Technological Theories. Technological theories, also called technosystemic or systemic, generally focus on improvement of the message through the use of appropriate technologies.

Social Cognitive Theories. Social cognitive theories describe the social and cultural conditions of teaching and learning. Some theories dwell on the analysis of social interactions of cooperation in the construction of knowledge and propose a cooperative pedagogy in order to sensitize students to this way of working. Others stress the cultural foundations of education and propose that pedagogy include the necessary cultural dimension. These theories are thus opposed to the cognitive movement — which is rather individualistic — and concerned with the very nature of the process of knowing.

Social Theories. Social theories are based on the principle that education ought to allow us to resolve social, cultural, and environmental problems.

Academic Theories. Academic theories — also called traditionalist, generalist, and classical — focus on the transmission of general knowledge. They generally oppose the domination of specialized education.

In seven cases, the role of the teacher consists of transmitting this contents theories and the role of the student consists of assimilating it.

Новикова О. Г.

ECLECTIC METHODS

Many teachers use a mixture of both Indirect and Direct Methods.

Grammar Method is easy for the teacher, but too intellectual an approach for the average pupil: it may kill off his enthusiasm for language learning; it gives little chance to master spoken language which would be of greater use to him; a pupil cannot gain true insight into grammatical rule unless he has previously mastered the spoken aspect.

Some teachers therefore try to veer away from pure Indirect Method, hoping to reduce the intellectual content of their lessons and to give pupils some opportunity of speaking the language.

But Direct Method teaching cannot supply the number of active speaking contacts required for pupil to begin to 'think' in the language. It is also true that a second language learner needs to have some knowledge of the grammatical blocks of language to help speed up the development of his oral proficiency. Here comes dilemma. Too much veering towards Indirect Method: increases the intellectual content of lessons (condemning those pupils whose IQ isn't sufficiently high); decreases the number of active oral contacts the pupils require. Too much veering towards the Direct Method: denies the pupil the help which a knowledge of comparative grammar can give him in his development towards oral proficiency; the teacher is unable to provide for the pupil the required number of oral contacts (thus leading to incomplete/inaccurate responses); makes it easier for the pupil but more difficult for the teacher himself.

What is needed, therefore, is a completely different method, which lies outside the range of Indirect/Direct methods: which takes into account data obtained from investigations into second language learning; which uses old/new teaching/learning activities in such a way as to enable the learner to learn a language more quickly and with less effort; which gives pupil the opportunity to reach a level whereby he can 'think' in that language.

Some criteria necessary for effective method in learning / teaching a foreign language should be briefly reviewed:

1. It must be simple for both teacher and learner, and the teacher must feel that pupils are progressing satisfactorily.

2. It must bring about a balance between the spoken and written or printed word.

3. It must overcome the conflict between fluency and accuracy.

4. Constant revision must be part of the method.

5. It must be variable.

6. It must give the pupils a stimulus to say something in the first instance - and it must find ways of supplying the pupils constantly with ideas which they can use for their expression in the foreign language.

7. It must enable work done with modern teaching aids (e.g. audio-visual aids, computer).

8. It must be sufficiently flexible to cope with various class conditions (as far as pupils' specific / general interests are concerned)

9. It must ensure that pupils are given the opportunity of having the greatest number of meaningful contacts possible both with and in the foreign language - THE most important criteria for the validity of any modern method.

Hereby the method lying outside the range of direct and indirect methods: recognizes that all communication has a social purpose - learner has something to say or find out; makes use of topical items with which pupils are already familiar in their own language - motivates pupils arouses their interest and leads to more active participation; by using elements encountered in variety of ways (reading/ summarizing/ translating/ discussion/ debates) - makes language more fluid. Also more emphasis is paid on active modes of learning, including pair work and group-work. What is more important - errors are a natural part of learning language. Learners trying their best to use the language creatively and spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive. Correction should be discreet / noted by teacher - let them talk and express themselves.

Communication embraces a whole spectrum of functions (e.g. seeking information/ apologizing/ expressing likes and dislikes, etc) and notions (e.g. apologizing for being late / asking where the nearest post office is), that is why this communicative approach is much more pupil-orientated, because is dictated by pupils' needs and interests. It is highly recommended to be used both in learning and teaching foreign languages.