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DETERMINANTS OF FOREIGN LANGUAGE TEACHING EFFICIENCY IN THE PAST AND AT PRESENT

Introduction

Teaching and learning a foreign language is no doubt a challenging task both for students and their teachers. The key to a successful solution of this difficult undertaking may be the choice of an appropriate method for teaching and studying. The selection of a suitable method appears to be important owing to the fact that each learner wishes to attain different objectives; some wish to acquire the grammar of a foreign language, others want to communicate fluently and whereas the rest may simply need to acquire the skill that will enable them to correspond with business partners effectively for the purpose of doing their jobs. Although some methods seem to be similar, each of them focuses on dissimilar aspects and lays emphasis on different skills. It is also important to underline that the methods used a while ago, i.e. those conventional ones need not be any worse than those unconventional or modern methods applied today in language schools – they appear to be an amalgamation of the methods worked out some time ago and something new, which enables the teachers to satisfy the needs of their students. The methods undergo a continuous transformation and improvement, but it is the learner of the foreign language, who is able to verify their effectiveness. A number of diversified methods of foreign language teaching and learning emerged over the years, of which some have not been able to survive until the present times for reasons of their marginal effectiveness or popularity, whereas others have scores of staunch admirers among the teachers and students.

Foreign language teaching over the ages

Ancient Romans encountered the issue of foreign language teaching ages ago, when they decided to educate the young on the basis of the Greek culture. In those

days, the teacher was practically compelled to learn the Greek language with emphasis on the correct grammar and rhetoric. Foreign expressions were written in special books and the teacher made use of such educational tools as toys in the form of the Greek alphabet.

In the Medieval times Latin played the role of a lingua franca, although Hebrew was taught, too. At that time studying was founded on learning by heart of the vocabulary and expressions, as well as memorizing of the entire pages of texts. Teaching was also effectuated by means of learning of the rhymes and verses. Students repeated the rhymes and memorized the grammatical rules of a particular language. With time, more emphasis was laid not only on vacuous studying of the rules, but also on practical skills. Teachers stressed the importance of their native language, and foreign language learning was introduced in the higher schools. It was Jan Amos Komeński, whose views affected the methodology of foreign language teaching. Komeński put emphasis on the visual aids, practical usage of the language, and reduced the importance of learning by heart, which the English born thinker John Locke exchanged for the analysis of the knowledge that the students had with that which they acquired. He was against the teaching of grammar by heart, which he expressed in *Thoughts Concerning Education*. Similarly to Locke, Komeński laid emphasis on the teaching of reading and writing skills in the native language, and studying the Latin language later on.

At the end of the 17th century it was the French language that came to prominence. French was taught all over Europe. At that time studying was founded on the work with the read text. However, not many people were well prepared to do the job of the teacher, which is why the majority of students based their studies on repetition, which had both its advantages, as well as shortcomings. One the advantages was a permanent contact of the teacher with the student, as well as the fact that both of them did not depend on the books. One of the disadvantages of this method was the fact that the situations in which language use was acquired happened infrequently, which had adverse sequences, because students soon forgot the knowledge that they gained. The relevance of foreign language studying increased in the 19th century, when education on a mass scale became popular. In those days, foreign language studying was based on translating the foreign text into the native language. However, the communicative skills were underestimated in those days, and the repetition of the rules and principles and learning by heart did not produce the desired effects. New pedagogical trends in teaching and learning, which laid emphasis on the nearest environment, such as the family, home and the classroom, soon replaced the work with a text. Learning of a foreign language then was founded on the demonstration (showing pictures, models, drawings on the blackboard) applied during lessons.

It was Maximilian Berlitz, an American citizen, who established the first school of foreign languages. The major objective at that school was to teach a foreign language in an active manner. Emphasis was placed on learning the writing and reading

skills, and students listened to the gramophone for the first time. However, traditionalists did not want to give up their methods of teaching, which is why it soon resulted in an argument how should a foreign language be taught. Reformers of the educational process associated foreign language learning with the principles of pedagogy and psychology, whereas the traditional teachers linked the process of foreign language learning with logic and philosophy. Research in psychology that emerged and developed at the end of the 19th century influenced the background of the foreign language methodology. Among the researchers, the following should be mentioned: W. Wundt, J. P. Pawłow and A. Adler. However, it is the modern linguistics that laid the foundations of modern methodology of foreign language teaching, which underlined acquiring of the written and spoken skills that enable effective communication.

Particular attention should be drawn to the argument between M. Chomsky and B. F. Skinner in mid 50-ties of the 20th century. While Skinner based his theory on behaviorism, Chomsky founded his theory on the linguistic structuralism. Following this theory foreign language teaching was based on:

- development of the linguistic competence
- practical use of the language
- productive use of the spoken language adjusted to the requirements of the given situation.

As concerns learning of the language skills, contrary to behaviorists, Chomsky argued that "productive ability to speak and write should be preceded by acquiring the reading and listening skills."[1] Modern methodology of foreign language teaching is heading towards the application of programming and mass use of audio-visual aids. While teaching a foreign language, teachers put stress on spoken and written communication, which is a priority owing to the fact that learning the grammar does not guarantee student's ability to communicate swiftly and effectively in a foreign language.

Aspects of foreign language learning

Acquiring the ability to use a foreign language is a process, which specialists in psycholinguistics, cognitive psychology, and developmental psychology study intensively and thoroughly. A number of theories of a linguistic functioning of the man have appeared, and scores of investigations and experiments have been carried out, whose major goal is to verify these theories. One of the distinctive qualities of the man is his ability to acquire knowledge and skills.

J. Andersen wrote; "what differs us from other creatures is our ability to acquire complex skills. All the specific abilities of the man, such as the ability to use mathematics, language, computer programing, sculpture, belong to the so-called acquired

[1] L. Rogala, *Teorie nauczania języków obcych i ich zastosowanie w praktyce*, Warszawa 1995, p. 51.

abilities. People acquire competence in activities, which were difficult to even envisage in the history of evolution of our species, and the essence of this species is the flexibility".[2]

In the early stages of learning a foreign language, we understand through listening words by words, and when we speak, we utter word by word, so the word is the organizational unit of our linguistic competence. What is more, when we try to understand and speak, we enter our operational memory, the declarative memory, the meanings of the words. Since the principles of pronunciation and joining the words fill in the operational memory of the student, s/he is not able to produce discourse in the foreign language.

Specific aims of the cognitive activity designate the strategies of learning, which is described as the internal (thoughts) and external behavior enabling the process of storing and applying information from the memory. Another definition claims that the strategies are procedures of organizing of the situations and operational material, which are used by the subject in order to memorize or recall information.[3] Each of these definitions of a strategy exposes the intentionality of the cognitive activity undertaken by the man, and most of all the activity of the man and the direction of the cognitive activity (first – storing of the information, and subsequently its recollection). The definition of the strategy of foreign language learning is a detailed version of the above mentioned definitions and following Wilczyńska it is as follows: "strategy of foreign language learning is an intentional cognitive activity procedure undertaken by a subject, whose objective is to acquire linguistic skills in a given foreign language to that subject".[4] According to A. Arcisz from this definition follow the following theses:

- learning a foreign language constitutes and autonomic activity of the subject, and intentional cognitive activity is directed towards obtaining the aim,
- it is necessary to identify the objectives,
- strategy indicates the type of activity, which leads to the objectives.[5]

Transformation of the declarative knowledge into procedural knowledge is a process, which comprises certain phases and stages of acquiring the linguistic skills. The undertaken objectives designate declarative knowledge specific for a particular skill, which the learner should acquire in order to subsequently submit it to the process of compilation. It is also worth mentioning that knowledge alone is not a sufficient strategy in order to acquire effective skills or competences. In order for knowledge to

[2] M. Ledzińska, *Uczenie się wykraczające poza warunkowanie*, [w:] *Psychologia.* t. 2, red. J. Strelau, Gdańsk 2000, p. 127.

[3] E. Czerniawska, M. Ledzińska, *Ontogeniczny rozwój strategii pamięciowych i ich ćwiczenie,* [w:] *Psychologiczne problemy pamięci*, red. Z. Włodarski, Warszawa 1986, p. 241.

[4] W. Wilczyńska, *Uczyć się czy być uczonym? O autonomii w przyswajaniu języka obcego*, Wyd. PWN, Warszawa – Poznań 1999, p. 39.

[5] A. Arcisz, *Psychologiczne aspekty procesu uczenia się języka obcego*, [w:] *Reforma w nauczaniu języka obcego. Nowe podręczniki i programy*, red. H. Komorowska, Warszawa 2003, p. 12.

support the process of learning one should use it actively during the cognitive activity. Each learner uses the model to create a specific strategy for herself/himself, taking into consideration one's own characteristic features.

Following, I. Kurcz "the age is a factor, which affects the creation of the strategy model. Children – from year one of age until the period of puberty – are sensitive to linguistic stimuli. If, in this period they do not come across a certain language, they appear to have problems – particularly with grammar."[6] For this reason, the designing of the strategy model for children should include the fact that the system of notions is not in children as well developed as in adults. This implies that that the point of reference for the evaluation of children's effectiveness of foreign language learning is the level of skills of the normally developing peers, for whom this language is a native language. The strategy model should be adjusted to the psychological needs of the learners as it is used by given persons.

R. Wawrzyńczak indicates that in order to be well organized, each work should undergo the following procedure:

1. formulation of precise and concrete objectives of the activity,
2. specification of conditions and means through which the objective may be attained,
3. accurate designation of the plan of realization,
4. control of the achieved objectives through comparison with the attempted aims and introduction of prospective corrections pertaining to the aims, conditions, means, realization plan and control of activities,
5. strategy models need to refer to the objectives, means of attaining them and control.[7]

The objectives that the learners set attest their motivation to education. These aims may be referred to as extra-linguistic objectives; they designate the situations in which the foreign language will be used and perform an important role in the sense that they designate the linguistic aims.

A thorough analysis of the extra-linguistic objectives is the point of departure for the creation of a strategy model – that is to say what we wish to attain through learning of a foreign language should be translated into the skills that we need to acquire, as well as knowledge, that we should gain. An appropriate exercising of a particular linguistic skill has positive effects on acquiring that skill, which, however, does not mean that it is possible to acquire all the skill through exercising just one skill. For instance, teaching of foreign language grammar should be introduced systematically, but exercised

[6] I. Kurcz, *Psychologia języka i komunikacji*. Warszawa 2000, p. 84.

[7] R. Wawrzyńczak, Prakseologia umysłu podmiotu działającego, [w:] *Logika, praktyka, etyka: przesłania filozofii Tadeusza Kotarbińskiego*. red. W. Gasparski, A. Strzelecki, Warszawa 1991, pp. 190-192.

pragmatically.[8] It turns out that it is possible to acquire competence in understanding a document not being able to speak, write or even comprehend while listening. However, an inappropriate acquiring of any of the skills will adversely affect acquisition and learning of the remaining skills (e.g. negative habits in pronunciation will preclude listening comprehension). The skills remain in certain relations with the subsystems of the language. The awareness of phonetic, prosodic, grammatical, semantic phenomena affects the appropriateness and effectiveness of its perception, and through it to production and communication. Analyzing the extra-linguistic objectives of the students, we seek to designate the linguistic aims, as well as the level of knowledge and linguistic command of the language that we should acquire in order to attain the extra-linguistic objectives. This is the first step in creating of the strategy model of foreign language learning. The precise definition of the linguistic aims designates the type of materials, which we should use when we learn a foreign language, as well as, to some extent, the type and sequence of doing the exercises. The sequence of the exercises is influenced to a large extent by the psychological properties of the man associated with learning in general, and the process of learning a foreign language in particular.

To sum up the above considerations, one should indicate that the strategy of foreign language learning is an intentional procedure of a cognitive activity undertaken by the subject, whose aim is to acquire the linguistic skills in a particular language that is foreign to that subject. Shaping the skill is a gradual transformation of the declarative knowledge into a procedural knowledge, which encompasses an in-between compilation stage, which comprises the mechanism of the composition and the procedure. The effect of the mechanism of composition is the creation of the wider units organizing our knowledge, e.g. the speech acts (in contrast to the single phonemes, words), and the effect of the mechanism of procedure is the relief of the cognitive system of the man, whose free resources may be devoted to the recognition of the intention of an interlocutor as well as one's own.

The strategy model of foreign language learning provides the general principles of acting, which each learner adapts to her/his own specific needs, thus, creating her/his own strategy. The point of departure for the creation of the strategy model is a thorough analysis of the extra-linguistic objectives. The extra-linguistic objectives are translated into the linguistic aims, i.e. knowledge and linguistic skills, which we wish to acquire while learning a foreign language. Acquiring knowledge is done in four stages: perception, elaboration, transfer, and communication. Learning a foreign language is, to put it simply, to some extent the acquisition of knowledge and to some extent the acquisition of skills.

The major and the most important job of the foreign language teacher is to teach the language in the practical sense of the word. The teacher must shape students' skills, including the ability to: speak, read, write and listen. The methodology of foreign language teaching then may not deal with the issues tackled by the general didactics, as it most of all deals with the process of introduction, consolidation and

[8] A. Potyra, *Jak osiągnąć sukces w nauczaniu języków obcych*, Białystok 1994, p. 11.

application of knowledge during the lesson. This is another typical trait of foreign language teaching.

The specific nature of foreign language teaching

Foreign language teaching to children has its own history, although the recent years have brought about serious modifications in it. Until the seventies of the 20th c., teaching methods in this respect were adopted from those applied in teaching the adults. They were neither adjusted to the cognitive nor to the emotional capabilities of children. In the fifties and sixties, foreign language teaching was introduced to primary schools. Before this period the needs associated with the command of a foreign language were not high and did not relate to the mass members of society, which is why teaching was not formalized and no research was carried out in this field; it was assumed that children could be taught in the same way as adults. The traditional grammatical-translational method applied to teach of Latin and Greece, as well as other modern languages turned out to be unfit to the changing needs of all the students, both the older and younger ones, who wished to be able to communicate in a foreign language. This brought about an increase in the number of studies pertaining to learning a foreign language, as well as the changes in the methodology of foreign language teaching.

Conditions of foreign language teaching effectiveness

The knowledge of the best methods of foreign language teaching does not guarantee good results in foreign language teaching, although it is a condition *sine qua non*, but not the only one. In order to achieve good results it is vital to satisfy a number of conditions, which will be addressed in this section of the paper. Generally speaking, in order to teach a foreign language effectively it is crucial to have a closer look at the entire process of organization of the teaching. This cycle is usually rather long and its aspects need to be linked together into a chain. Breaking of one of the links of this chain causes the chain to be raptured. The same happens to the conditions of foreign language teaching. If one of the conditions is not satisfied there is no success in teaching. Success may be defined as communicative competence, which modern foreign language teaching puts on the pedestal.

According to the world research carried out by famous methodologists in foreign language teaching, we may enumerate the following conditions of foreign language teaching effectiveness:

a) the conditions linked with the student:
   - positive attitude toward the language that makes her/him want to learn it,
   - integral-instrumental and internal-external motivation,
   - doing homework by oneself,

- undertaking attempts to speak the foreign language not only during the lesson at school,
- the feeling of success in foreign language learning,
- the ability to learn themselves.

b) the foreign language teaching conditions:
- the teacher, who is capable of motivating her/his students and organize the process of teaching in such a manner that it ends in success,
- didactic aids enabling foreign language learning,
- modern methods adjusted to the conditions of work and the psychology of children,
- continuous checking of students' work, strict enforcement of the objectives set forth,
- educational influence on children in order to develop the advantages necessary to learn a foreign language.

c) the environmental conditions:
- teaching in small groups,
- equipment of schools with the teaching aids,
- equipment of students with the necessary didactic aids,
- positive atmosphere at home favoring not only learning of a foreign language, but learning in general.

These are the most general conditions assuring the effectiveness of teaching, and success depends on the satisfaction of all of them. The effects of teaching may be good only on condition that children learn eagerly, which is why it is necessary for the teacher to organize the process of learning in such a way that students learn with enthusiasm and they like foreign language lessons.

Another condition necessary to achieve good results is the atmosphere favoring learning. It is an atmosphere in which students trust their teacher and the teacher trusts their students. Before the teacher enters the classroom, s/he should leave her/his problems behind the door. S/he should always be in a good mood before her/his students.

Teachers do not always remember that one of the key conditions assuring success is the repetition of the material on which relies the entire process of learning and teaching: teaching according to the modern methods and a rational organization of one's own work and the work of the students, conscientious enforcement of the objectives set forth, an objective grade, and a favorable atmosphere in the classroom. For this reason, it is necessary for the teacher to bear in mind these methodological didactic priorities all the time. The teacher should all the time monitor the process of development of didactics and its supporting sciences. In addition, the teacher should be sincere, enthusiastic, and diligent. This is the last condition known as pedagogical

personality. Enthusiasm, charisma, passion are only some of the selected features of the personality of a foreign language teacher.

To sum up, it is vital to underline that the process of foreign language teaching is not only complex, but also long. In order to learn a foreign language effectively one needs a lot of time, numerous repetitions so that the linguistic skills acquired become one's habits. It is not an easy process, but a process that requires satisfying all the enumerated conditions in this section of the paper.

Supervision of the effectiveness of foreign language teaching in the process of reinforcement of the achieved results

Foreign language teaching at the first stage of the primary education has become reality in Poland. The introduction of foreign language teaching to I-III forms in primary schools has provoked lively discussions related to the selected conceptions, methods and techniques of teaching that should be applied or the process of organizing the teaching. A contentious issue appears to be the choice of the method of control and evaluation of students' progress. Although in ordinary language the evaluation is often identified with supervision, these terms denote different things. What is understood by supervision is the control of the progress made by the students, i.e. "whether and to what extent they have acquired the material from the curriculum, what notions, principles, skills were acquired better than other skills,"[9] whereas what is understood as evaluation is the consequence of the supervision in the form of information provided to the student, pertaining to the effects of learning together with assessment. Although each evaluation results from supervision, not all supervision results in an evaluation.

There are three major forms of evaluation in an institutionalized process of teaching and learning that include: oral evaluation, evaluation by means of points and evaluation by means of grades. Following the assumptions of the reform, there is no evaluation in the form of a grade in the early education process, as this has been replaced with an evaluation in the form of a written description. D. Sikora-Banasik argues that "in addition to a diagnostic function, the evaluation in the form of a description plays another important role namely the educational one, because in addition to the exposition of the effects of teaching it allows to observe child's attempts, which guarantees him/ her the feeling of safety and creates the opportunity for learning for the purpose of "acquiring knowledge" and not only for the purpose of "a grade".[10] Thanks to the information included in the description, the pupil commences to acquire knowledge for the sake of knowledge, which creates background for self-control and self-evaluation that are so important for education.

[9] I. Adamek, *Podstawy edukacji wczesnoszkolnej*, Kraków 2000, p.113.

[10] D. Sikora-Banasik, *Wspierające rozwój ucznia - kontrola i ocenianie we wczesnoszkolnym nauczaniu języków obcych*, „Języki obce w szkole" nr 6, 2005, p. 56.

Learning a foreign language enables the pupil to acquire within the scope of the same linguistic skills that s/he reinforces in the system of integrated early education.[11] "The learner does not develop two separate independent ways of communication – s/he rather becomes bilingual and develops her/his intercultural competence. Linguistic and cultural competences within the scope of each of the languages (…) influence and complement each other, creating a general sensitivity and developing her/ his skills. They enable her/ him to enrich her/his personality and develop the abilities to acquire the next languages, they lead to a personality more open to new contacts and cultural experiences".[12]

The evaluation that takes into consideration of the individual capabilities of a child advocates a discerning observation of a student and her/ his activities with particular attention to the willingness to undertake tasks, as well as the time that lapses from the time of receipt of the order to undertake work. Other significant elements of evaluation of an independent undertaking to carry out work (without any indications), independent execution of work and auto-analysis, perseverance, and determination to overcome difficulties and the ability to lead the work to an end and attainment of a result, the speed of child's work in the light of an average pace of work of the students, the appropriateness of the execution of the task "that is to say its compliance with the exemplary model of execution of the work, criteria arising from the taxonomy of the aims and the structure of knowledge in a given field, i.e. the curriculum requirements," due diligence of the execution of work.[13]

As underlined by H. Komorowska, "any endeavors to improve the present system of supervision and control in foreign language teaching from the point of view of objectivity and adequacy, need to take into consideration the need to comply with three basic directions, i.e. the current and periodic supervision".[14]

The current supervision is carried out during the process of teaching. Its aim is to inform the teacher, who is responsible for a particular language group, about the level of acquired knowledge by the students. In many cases such supervision is the basis for giving students grades. This, however, is not the only aspect that seems relevant here, because the supervision of this type plays different and important roles in the process of teaching and learning. One of them is the educational function. When students develop conviction that their skills systematically undergo supervision, they start to prepare themselves to the lesson systematically and fully, they also appear to treat individual work more seriously. Another role is the diagnostic role. When the teacher checks the level of acquiring of particular portions of material, s/he is able to

[11] P. Poszyta, *Historia testowania biegłości językowej a teorie uczenia się języków i metod nauczania*, „Języki obce w szkole" nr 4, 2005, p. 27.

[12] A. Brzezińska, E. Misiorna, *Istota i sens oceniania dziecka w młodszym wieku szkolnym*, Poznań 1998, p. 34.

[13] I. Kopaczyńska, *Ocenianie szkolne wspierające rozwój ucznia*, Kraków 2004, p. 40.

[14] H. Komorowska, *Sprawdzanie umiejętności w nauce języka obcego. Kontrola. Ocena. Testowanie,* Warszawa 2004, p. 12.

assess which parts of it have been acquired better and which worse by both the entire group as well as by the individual students. In other words, the current supervision assures that the teacher is able to make an individual and group diagnosis. The major objective here is not to compare students all the time or create the atmosphere of an unhealthy and tough competition, but to point to the strong and weak points of students' knowledge and skills. The other way of improving of the current system of supervision and evaluation in foreign language teaching is to improve the periodic supervision, which, similarly to the current supervision, may play the educational and diagnostic roles. However, in this type of supervision strong emphasis is laid on the evaluation of the students' skills, giving them grades and classifying them – by means of grades – from the best to the weakest as far as particular skills are concerned. In this context objectivity as the feature of evaluation becomes extremely important and should be adequately emphasized.

The means of supervision and evaluation of the achieved results in foreign language teaching encompass:

a) written works, homework, essays, tests (long and short),

b) spoken language, storytelling, dialogues, description of a person or a thing,

c) ability to use a book: reading, writing a plan, finding grammatical forms, translation for the Polish language into a foreign language and vice versa.

In addition to a permanent supervision of the students, it is important to repeat and reinforce the acquired knowledge. Methods of language teaching are applied to transfer knowledge and teach them the ability to use it. A question arises whether these methods should also be applied to supervise the achieved results. There are no other methods than those that have been addressed, there may only be their different combinations depending on the didactic objective. Therefore, during the process of reinforcement, as well as during the supervision of the results of teaching teachers use methods based on the spoken words, observation and practical activity of students. Repetition is used in the didactic process when the teacher wishes the student to acquire new information and when the teacher is not convinced that a single contact that the students have with the new information is not sufficient.

Reinforcement of the acquired material facilitates acquiring knowledge, skills and habits. It is important to reinforce the material that appears to be difficult to acquire, e.g. words difficult to pronounce that students find not easy to utter. Reinforcement of the material plays a significant role in foreign language teaching and without it, as well as without supervising students' work we may not talk about the effectiveness and permanent knowledge. Reinforcement of the material, however, is also important in order not to forget the material by students, which is very often the case in foreign language learning. All the factors addressed in this section contribute to the effectiveness of teaching and omission of any of them may lead to students not being able to communicate in the foreign language.

Summary

Foreign language teaching is a very complex art. In order to learn the English language effectively and permanently it is vital to satisfy a number of conditions, among other things to select an appropriate method of teaching. It has been proved in numerous studies that the selection of an inadequate method leads to a catastrophe during the lesson and discourages students, who easily get bored.

There are a number of conditions that guarantee effectiveness, which need to be constantly and efficiently satisfied. One of the strongest motivations for students to learn a foreign language is the opportunity to get a job abroad. In addition to that students need to be motivated all the time to work. Especially younger children need to be showered with praise, because being praised increases motivation to further work.

A good teacher should remember about the conditions of effective teaching, as well as should possess theoretical knowledge about the psychology of developmental age of the man. There is not doubt that a foreign language teacher should have a very good command of the foreign language and culture, and meticulous knowledge to conduct a lesson. S/he should guarantee her/his students intensive contact with the foreign language, and stimulate to participation in the exercises. The information presented in this paper indicates that the techniques of foreign teaching to a significant extent affect the process of learning, similarly to the environment in which the teaching and learning of a foreign language takes place.

Funny exercises, positive attitude and kindness shown to the students during the lesson will increase the process of acquisition of a foreign language. All the positive conduct of the teacher toward the students will motivate their interest in the subject being taught. What is important in foreign language teaching is the capability of the "good teacher" to motivate students to study the language in an attractive manner, to motivate them to participate in the lesson, to teach them songs, poems, to make use of the rhythmic predispositions of children, to teach them in situations demanding physical exercises/movement. To offer songs and poems in a foreign language used to beat a certain rhythm appears to be sufficient enough to carry out certain orders.

Abstract

The article is about the determinants of the effectiveness of foreign language teaching over the years. It indicates, among others, historical outline of foreign language teaching methodology to show how it has changed, especially in recent times, as well as various aspects of the specifics of teaching foreign languages. It was also diagnosed, on the basis of literature, the conditions of the effectiveness of foreign language teaching, indicating three kinds of factors: glottodidactic, related to the person of the learner and environmental - that were presented and discussed in this article. The following text also contains information about the control the effectiveness of foreign language teaching. Synthetic summary closes the article.

Keywords: didactis, methodology, philology

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