and practice coming from humanistic approaches, the importance given to leaning in groups, learner reinterpretation of new knowledge, as well as arguments against the need to plan a syllabus of content. These plans are variously implemented, though the main known are Allwright's (1982) programme with adult learners and in-service training by Breen et al. (1989). Finally, we can say that procedural approaches represent a good response to the new trams of reference within the teaching profession and an interesting means of developing classroom research by teachers.

3. Models of Content based learning

We have considered the main approaches and methods of CBL as models or paradigms of theory, research and school practice. Some of them may be considered obsolete from a scientific point of view, some others seem to be more current, but in fact all of them have introduced innovations at a given moment, superimposing on the former ones in an eclectic way. However, all methods have at least two things in common: 1) their belief to be the best one, and 2) a set of prescriptions that teachers have to follow necessarily. I do not suggest then -from the assumptions in this article- that teaching should be approached following a particular method as a set of prescriptions, but on the contrary as a dynamic and reflective process, which means a permanent interaction among the curriculum, teachers, students, activities, method Jology, and instructional materials. What actually happens in the classroom, alongside careful planning and evaluation, becomes the most important thing teachers have to reflect on and then relate to theory or to other experiences. I propose, therefore, an active role for teachers, who design her or his own content and tasks, classroom interaction, materials, methodology, evaluation, etc., instead of a passive role which means dependence on other people's designs and methods. The expression *classroom researcher* clearly represents the new role considered above. Then, instead of an uncritical and eclectic way of teaching, teachers should introduce a constant analysis and interpretation of what is happening in the classroom. Certainly it is the best way of curriculum, teacher and learner development.

Topic 7. Silent way

Plan:

- 1. Principles of silent way**
- 2. Features of Silent way**
- 3. Techniques of silent way**

Key words: Silent way, techniques of silent way, the use of CLT in silent way.

Classroom instructions are conducted exclusively in the target language. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes. Grammar is taught inductively. New teaching points are introduced orally. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas. Both speech and listening comprehensions are taught. Correct pronunciation and grammar are emphasized.

Student should be speaking approximately 80% of the time during the lesson. Students are taught from inception to ask questions as well as answer them.

2. Features of silent way

The silent way of teaching, which is sometimes called the *natural method*, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. Many of the approaches and teaching methods are based on a very western idea of what constitutes “good learning“. For example, American teachers working in other countries sometimes complain that their students have nothing to say when in fact it is not an issue of the student's intelligence, knowledge, or creativity which makes them reluctant to communicate, but their educational culture. Teachers need to understand student wants and expectations just as much as they are determined to push their own methodological beliefs.

Exposure to language: students need constant exposure to language since this is a key component of language acquisition

Input: students need comprehensible input but this is not enough in itself, they need some opportunity for noticing or consciousness-raising to help students remember language facts.

CLT: communicative activities and task-based teaching offer real learning benefits,

The affective variable: anxiety needs to be lowered for learning to take place.

Discovery: where culturally appropriate, students should be encouraged to discover things for themselves.

3. Techniques of silent way

- Communicative activity will demonstrate authentic use; elicited dialogue or guided writing will provoke restricted use of language by students; finally clarification language is that which the teacher and students use to explain grammar, give examples, analyse errors, elicit or repeat things.
- Michael Lewis claims that students should be allowed to Observe (read or listen to language) which will then provoke them to Hypothesise about how the language works before going on to the Experiment on the basis of that hypothesis.
- The silent way is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach but also a shift in emphasis on how to teach!

Topic 8. Total physical response and natural method

Plan:

1. Features of TPR

2. Forms of TPR and its disadvantages

3. The relation of TPR with natural approach

Key words: TPR, Cognitive Psychology, Transformational-generative

linguistics.

It is founded by James Asher, a professor of psychology at San José State University, California, USA. To have basic oral expression ability through using imperative sentences. Characteristics of it are as follows: 1) retention, 2) Direct commands, 3) No stress, 4) Listen first, 5) Emphasize in the “Meaning”, not the “Form”. It has its own advantages:

- Work well with mixed-ability classes.
- No requirement for many preparation or materials.
- Effective with young learners.
- Involves both left and right-brained learning

2. Disadvantages of TPR

In the 1960s, both Behaviorism (psychological foundation) and Structuralism (linguistic foundation) were attacked by linguists and psychologists.

- Behaviorism was followed by Cognitive Psychology.
- Structuralism was followed by Transformational-generative linguistics.
- Transformational generative grammar:
- Language learning is not the outcome of habit formation (Behaviorism). It is the process of creative rule formation or discovery.
- Theory internalized grammar of a language – Competence – enables one to create and understand totally new sentences.
- Cognitive psychology
- Human is creative, so mimicry, memorization, repetition and parrot learning (Behaviorism) do not lead to real learning

All four skills are worked on from the beginning. In addition. Form and meaning are both important. It assigns an active role to the learner.

The teacher goes from familiar to unfamiliar. For example, he starts with L2 sounds which are similar to L1 sounds. The teacher speaks very little, only when needed. His silence motivates the learners to participate more and be active. The teacher is not the model. His gestures work. Student’s “self criteria” for correctness are emphasized. The student takes the responsibility of learning. Students’ actions show if they have learned. Students help each other. The teacher uses gestures and L1 to help them learn. Students’ familiar knowledge (old context) helps them learn the unfamiliar (new context). The teacher’s interference is very little.

3. The relation of TPR with natural approach

- The originator of TPR, James Asher, worked from the premise that adult second language learning could have similar developmental patterns to that of child acquisition.
- Children learn language from their speech through the forms of commands, then adults will learn best in that way too.

- In responding to commands students get a lot of comprehensible input, and in performing physical actions they seem to echo the claims of Neuro-linguistic programming that certain people benefit greatly from kinaesthetic activity. There are some principles of it such as:
 1. The students' understanding of the target language should be developed before speaking.
 2. Students can initially learn one part of the language rapidly by moving their bodies.
 3. Feelings of success and low anxiety facilitate learning.
 4. Language learning is more effective when it is fun.
 5. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

Natural approach

Meaning is achieved through perceptions (senses), not translation.

Group cooperation is the norm.

Little praise and punishment.

Errors are important. They are the road signs.

Self correction over teacher's correction.

Students listen to each other.

Learning rates are different. Perfection is not the target.

The teacher frees his time by his silence.

Students are attentive.

Meaningful practice is preferred to repetition.

Logical presentation of language elements from familiar to unfamiliar.

Topic 9. Suggestopedia and its forms

Plan:

1. Features of Suggestopedia
2. Elements of Desuggestopedia
3. Main classroom activities with suggestopedia

Key words: suggestopedia, desuggestopedia, activities in suggestopedia.

The name is from the words suggestion and pedagogy. Developed in the 1970s by the Bulgarian psychologist Georgi Lozanov. Desuggest the psychological barriers to learn vocabulary and conversation. There are some characteristics of it:

- Present text with music
- Practiced breathing
- Comfortable
- Choose target language name
- Colorful posters on the wall
- Liberate instead of teach

2. Elements of suggestopedia

- Authority: people remember best and are most influenced by information coming from an authoritative source

- Infantilization: authority is also used to suggest a teacher-student relation like that of parent to child. In the child's role the learner takes part in role playing, games, songs, and gymnastic exercises that help "the older student regain the self-confidence, spontaneity, and receptivity of the child."

- Double-planedness: The learner learns not only from effect of direct instruction but from the environment in which the instruction takes place (e.g. classroom decoration, music, shape of charts, teacher's personality)

- Intonation, Rhythm and concert pseudo-passiveness:

- Both intonation and rhythm are coordinated with a musical background. The musical background helps to induce a relaxed attitude, which Lozanov refers to as concert pseudo-passiveness

- The type of music is critical to learning success: Lozanov recommends a series of slow movements (sixty beats a minute) in 4/4 time for Baroque concerto (strung together into a half-hour concert)

- The body relaxed, the mind became alert

3. Activities with suggestopedia

Models, on the one hand, organise learning in terms of *how a learner applies his or her communicative competence to undertake a selection of tasks*. A Task-Based syllabus may be organised in terms of two syllabuses: *communication tasks* (the actual tasks a person undertakes when communicating) and related *enabling tasks* that facilitate a learner's participation in the former (tasks which explicitly focus upon the rules and conventions of the language system, the interpersonal knowledge and meaning). Tasks are cyclic and sequenced from those which are familiar in terms of learners' competence to the less familiar and more complex ones.

Activities	Classification	Functions
Pre-communicative activities	<i>Structural activities</i>	Primary focus on linguistic forms
	<i>Quasi-communicative activities</i>	Focus on forms plus meanings
Communicative activities	<i>Functional communication activities</i>	Focus on meanings plus forms
	<i>Social interaction activities</i>	Primary focus on meanings

Topic 10. Grouping the approaches and methods

Plan:

1. All the possible methods in teaching EFL
2. Characteristics of technique
3. Background of techniques and approaches

Key words: EFL, methods, techniques, approaches.

Reading and writing are the major focus; little or no systematic attention is paid to *speaking and listening*.

Vocabulary selection is based solely on the *reading texts used*, and words are taught through *bilingual word lists, dictionary study, and memorization*.

The *sentence* is the basic unit of teaching and language practice. Much of the lesson is devoted to *translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of methods.*

- Grammar translation Method
- Direct method
- Situational/oral
- Audiolingual
- The total physical response
- The silent way
- Suggestopedia
- Community language learning
- The natural approach
- Communicative approach
- Task-based language teaching
- Competency-based instruction
- Cooperative learning
- Whole language approach
- Multiple intelligence

2. Characteristics of techniques

"It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory.

- (1) *Translation of a Literary Passage*
- (2) *Reading Comprehension Questions*
- (3) *Antonyms/Synonyms*
- (4) *Cognates*
- (5) *Deductive Application of Rule*
- (6) *Fill-in-the-blanks*
- (7) *Memorization*
- (8) *Use Words in Sentences*
- (9) *Composition*

3. Background of techniques and approaches

In the late 19th century in Europe, for economic development, the cross-language communication became more frequent. As a result, there was an increasing demand on foreign languages learning and oral communication became the main goal of foreign language teaching. First introduced in France and Germany. Berlitz (Maximilian D. Berlitz, 1852-1921) used extensively in Rhode Island, USA, and opened the first language school.

- Reading loud
- Question and answer exercise
- Getting students to self-correct
- Conversation practice
- Fill-in-the-blank exercise
- Dictation
- Map drawing
- Paragraph writing

Назорат саволлари

хорижий тилларни ўқитишда замонавий методлар

1. When holistic philosophy of reading instruction was first introduced?
2. What types of language acquisition do you know?
3. What is the objective of multiple intelligences?
4. What is peer correction?
5. What are the Rods?
6. Which method provides opportunities for learners to improve imagination, speaking, and as well as communication skills?
7. What is aspect of lexis?
8. What is Brainstorming?
9. What is Discussion?
10. What is the most prominent characteristic of the Silent method?
11. Who is a Visual learner?
12. What is the Learning style?
13. What kind of modern methods do you know?
14. Can you suggest TBL and CBL as modern group of methods?
15. What is TPR and Silent way?
16. What is suggestopedia and desuggestopedia?
17. What is the difference between direct approach and CLT?
18. What is indirect way of teaching foreign languages?
19. What is natural approach of learning?
20. Features of GTM.

ГЛОССАРИЙ

Assesment – таълим тизимида ўқувчиларнинг билимни ўзлаштириш ахлоқи ёки маълум ютуққа эришиш даражасига қараб қўйиладиган балл

knowledge – объектив борлиқнинг онда акс эттиришнинг олий шакли, ҳуқуқий билимлар ҳосил қилиш жараёни

level – тажрижий ва нисбий тараққиёт, ривожланиш поғонаси.

Innovation – янгиланишни, ўзгаришни амалга жорий қилиш, киритиш жараёни ва фаолияти

Integral – чамбарчас боғлиқ, бутун, ягона, чексиз кичик қисмларнинг йиғиндиси

Interactive lesson – таълим берувчи ва таълим олувчи ўзаро фаол иштирок этадиган машғулот

Skills – шахснинг маълум касбга яроқлилиқ, тайёрлик даражаси, шу касбда ишлай олиш учун зарурий билим, кўникмалар йиғиндиси.

Framework – таққослаш ёки баҳолаш учун ўлчов.

Module – педагогик технологияни ташкил қилувчи таркибий бўлақларни ифодаловчи.

Method – грекча сўз бўлиб, йўл, ахлоқ, усул деганидир. Табият ва ижтимоий ҳаёт ходисаларини билишни тадқиқ қилиш усули.

Methodology – бирор ишни мақсадга мувофиқ ўтказиш йўллари.

Higher education – малакали мутахассислар тайёрлашни таъминлайдиган таълим

CEFR – Билимни баҳолашнинг Умумевропа тизими

Standard – стандартлаштитрилаётган объектга нисбатан қўлланиладиган меъёрлар, қоидалар, талаблар мажмуини белгиловчи расмий меъёрий–техник ҳужжат.

Certification – сифатни стандартида талаб этилган даражага мос келишини тасдиқлаш.

Education – таълим олувчига махсус тайёргарликка эга мутахассислар ёрдамида билим бериш ва уларда кўникма ва малакалар шакллантириш жараёни бўлиб, кишининг шахс сифатида ҳаётга ва меҳнатга онгли равишда тайёрлаш воситаси.

Teaching – таълим олувчининг интеллектуал салоҳиятини юксалтиришга қаратилган педагогик фаолият бўлиб, инсонни ақлий фаолиятини ривожлантириш жараёнидир.

Teacher – педагоглар, ишлаб чиқариш, таълим усталари.

Learner – тингловчи, яъни, ўқув муассасаларида машғулотларга қатнашувчилар.

Teaching method – ўқув жараёнининг мажмуавий вазифаларини ечишга йўналтирилган таълим берувчи ва таълим олувчиларнинг биргаликдаги фаолият усули.

Teaching skills – белгиланган вазифа бўйича таълим берувчи ва таълим олувчининг бир бири билан боғлиқ фаолиятини тартиблаган усули.

