

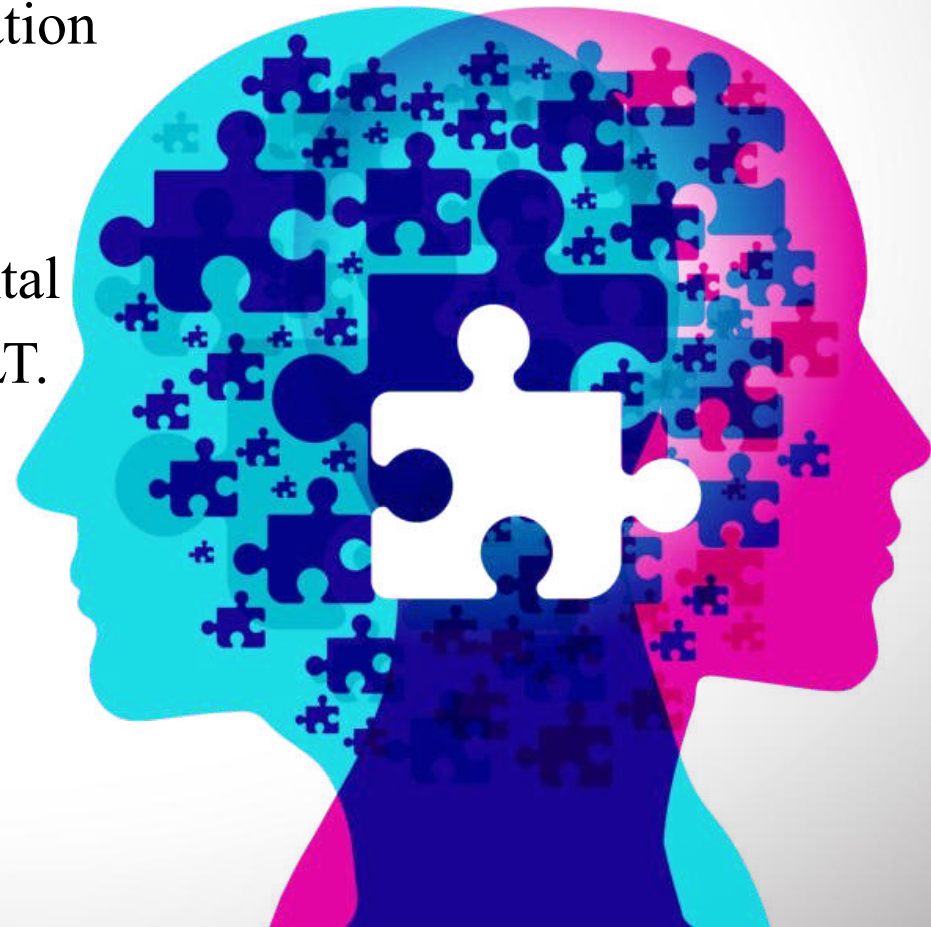
Methods of teaching

and their relation to psychology

Relation of MFLT with psychology is especially tightly achieved in

- educational psychology
- psychology of speech and communication
- general psychology

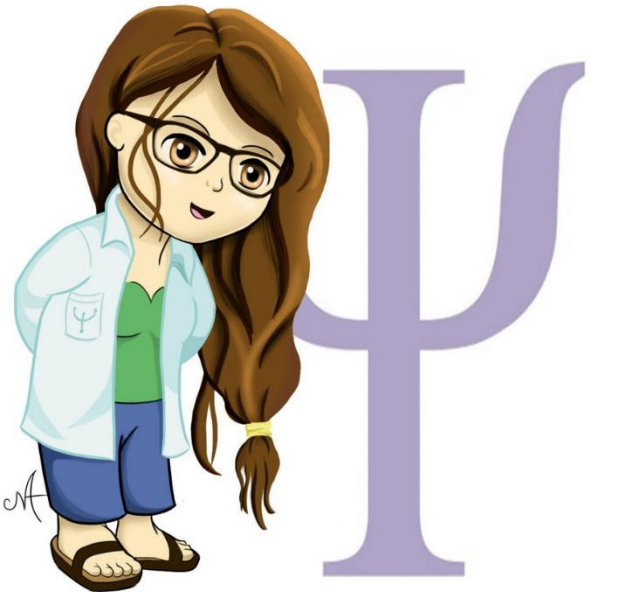
This lecture is devoted to the fundamental psychological novelties applied to MFLT.



MFLT & Educational Psychology

Pedagogics and psychology may be said to overlap each other or to have a common area – *educational psychology**. This overlap may be represented graphically as follows:

PSYCHOLOGY \Leftarrow *Pedagogics* \Rightarrow **EDUCATION**

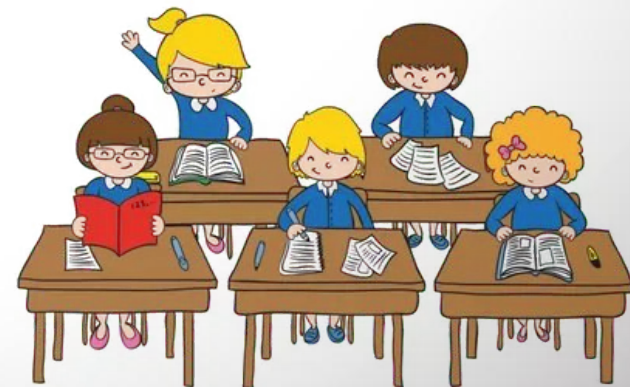


MFLT & Educational Psychology

Educational Psychology allows methodologists to determine the so-called *psychological content of teaching*, i.e. what *habits* and *skills* should be developed for pupils to master the language.

Educational psychology also helps in selecting *techniques* for teaching and learning, i.e. how to teach in a most effective way:

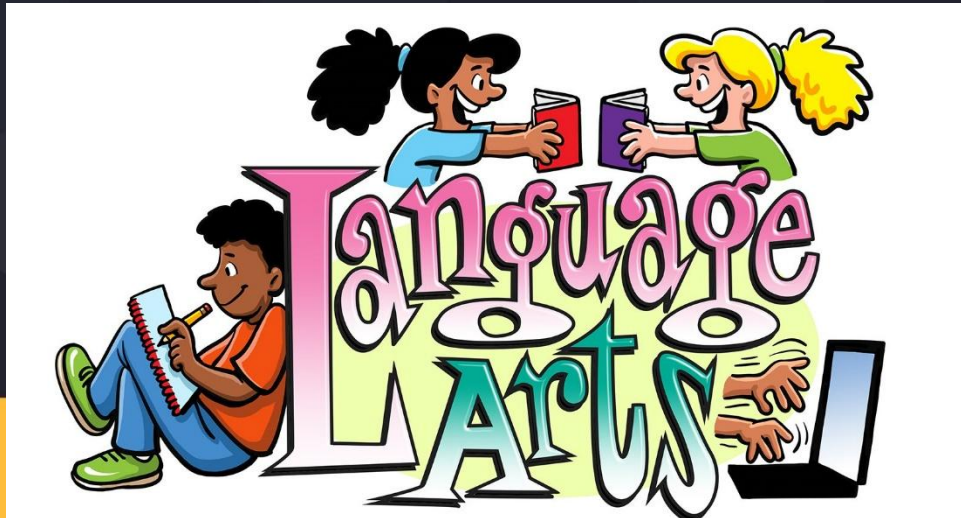
- ❑ under what conditions pupils can learn words, phrases, sentence patterns more effectively,
- ❑ how to ensure pupils' memorizing new words in an easier way,
- ❑ what psychological factors should be taken into consideration when imparting a new knowledge to pupils.



MFLT & Psychology Of Speech

Linguistic discrimination of language and speech

Discriminating the concepts “speech” and “language”, one should consider that *language* is a *social* and *historical* phenomenon, while *speech* – individual and psychological. So one can form an opinion about the development of the *society by the language*, and of *personality – by a person’s speech*.



MFLT & Psychology Of Speech

- **Language** is a *system* of specially organized means, which are in the specific relations with each other. The system is mobile and is used for the benefit of communication.
- If we consider language as a phenomenon, then the system of language is a static state of this phenomenon. Its dynamic state is called **speech**. In other words, *speech* is the *process* of communication with the aid* of the language.

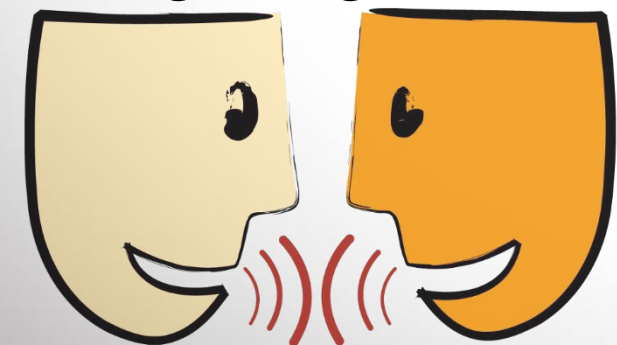
*aid - помощь



MFLT & Psychology Of Speech

However, apart from the language, speech also includes:

- ✓ thoughts;
- ✓ feelings and emotions;
- ✓ concepts*, motives and intentions;
- ✓ speaking goal aimed at the specific non-linguistic effect;
- ✓ the complex of interpersonal relations, real and imaginary circumstances, etc.
- ✓ situation, which, in its turn, provides support of nonlinguistic signs – gestures, mimics, movement.



*concept - замысел



MFLT & Psychology Of Speech

Thus *speech* differs from the language in *two cardinal features*:

- in its *dynamics*, as any process;
- in the ability to harmonically unite the content of speech with linguistic and non-linguistic means of its expression.

Phases of speaking activity:

- motivation
- planning
- realization of plan
- control



MFLT & Psychology Of Speech

With speech and language understood as different phenomena, the communicative approach was developed. For our country it was worked up under the management of E.I Passov, V.B. Tsarkova, V.P. Kuzovlev, etc. Communicative approach implies active training in speaking and practice on the basis of real and modulated situations, personal motivation and emotional lift of students.



Too much enthusiasm in using this method firstly led to *underestimation* of lexical and grammatical skills in favour of spontaneous speech practice, but it has been regulated by now. Texts in the contemporary school textbooks are, as a rule, presented as a dialogue or written from the first person, which makes it possible to make a model of communication out of them. There are a lot of listening exercises and even grammar training is based on speech patterns.

Forms of speech: Psychological characteristics

N. I. Zhinkin, a prominent Soviet psychologist, in his investigation of speech mechanisms, came to the conclusion that comprehension* of speech falls into *receptive* and *productive* forms.

Receptive speech, based on perception*, is related to reading and listening.

The main mechanism of perception is information decoding - understanding and comprehension.

Productive speech, based on the transfer of information, is related to speaking and writing.

To be transferred, information is first converted from thoughts with the aid of linguistic means - encoded. Both processes have their specific difficulties, which the teacher must take into account to plan the lesson correctly.

*perception - восприятие

*comprehension ['kɒmprɪ'hens(ə)n] - осмысление

Forms of speech: Psychological characteristics

For perception, one doesn't have to know collocations (since, while perceiving, he obtains a finished, correct version). What has to be known is how to distinguish homonyms – words with similar vocal or graphical shell. Homonyms like “where – were”, “heir – hair”, “ear – year” are often mixed up by students.



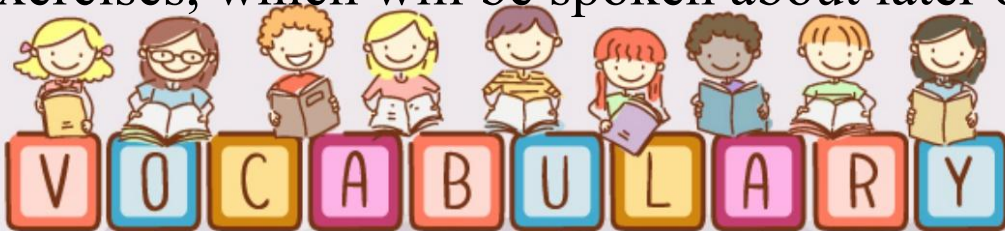
For production (usage in speech), it is crucial to know the word's meanings, its grammatical paradigm and also collocations. Otherwise combinations uncommon for the language may be made up. Examples: to take a transport/picture/care), solve/decide, make/do.

Forms of speech: Psychological characteristics

The **selection** of methods and approaches is aimed at removing difficulties for the pupils. In accordance with the forms of speech – receptive and productive – the whole study material is divided into **active** and **passive**.

Passive vocabulary – numerous words or separate grammatical phenomena, the meaning of which can be surmised* from the context or which float up* in memory, while reading/listening.

Even in the native language, active vocabulary of a person is stored up considerably less in the volume than passive. Development of the active and passive lexical and grammatical minimum must be different and include special exercises, which will be spoken about later on.



*to surmise [sə'maɪz] – достроить мысленно

*to float up – всплыть

Thinking And Speaking

The connection between thinking and speech is one of the key issues in MFLT.

It was *wrongly* considered that thinking always occurs only in the *verbal* form. So translation was the only way of teaching: from thought, expressed by means of a native language, to recoding it by means of a FL.

This impeded* the communicative function, which requires ***direct phrasing of thought in the foreign language.***



*to impede - препятствовать

Thinking And Speaking

A fundamental psychological breakthrough was made, that thinking goes ahead of verbal coding. Thought appears in the head bypassing verbal formation and this, regarding to N. I. Zhinkin, is the first stage of speech generation.

Examples of non-verbal thinking:

1. That moment when you have some idea, but it takes time to find the necessary words to verbalize it.
2. While putting puzzle pieces together, a child does not describe the fragments like: "This is triangle and this is rectangle". He/she attempts to match the parts mentally or practically, seeking the correct solution.

When the picture - thought - is complete, it can be verbalized by means of foreign language only. This proves that the native language is not essential for the process of thinking.

Thinking And Speaking

The selection of the lingual code or linguistic means is the second, independent stage of generating speech. This insight is widely used in the contemporary MFLT, beginning with the initial stage of teaching.

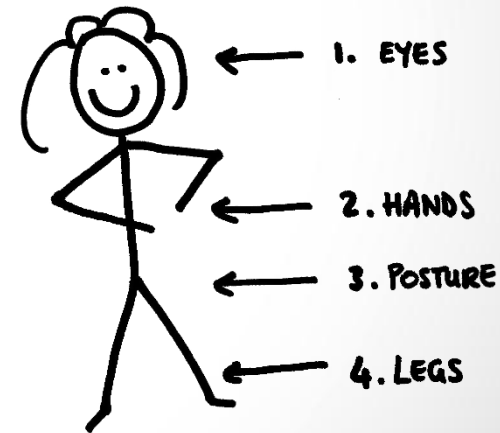
The process of teaching is built in the following sequence: visual means – visual based thinking – coding of thought by means of foreign language only (i.e. bypassing the native language).



Thinking And Speaking

For example, introduction of a new vocabulary in pictures makes it possible to avoid some serious difficulties:

- pupils' psychological barrier
- use of the native language
- absence of motivation to put unknown vocabulary into use



Of course, *there is no reason to completely abandon the translation.* When the pupils pass to more complex problems, which require the introduction of abstract notions, complex situations etc., the use of the native language becomes inevitable. The native language is also useful with the interlingual

Study As A Behavior

One of the forms of human behavior is speech response to different communication situations.

Therefore, in teaching a foreign language we must bear in mind that pupils should **acquire the language they study as a behavior**, something that helps people to communicate with each other in various real situations. Hence a foreign language should be taught in reliance on such situations.



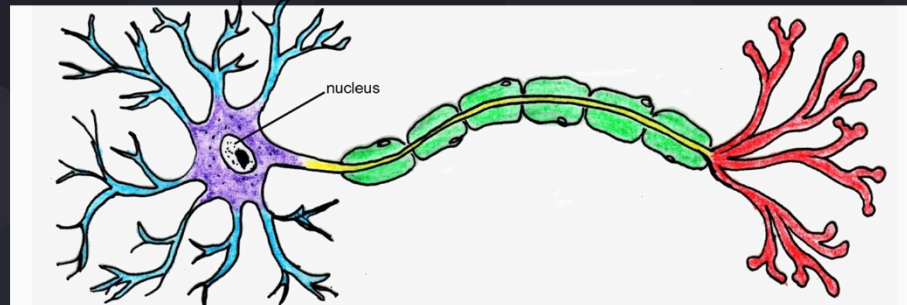
MFLT & Psychology Of Speech

To sum up, in the process of developing speaking skills, teacher must follow some rules:

- ❑ training productive forms, going from thinking to coding the thought by means of a foreign language only
- ❑ training receptive forms, going from the message to its understanding, bypassing translation
- ❑ native language should be reasonably restricted, used mainly for control

Following these rules will allow to avoid artificial use of a native language in the process of teaching.

MFLT & General Psychology: The Higher Neural System



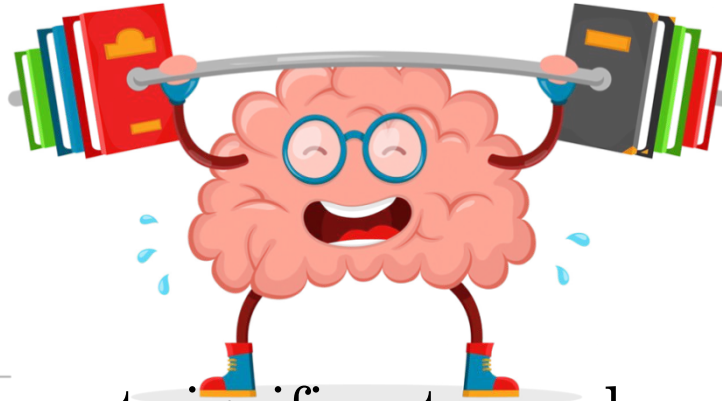
Being connected with the psychology, MFLT takes into account functions of the brain and the higher nervous system.

The theory of conditioned reflexes* by I. Pavlov explains and confirms the necessity for the cultivation of habits, basing on frequent repetitions and revision of the material dealt with in teaching of all the subjects, foreign languages in particular, where those precepts* are of special importance.

*conditional reflex ['ri:fleks] - условный рефлекс

*precept ['pri:sept] - принцип

The Role Of Memory



Memory is one of the most significant speech mechanisms for MFLT. Psychology has been studying memory for a very long time and has described special functions of different kinds of memory:

- a) by channel of obtaining the information: *visual, auditory, oral motor** memory
- b) by period of its action: *short-term, long-term* (permanent) memory
- c) by mechanism of keeping in memory: *memorizing, retention** and *forgetting*.

*oral motor - речемоторная

*retention - удержание

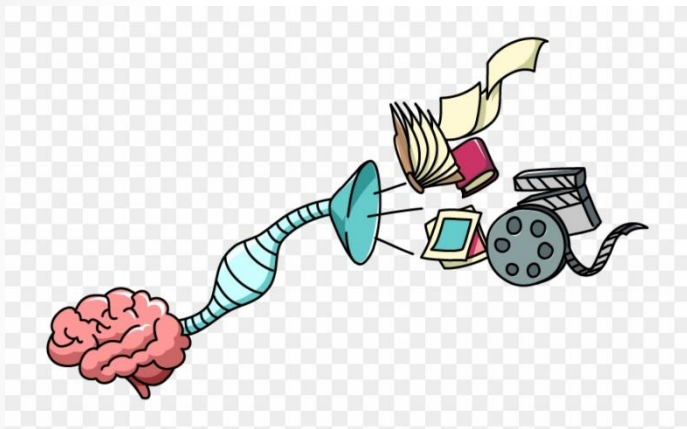
The Role Of Memory

It is known that oral and visual presentations differently influence the retention of the training material: 10% of material remains after oral perception to 68% after visual.

- ❑ Speaking is only possible if linguistic means are stored in the long-term memory. The memorized material initially enters the short-term memory. The capacity of the short-term storage is 7 ± 2 units (G. Miller's magic number).
- ❑ As a result of exercising, the material is transferred into the long-term memory and forms a model of a linguistic means. The transfer of a linguistic means into permanent memory is an urgent condition of successful learning.
- ❑ In speaking, the process goes backwards: the necessary linguistic means pass into the short-term memory, which enables communication.

The Role Of Memory

Keeping in memory undergoes 3 stages:
memorizing, retention and forgetting.



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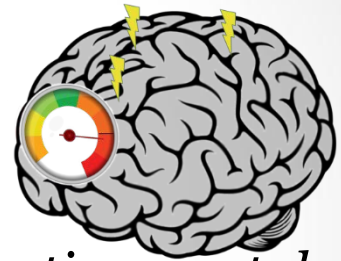


Memory

Memorizing is subdivided into *voluntary* and *involuntary*.
Voluntary memorizing is used when pupils get the particular task to memorize. This is the longest way in teaching speaking as an activity, but is good for error control. It mustn't take significant place in teaching communication. *Involuntary* memorizing works when a similar purpose is absent and remembering is achieved in the process of the activity, which has another task.

The Role Of Memory

The communicative-oriented instruction is focused not on the form, but on the *content*. Therefore, *involuntary* memorization is of greater importance in MFLT, since it provides situational content for training skills, though it is not a simple way to memorize.



There are specific *laws* governing the *involuntary* memorizing.

- > Involuntary memorizing goes better when connected with the *active mental activity*. Special exercises are used to wake pupils' mental activity and concern.
- > Involuntary memorizing improves if the memorizing material is *logically* built, e.g. the sequence **051219852355** is memorized easier, converted into a timestamp: **December, 5, 1985, 23:55 PM**.
- > Another way to make memorizing easier is *rhythmical* arrangement of material.
- > *Comparison* of the new material with the previously mastered one or with the native language facilitates effective memorizing.
- > The material is kept in memory better, if it rests on *different* forms of *perception*: visual, audial, oral motor etc.

MFLT & General Psychology



To sum up, some more rules for a teacher can be formulated:

- I. ***Conscious perception*** and ***activity*** with the lingual material contributes not only to training habits, but also to durable memorizing. E.g.: comparison of new and acquired phenomena, making a plan, grouping the vocabulary etc.
- II. It's urgent to use exercises of ***communicative nature*** even in grammar to stimulate pupils' concern and draw school training nearer to the situation of real contact.
- III. Material must be mastered in ***different types of exercises*** (oral & written), which ensure support of different sensations.

MFLT & General Psychology



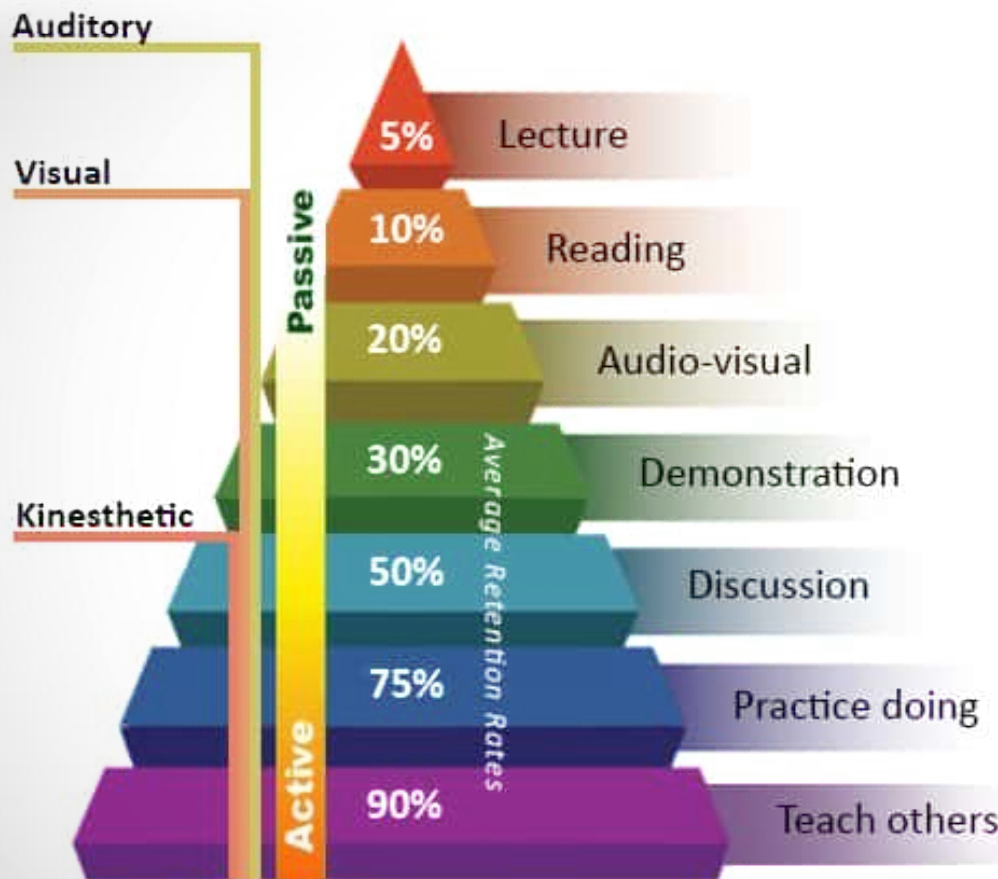
Psychologists found out that *forgetting* flows especially intensively after rote learning*, then slows down. For MFLT it means that:

- > the *oral* exercises (supported by listening and/or oral motor perception) *must* be carried out right after the material is introduced in the class
- > exercises in *reading and writing* must be assigned for the *homework* (visual support and that by hand motor activity).

The authors of textbooks must know that the **number of vocabulary** unit **repetitions**, intended for the reception, must be as follows: 7 repetitions during the first week; 3 repetitions during the week after; 3-4 repetitions two weeks later.

*rote learning - заучивание, зубрёжка

MFLT & General Psychology



The 1980s' experiment (National Training Laboratories in Bethel, Maine, USA) made it possible to generalize data relative to the effectiveness of different instruction methods. The results are in the diagram:

Say it to me, and I will forget.

Show it to me, and I will remember.

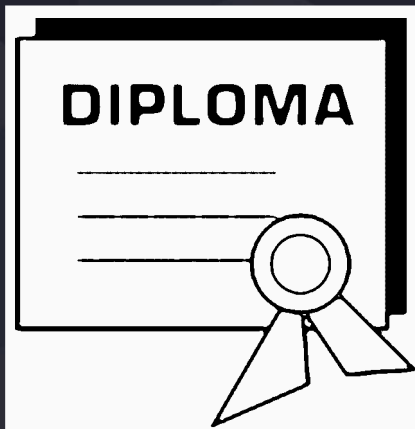
Allow me to make it, and I'll make it mine forever.

Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

A Chinese proverb

Conclusion

Pupils' language skills can't be developed effectively, unless we know and take into account the psychology of habits and skills, how they are shaped, how the habits acquired earlier affect the new ones' formation, and other significant factors psychology supplies us with.



Check Yourself

1. What scientific areas do psychology and MFLT overlap in?
2. Tell about relations to pedagogical and developmental psychology.
3. Enlarge on linguistic discrimination of language and speech; phases of speaking activity.
4. Present psychological characteristics of forms of speech.
5. Tell about interrelation of thinking and speaking.

Check Yourself

6. Characterise study as a behaviour.
7. Tell about correlation between MFLT and functions of the higher nervous system.
8. Enlarge on the role of short-term and long-term memory in MFLT.
9. Characterise the stages of keeping in memory: memorizing, retention and forgetting.
10. Analyse one of the school textbooks. Find and give the examples of taking into account psychological data in MFLT.

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