**LECTURE 1.**

Aims, content and principles of Foreign Language Teaching

1. Aims of teaching FL.

2. Content of teaching FL.

1. The aims of foreign Language Teaching

Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. It covers 3 main problems:

1. aims of teaching a foreign language;
2. content of teaching, i.e. what to teach to attain the aims;
3. methods and techniques of teaching , i.e. how to teach a foreign language to attain the aims in the most effective way. Aims are the first most important consideration in any teaching. The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching in schools.

The aims of foreign language teaching are threefold: Practical, Educational, and Cultural.

Practical - pupils acquire habits and skills in using a foreign language;

Educational -They develop their mental abilities and intelligence in the process of learning the foreign language;

Cultural - pupils extend their knowledge of the world in which they live.

**Practical aims** are consequent on the basic function of language, which is to serve as a means of communication. International intercourse is realized directly, through the spoken language or indirectly, through the written language, i.e. through printed, or hand - or type written texts. Therefore the school programs set forth the following practical requirements: the instruction must be such as to ensure that the graduates can converse in the foreign language on simple everyday subjects, using the speech material dealt with in the course, can read and understand without a dictionary an easy text in foreign language, and with the occasional use of a dictionary a text presenting moderate difficulties and can express in written form simple thoughts (wrote a short letter).

The foreign language as a school subject differs from other subjects of the school curriculum. Whereas the teaching, for instance of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the mother tongue leads to the mastery of the language as a system so that pupils will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in pupils’ gaining one more code for receiving conveying information; same purpose as the native language: to use it as a means of communication. The practical aims in teaching a language are four in number: hearing, speaking, reading and writing.

**Educational aims.** Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since large is connected with thinking through foreign language study we can develop the pupil’s intellect. Teaching a foreign language helps the teacher develop the pupils’ voluntary and involuntary memory, his imaginative abilities, and will power.

Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of language through contrastive analysis of language phenomena.

**Cultural aims.** The cultural aims mentioned in the school programs of foreign language imply the following tasks widening the pupil’s general and philological outlook developing their powers of abstract thinking, cultivating their sense of beauty and their appreciation of art. The reading of texts (English) is acquainting the pupils’ with the life and culture of the English - speaking nations, and with their manners and customs, will contribute to the mental growth of the pupils.

Later the ability of reading English and American authors in the original and texts in the English language reflecting the culture of the countries where that language is spoken will like wise serve the pupils as a means of attaining a higher general educational level.

**Content of foreign language Teaching**

What to teach or the content of foreign language teaching is one of the main problems the Methods deals with.

The following component constitute the content of foreign language teaching in schools Instruction in a foreign language comprises, like instruction in other school subjects (a) the imparting of knowledge, (b) the formation of habits, and (c) the development skills.

The first component of “what to teach” (content) is habits and skills which pupils should acquire while learning a foreign language. Habits are series of connected acts which have become automatic or semi - automatic as the result of repetitions.

Skills - are combination of specific useful habits, serving a definite purpose and requiring the application of definite knowledge.

The four basic skills to be acquired as the result of the study of a foreign language they are the ability to understand the language when heard, to speak it, to read it, and to write it. In other words they are hearing (language comprehension), speaking, reading, and writing. The level of habits and skills is determined by the syllabus for each form.

The second component of “what to teach” is a linguistic one. It includes on the one hand, language material, such as sentence patterns, utterance - patterns, pattern-dialogues, text different in style arranged in topic and serving as starting points for the development of oral language and written language, which allows the teacher to reach the practical educational, and cultural aims set by the syllabys. For example, in the junior stage (4x5 forms) pupils should speak and read about school, home, town and countryside, nature, psychical training and sports.

On the other hand, linguistic material, i.e. phonology, grammar and vocabulary, is carefully selected for the purpose.

The third component of what “what to teach” is a methodological component i.e. pupils should be taught how to learn the foreign language, how to work at he subject to attain the aims.

To sum up, the content of foreign language teaching involves three main components:

1. Psychological components: habits and skills which ensure the use of the target language as a means of communication in oral (hearing, speaking) and written (reading, writing) forms.

2. Linguistic components i.e. language and linguistic material which should be assimilated to be used in language skills.

3. Methodological component i.e. the techniques which pupils should acquire to learn the foreign language in a most effective way.

**References**

1. Harmer, J. 1991. The Practice of English Language Teaching (2nd ed.). Harlow: Longman.
2. Scrivener J. 1994. Learning Teaching. Oxford: Heinemann. Ur, P. 1996. A
3. Course in Language Teaching. Cambridge: Cambridge University Press.