

Lecture № 15 CONTEXT BASED TECHNOLOGY

The plan:

Context-Based Technology in FLT

Content-Based Education and Intercultural Communicative Competence

Role of Social Interaction in L1 and L2 Acquisition

Effectiveness of Context-Based Teaching: Active, Creative, Cooperative

If you want, I can also make an ****even shorter 5–6 bullet point version**** like the SLA example you gave. Do you want me to do that?

Along with input, social interaction is also essential for L1 acquisition: no children can learn their initial language by merely listening to tape recordings, radio broadcasts, or television programs. In contrast, many L2 learners do acquire at least some level of competence without interacting face to face with speakers of the target language, and for at least some highly motivated and/or talented learners, that level may be very high. For example, I recall meeting with a delegation of English L2 speakers from China not long after the end of the Cultural Revolution in that country, which had banned almost all contact with foreigners for twenty-five years.

Members of the Chinese delegation reported that they learned English via language laboratory drills (notably translations of political slogans) and BBC broadcasts, and that they had not engaged interactionally in English until their (then) current trip to the USA. Some of the delegates' level of L2 proficiency was exceptionally high, so they must be considered successful learners. This observation does not argue against the helpful effects of reciprocal social interaction on SLA but does contribute to the conclusion that it is not absolutely necessary. Professionally-oriented FL learning (B2, C1, C2) is at the higher school level, which means that students must be taught professionally based skills of professional communication, that is a FL is taught in the context of future specialty.

II Context-based teaching by its effectiveness can be regarded as an active method for it:

- Intensifies the process of FLT and the communicative activity of the learners;
- It makes the process creative and stimulates pupils' interest;
- Forms students cognitive and professional motives;
- Introduces pupils to their future specialty;
- Teaches pupils to do cooperative, interactive activities;

III So, according to the context-based teaching the FLT process is organized as the Model of pupils' future professional activity with its non-standard problem situations which occur in professional communication.

Case study. The effectiveness of language teaching depends, among others, on teaching materials. Students and teachers need materials that can improve the language

acquisition process and offer more opportunities to develop the productive language skills of speaking and writing. These skills, as opposed to the receptive skills of reading and listening comprehension, are more difficult to acquire and require much more practice and time. In her book on business English teaching Donna (2000) stresses the fact that if students believe that in a language course they do tasks relevant for their future professional communication; they are more motivated to learn.

Case studies were first used in law to evidence verdicts given by judges and to teach law students. In the 30s of the 20th century cases were introduced in psychiatry. Case reports were written to document diseases and to consult the cases with other specialists. Today, all medical specialties use case reports for didactic and research purposes. Case studies started to be used in business in 1967 when Strauss and Glazer created their 'grounded theory'. In the mid-70s of the 20th century they were introduced in business schools. Harvard Business School has been using this method intensively to teach future managers how to solve real-life problems.

Today, the case study method is widely used as a teaching and researching tool in medicine, psychology, anthropology, sociology, economics, management, finance and other sciences where the presentation and analysis of a real problem is of relevance in teaching and researching.

The paper presents the case study method as an interesting and motivating teaching material that can be widely used in teaching business English to adult learners.

The main function of case study is to teach how to solve practical-professional oriented tasks including non-standard problems. The main thing about case studies is that they have a problem situation from real life or from professional sphere. This is the main feature that makes them different from traditional exercises or study tasks. They allow many alternative ways of solving them and many ways of research. We call them pragma-professional tasks.

The main principle in case study is clarity of expression, accessibility and simplicity. When making case studies:

- topicality;
- correspondence to the aims of teaching;
- correspondence to the levels of language learners;
- creative character;

Stages:

1. The aim of case study;
2. Preliminary work on the search of the sources of information for the case study;
3. Collection of information from different sources;
4. How to present case study? In what form?
5. To analyze the case study and if necessary to correct it before presentation;
6. To prepare recommendations as to how to use it. To think of all possible questions that may arise in the course of discussion

The supporters of the context-based technology consider it is necessary to model professional communication which includes:

- professionally oriented organization of the content of FL teaching in the framework of professional communicative spheres;

- selection of the content based materials;

- formation of context-based skills on the basis of professionally based situations;

The main function of a case study is to teach students how to solve practical, professionally-oriented tasks, including non-standard problems. Unlike traditional exercises or study tasks, case studies are based on problem situations drawn from real life or professional spheres. This characteristic makes them particularly valuable, as they allow multiple alternative solutions and various approaches to research. Such tasks are often referred to as pragma-professional tasks, as they combine practical application with professional relevance.

A key principle in developing and using case studies is clarity of expression, accessibility, and simplicity. When designing case studies, several criteria should be considered:

Topicality: the problem should be relevant and connected to current issues. Correspondence to teaching aims: the task must align with the educational objectives. Correspondence to learners' levels: the complexity of the task should suit the language proficiency of the students. Creative character: the task should encourage learners to think critically and explore alternative solutions. The process of creating a case study involves several stages:

1. Defining the aim of the case study.
2. Preliminary work to search for reliable sources of information.
3. Collection of information from various sources.
4. Presentation of the case study in an appropriate form, such as written reports, role-plays, or multimedia presentations.
5. Analysis and correction of the case study if necessary, ensuring clarity and coherence before presentation.

6. Preparation of recommendations on how to use the case study effectively, including anticipating possible questions that may arise during discussion. Supporters of context-based technology emphasize the importance of modeling professional communication in the classroom. This includes:

- Professionally oriented organization of content within the framework of professional communicative spheres. Selection of content-based materials that reflect authentic professional situations. Formation of context-based skills through engagement with professionally relevant scenarios.

In conclusion, case studies are an effective tool in foreign language teaching as they combine practical problem-solving with professional relevance. They encourage creativity, critical thinking, and the application of knowledge in realistic contexts. By following clear principles and structured stages, teachers

can design case studies that enhance both language competence and professional skills, preparing learners for real-world challenges in their fields.

Languages have power and status at global and national levels for both symbolic and practical reasons. An important symbolic function of language is political identification and cohesion. We see this in the USA, for example, where English is generally accepted as the single national language, and most people consider it important for national unity that all citizens be able to use one language. Immigrants who come from other language backgrounds are expected to add English as a requirement for citizenship, for participation in US democratic processes, for economic mobility, and for access to education and other social services. Maintenance of indigenous and immigrant languages other than English is not widely encouraged and is often actively discouraged. Indeed, pride in ethnicity along with associated language use can be seen as very threatening to the dominant group, and as a symbol of disunity and separatism; to speak a language other than English may be considered somehow unpatriotic and “un-American.” In sum, learning English is expected, and the teaching of English as an L2 to immigrants is encouraged and/or mandated by state and federal agencies. In contrast, state and federal support for learning other languages is sporadic and generally ineffectual.

Case studies are a powerful teaching tool that help students develop practical, professionally-oriented problem-solving skills. Unlike traditional exercises, case studies are based on real-life or professional situations, allowing learners to explore multiple solutions and approaches. By engaging with these pragma-professional tasks, students not only improve their language competence but also acquire skills relevant to their future careers.

There is no direct evidence as to whether or not the modifications found in Kleifgen’s study enhanced the children’s comprehension, but we have reports that it does for older learners. When we surveyed international students at a US university to determine which professors they found easiest to understand, for example, faculty with extensive teaching experience in L2 contexts (who were more practiced in making appropriate modifications) were rated more comprehensible. Modifications with students at the university level are also generally unconscious, but they are likely to rise to an instructor’s awareness when addressing classes which include both beginning and advanced L2 learners, or both limited and native speakers of the language. In such situations, I often find myself restating a point I consider important with stress on key terms as a topic indicator and then a “translation” of them with simpler vocabulary.

In conclusion, case studies play a vital role in language teaching by combining practical application with professional relevance. They foster creativity, critical thinking, and the ability to solve complex problems in realistic contexts. When designed according to clear principles and structured stages, case

studies enhance both language proficiency and professional skills, preparing learners for success in real-world professional environments.

Second languages have also served political functions in times of conquest and empire-building: e.g. the Norman Conquest brought French L2 to Britain, colonial expansion brought English L2 to Africa and Asia and French L2 to Africa, and post-World War II domination by the Soviet Union brought Russian L2 to much of Eastern Europe. These three examples also illustrate the highly diverse outcomes which may follow periods of linguistic spread. The linguistic absorption of the Norman conquerors left behind a residue of French vocabulary embedded in English – no longer as elements of a second language, but integrated in English native speech. With the end of British colonial rule in Africa and Asia, English remained in some of the newly independent nations for auxiliary or official functions. In Nigeria and India, for instance, English was selected as the official national language (in India along with Hindi) because it was widely used and accessible, although not native to any major group of citizens (and thus ethnically neutral). In contrast, the role of Russian L2 has been of sharply waning importance as Ukrainian, Kyrgyz, Kazakh, and other languages of former USSR constituent republics have become symbols of nationalism. Indeed, the situation has become inverted, as many native Russian speakers living in the newly independent countries have recognized the need to add those national languages to their own linguistic repertoires: to learn them as L2s.

Questions for discussion

1. Define content and context based Instruction in FLT.
2. How can we integrate different technologies in order to develop Intercultural Communicative Competence?
3. What is integration of technologies in\of FLT?