

AL-FARABI KAZAKH NATIONAL UNIVERSITY
Faculty of Philology
Department of Turkology and Language Theory

PROGRAM OF FINAL EXAMINATION ON THE DISCIPLINE

Code: IMOY a 2208, ID 103781
«History of methods in Foreign Language Teaching»

Educational programme "6B01704 –FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES"

Course – 2
Semester – 3
Number of credits – 6

Almaty 2025

1. THE THEMATIC PROGRAM OF THE DISCIPLINE

The aim of the discipline.

The purpose of the discipline: to familiarize students with the history and main directions in the theory and practice of foreign language teaching methods and to form a scientific view of their evolutionary development. The discipline is also aimed at critical and creative understanding of the most important stages in the development of methods of foreign language teaching through the prism of modern requirements in the field of foreign language education, identifying similarities and differences in methods and approaches to teaching a foreign language in historical light.

Expected learning outcomes:

1. Demonstrate knowledge of the main stages in the historical development of foreign language teaching methods.
2. To differentiate the mastery of the main categories of the methodological system (goals, content, principles, methods, etc.) in the new interpretation of their conceptual essence;
3. Analyze critically key theories and methodological concepts used in language pedagogy;
4. Analyze the social, cultural, and educational contexts in which methods emerged.;
5. Develop research and reflective skills in the study of language teaching history.;

Main topics studied on the discipline.

MODULE 1 Major trends in twentieth-century language teaching

Lec 1. Introduction. History of language teaching.

Lec 1. A brief history of early developments in language teaching

Sem 1. Major stages in the history of language teaching: Grammar-Translation to Communicative Approach. Influential figures and their contributions to language teaching methodology. Comparison of traditional and modern methods of foreign language teaching. How historical perspectives influence contemporary teaching practices.

Lec 2. Concepts: approach, method, design, procedure

Lec 2. Connection between methods of foreign-language education with other sciences

Sem 2. Defining and differentiating the terms: approach, method, design, procedure. Practical examples of "approach vs. method" in real teaching contexts. The interdisciplinary nature of language teaching methodology. Links between linguistics and foreign language teaching methods. Psychology and pedagogy as foundations of language learning theories. Contributions of sociology, philosophy, and cultural studies to foreign-language education. Modern integration of ICT and cognitive science into language teaching methodology.

Lec 3. Grammar-Translation Method. Origins and features. Classroom practices & criticisms

Lec 3. Direct Method. Principles & rationale. Techniques & limitations

Sem 3. Historical background and origins of the Grammar-Translation Method. Main principles and classroom techniques (translation, memorization, grammar rules). Strengths and limitations of the method in language learning. Comparison of Grammar-Translation with modern communicative approaches. Core principles of the Direct Method: focus on oral communication and avoidance of translation. Rationale behind the Direct Method and its contrast with the Grammar-Translation Method. Limitations and criticisms of the Direct Method in large or mixed-ability classrooms.

Lec 4. The Audiolingual Method.

Lec 4. Background: structuralism & behaviorism. Drills and dialogues.

Sem 4. Historical and theoretical background: structural linguistics and behaviorist psychology as foundations of the Audiolingual Method. Core principles of the Audiolingual Method: habit-formation, mimicry, and memorization. Classroom practices: drills (repetition, substitution, transformation) and dialogue memorization. Teacher and learner roles in the Audiolingual classroom. Strengths of the method in developing pronunciation, accuracy, and listening skills. Criticisms and limitations: lack of creativity, overemphasis on form, neglect of meaning.

Lec 5. The oral approach.

Lec 5. Situational Language teaching. Historical background. Principles & classroom techniques

Sem 5. Historical development of the Oral Approach and its place in language teaching. Principles of the Oral Approach: priority of spoken English, vocabulary control, and structural syllabi. Key classroom techniques: oral practice, substitution tables, contextualized speaking activities. Teacher and learner roles in the Oral Approach. Strengths of the Oral Approach in developing oral fluency. Limitations: restricted focus on accuracy and controlled practice. Historical background of Situational Language Teaching and its place in the development of language pedagogy. Core principles and classroom techniques of Situational Language Teaching (PPP model, contextualized practice).

MODULE 2. Current methods and approaches

Lec 6. Communicative Language Teaching (CLT). Core principles. Strong vs. weak CLT; functions

Lec 6. Whole Language.

Sem 6. Core principles of CLT: communicative competence, authentic interaction, functional use of language. Strong vs. weak versions of CLT: differences in objectives and classroom application. Language functions and their role in communicative tasks. The Whole Language approach: origins, principles, and holistic view of literacy. Integrating the four skills (listening, speaking, reading, writing) in Whole Language classrooms. Comparison of CLT and Whole Language: similarities and differences in goals and methods. Advantages and criticisms of both approaches in various teaching contexts. The legacy of CLT and Whole Language in modern communicative and task-based teaching.

Lec 7. Content-Based Instruction

Lec 7. Content and Language Integrated Learning (CLIL). Models: theme-based, sheltered, adjunct. Benefits and challenges

Sem 7. Principles of Content-Based Instruction: language learning through subject matter.

Types of CBI models: theme-based, sheltered, adjunct. CLIL: definition, historical development, and key principles. Comparing CBI and CLIL: similarities and differences in focus and classroom practice. Benefits of integrating content and language learning (motivation, authenticity, critical thinking). Challenges of implementation: teacher training, materials development, assessment. Examples of CLIL and CBI in practice: lesson design for different subjects (history, science, geography). Future directions of CBI and CLIL in multilingual and globalized education contexts.

Lec 8. Competency-Based Instruction

Lec 8. Outcome based instruction

Sem 8. Principles of Competency-Based Instruction: focus on measurable skills and mastery learning. Defining competencies in language education: knowledge, skills, and attitudes. Assessment in CBI: performance standards, rubrics, and benchmarks. Outcome-Based Instruction: key principles and its link to educational accountability. Differences and similarities between CBI and OBE. Designing language courses based on outcomes and competencies. Benefits of competency- and outcome-based models for learners and teachers. Challenges and criticisms: over-standardization, assessment pressures, and learner individuality.

Lec 9. Competency-Based Instruction.

Lec 9. Outcome based instruction.

Sem 9. The evolution of competency-based and outcome-based education in language teaching.

Core principles of Competency-Based Instruction: focus on mastery and measurable skills. Key principles of Outcome-Based Instruction: learning outcomes, performance standards, and accountability. Similarities and differences between CBI and OBE in design and practice.

Lec 10. Task Based Instruction

Lec 10. Text-Based Instruction

Sem 10. Historical background and rationale for Task-Based Instruction. Principles of TBI: focus on meaning, authentic communication, and real-world tasks. The task cycle: pre-task, task, and post-task phases. Strengths and limitations of TBI in different classroom contexts. Text-Based Instruction (TBI/Genre-Based Approach): origins and key principles. The role of discourse and genre in language learning. Comparative analysis: Task-Based vs. Text-Based Instruction—similarities, differences, and complementary roles.

MODULE 3

Lec 11. The Lexical approach

Lec 11. Multiple Intelligences. MI Theory and applications

Sem 11. Key principles of the Lexical Approach: chunks, collocations, and lexical phrases.

Differences between the Lexical Approach and grammar-based teaching. Gardner's Theory of Multiple Intelligences: an overview. Designing language lessons to address different intelligences. Criticism and limitations of MI Theory in language teaching. Practical classroom applications: MI-based activities and

lesson design

Lec 12. Alternative twentieth-century approaches and methods.

Lec 12. The Natural Approach

Sem 12. Main principles of the Natural Approach (Krashen & Terrell). Comprehensible input and the role of affective filter. Comparing Natural Approach with Audiolingual and Communicative methods. Applications of the Natural Approach in modern classrooms.

Lec 13. Total Physical Approach.

Lec 13. The Silent Way

Sem 13. Principles of TPR: learning through action. TPR and language learning stages (beginner, intermediate). Strengths and limitations of TPR in language classrooms. TPR in teaching young learners vs. adults. Core principles of The Silent Way and the teacher's role as a facilitator. The use of silence and Cuisenaire rods in language teaching. Learner autonomy and discovery learning in The Silent Way. Strengths and weaknesses of The Silent Way in modern classrooms.

Lec 14. Community Language Learning

Lec 14. Suggestopedia

Sem 14. Psychological foundations of CLL: humanistic and counseling approaches. The teacher as "counselor" and students as "clients." Language learning through group dynamics and peer interaction. Challenges and opportunities of CLL in today's classrooms. Historical background and origins of Suggestopedia (Georgi Lozanov's work). Core principles: relaxation, positive suggestion, and desuggestion in language learning. Classroom environment: role of music, decoration, and atmosphere. Teacher and learner roles in Suggestopedia lessons. Techniques: concert reading, role play, dramatization. Strengths: lowering affective filter, enhancing memory and motivation. Criticisms and limitations: practicality, overemphasis on atmosphere, lack of empirical support.

Lec 15. Learners, approaches and methods

Lec 15. Review & Conclusion

Sem 15. Learner-centered approaches: matching teaching methods to learner needs, styles, and strategies. The role of learner autonomy and self-directed learning in modern language education.

Reviewing the major approaches and methods covered in the course: strengths and weaknesses. Comparative analysis: traditional methods vs. alternative and communicative approaches. Reflection: how different methods respond to cultural and institutional contexts. Synthesizing knowledge: towards integrated or eclectic approaches in teaching. Course conclusion: lessons learned and their implications for future language teaching. Open discussion: which approach or method best fits the needs of 21st-century learners?

List of recommended sources.

Main

1. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Cambridge University Press.
2. Howatt, A. P. R., & Smith, R. (2014). *The History of English Language Teaching*. Oxford: Oxford University Press.
3. Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). New York: Pearson.
4. Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: Oxford University Press.
5. Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language* (4th ed.). Boston: National Geographic Learning.

Additional

6. Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford: Oxford University Press.
7. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). London: Pearson.
8. Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. New York: Routledge.
9. Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Mahwah, NJ: Lawrence Erlbaum Associates.

10. Cook, V. (2010). *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.
11. Hall, G. (2011). *Exploring English Language Teaching: Language in Action*. London: Routledge.
12. Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1–47.

Professional scientific databases

1. Scopus – international abstract and citation database of peer-reviewed literature in education, linguistics, and applied linguistics.
2. Web of Science – multidisciplinary database with access to leading journals on language education and methodology.
3. ERIC (Education Resources Information Center) – U.S. government-sponsored database specializing in education and foreign language teaching.
4. Cambridge Core – full-text access to Cambridge University Press journals and books on linguistics and teaching methods.
5. Taylor & Francis Online – peer-reviewed journals in applied linguistics and education.
6. SpringerLink – books and articles on pedagogy, language learning, and teaching methodology.
7. KazNU eLibrary – electronic library of Al-Farabi Kazakh National University (local access to books, journals, dissertations).

Internet resources

1. Cambridge University Press Teacher Development <https://www.cambridge.org/elt>
 2. Oxford Teachers' Club <https://elt.oup.com/teachers>
 3. British Council TeachingEnglish <https://www.teachingenglish.org.uk>
- ResearchGate (for open-access articles) <https://www.researchgate.net>

2. METHODOLOGICAL INSTRUCTION FOR FINAL EXAMINATION: TESTING

2.1. Exam form: Testing. **Platform:** IS Univer. **The exam format:** synchronous online.

2.2. The purpose of Testing: to demonstrate the learning outcomes, skills and competencies acquired during the study of the discipline.

2.3. Regulations for the examination.

2.3.1. IMPORTANT – the exam is conducted according to a schedule that must be known to students and teachers in advance.

2.3.2. Examination testing is carried out only on the official information and educational platforms of the university: in the IS Univer.

2.3.3. It is PROHIBITED to conduct exam testing on external services (Google / Microsoft Forms, Kahoot, Quizzlet, etc.). External services can be used during ongoing classes, but not for the exam.

2.4. Test duration:

- IS Univer – 90 minutes for 40 questions,

2.5. Control of testing - online proctoring.

Proctoring technology (eng. “proctor” - control the progress of the exam). Proctors, as in a regular exam in the classroom, ensure that examinees pass the tests honestly: they complete the tasks independently and do not use additional materials. Both a specialist (face-to-face proctoring) and a program that controls the examinee's desktop, the number of faces in the frame, extraneous sounds or voices, and even eye movements (cyberproctoring) can monitor an online exam in real time via a webcam.

A type of mixed proctoring is often used: a video recording of the exam with program comments is additionally viewed by a person and decides whether violations actually occurred.

2.5.1. During the exam, students are PROHIBITED from carrying and/or using cheat sheets, cell phones, smart watches and other technical and other means that can be used for unauthorized access to auxiliary information.

2.5.2. If there is no good reason, failure to appear for the exam will be assessed as an "F".

2.5.3. If a student violates one or more of these points, a certificate of cancellation of the examination work (hereinafter referred to as the Certificate) is filled out, and a grade of "F" ("unsatisfactory") is assigned for the discipline.

2.5.4. For repeated violation of these Rules during the exam, the student is presented for consideration by the Faculty Council on Ethics.

2.5.6. All violations during exams are recorded in the student's transcript.

3. EVALUATION POLICY

3.1. At the end of the testing time, the teacher evaluates the summary report with the students' results and stores the scores in the certification sheet.

In the IS Univer, points are automatically transferred to the attestation sheet. Before saving, carefully check that all students have their scores. DO NOT save the sheet without checking that the points are complete! Save the verified statement.

Time for issuing points is up to 48 hours.

The duration may be revised by decision of the DAV.

RUBRIC FOR CRITERIAL ASSESSMENT OF FINAL EXAMINATION
Discipline: History of Methods in Foreign Language Teaching. Form: Test Platform: IS Univer

№	Score	DESCRIPTORS				
		«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»	
		90-100 %	70-89 %	50-69 %	25-49 %	0-24 %
Question 1	Criterion 1. Knowledge of the theory and concept of the course; logic of presentation.	An “excellent” grade is given for an answer that contains an exhaustive explanation of the question, a detailed argumentation for each conclusion and statement, is constructed logically and consistently, and is supported by examples from the developed classroom topics.	A “good” grade is given for an answer that contains a complete but not exhaustive coverage of the issue, an abbreviated argumentation of the main points, and allows for a violation of the logic and sequence of presentation of the material. The answer contains stylistic errors and inaccurate use of terms.	A “satisfactory” grade is given for an answer that contains incomplete coverage of the questions proposed in the ticket, superficially argues the main points, and allows compositional imbalances in the presentation, violations of the logic and sequence of presentation of the material.	An “unsatisfactory” grade is given for incorrect coverage of the questions posed, erroneous argumentation, factual and verbal errors, and for the assumption of an incorrect conclusion.	An “unsatisfactory” grade is also given for ignorance of basic concepts and theories; for violation of the Rules for final control.
	Criterion 2. Understanding and confirmation with examples of the theoretical principles presented	A comprehensive answer with illustrated examples was given to the question; the answer is presented in literate scientific language, all terms and concepts are	The answer is not fully supported by specific examples. There are some inaccuracies.	The student does not illustrate theoretical concepts with examples from the developed class notes.	Key concepts for the training course contained in questions are interpreted with significant errors.	The student does not provide examples to support the main theoretical principles of the course.

	in the course content.	used correctly and explained correctly.				
Question 2	Criterion 3. Application of the selected methodology and technology to written practical tasks. Criterion 4.	Excellent completion of the training assignment, a detailed, reasoned written answer to the question posed, followed by solving practical problems of the course.	Partial completion of the educational assignment, incomplete, sometimes reasoned answer to the question posed with an incomplete solution to the practical problems of the course; illiterate use of scientific language norms in the course.	The material is presented in fragments, in violation of logical sequence, factual and semantic inaccuracies are made, and theoretical knowledge of the course is used superficially.	An irrational method of solving a task or an insufficiently thought-out answer plan; inability to solve problems, perform tasks in general; making mistakes and omissions that exceeds the norm.	Inability to apply knowledge and algorithms to solve tasks; inability to draw conclusions and generalizations. Violation of the Rules for final control.
	Criterion 4. Disclosure and solution of the main problem given in the practical task.	Scientific concepts are freely applied to the task at hand, followed by a logical and evidence-based disclosure of the main problem.	The student's knowledge is adapted; the answers are weak structured, the answer contains minor factual errors, which he can correct independently, thanks to a leading question.	There is no meaningfulness of the material provided, there is no understanding of interdisciplinary connections.	The student finds it difficult to answer most of the additional questions on the content of the exam or does not give the correct answers.	The student did not fully understand the material. Violation of the Rules for final control.
Question 3	Criterion 5. Evaluation and written critical analysis of the applicability of the chosen methodology to the proposed practical task.	Consistent, logical and correct justification of scientific principles and the applied methodology and technology, literacy, compliance with the norms of scientific language, 1-2 inaccuracies in the	3-4 inaccuracies in the use of conceptual material, minor errors in generalizations and conclusions are allowed, which do not affect the good overall level of task completion.	There are conclusions on the applicability of substantiated scientific provisions are vague and unconvincing; there are stylistic and grammatical	The task was completed with gross mistakes, the answers to the questions were incomplete, the conceptual material and argumentation were poorly used.	The task has not been completed, there are no answers to the questions posed, materials and analysis tools have not been used.

		presentation of the material are allowed, which do not affect the generally correct conclusions.		errors, as well as inaccuracies in processing the results of a practical decision.		
	<i>Criterion 6.</i> Justification of the result obtained from one's own practice.	The answer is illustrated with examples and visuals. materials, including from the student's own practice.	Analysis of 3-4 provisions of existing theories, scientific schools and directions with justification of the result obtained from one's own practice on the issue of the exam card with some inaccuracies.	Poor application of the main volume of material in accordance with the training program with difficulties in independently reproducing it in writing.	Demonstration of difficulty in providing written answers to problematic questions.	Lack of ability to apply course methods when giving examples. Violation of the Rules for final control.

Dean

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