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Раджапова Д.Д., Худайбергенова Н.К. Основные методы преподавания иностранных языков

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The main methods of teaching foreign languages

Эта статья о методах изучения иностранных языков, особенно английского языка. Поскольку английский сегодня более широко разговорный и письменный, чем любой другой язык никогда не был. Он стал языком планеты, первым по-настоящему глобальный язык

This article is about the learning methods of foreign languages, especially English. Because English today is more widely spoken and written, than any other language has ever been. It has become the language of the planet, the first truly global language

Ключевые слова: поколение, занятость, ассимилировать, аранжировка, фаршированная солнце

Key words: generation, employment, assimilate, arrangement, stuffed sun

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The Natural Method. "Since children learn naturally to speak before they read, oracy (should) precede literacy and that receptive skills precede productive ones. Proponents of the method tended to avoid the use of books in class. Like the child in his home, the student was to be immersed in language and allowed to formulate his own generalizations it consists of a series of monologues by the teacher, interspersed with exchanges of question and answer between instructor and pupil—all in the foreign language. A great deal of pantomime accompanies the talk. With the aid of gesticulation, by attentive listening, and by dint of repetition, the beginner comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words or phrases. The mother tongue is strictly banished".

The Direct Method. "Adult L2 learners can learn a second language in essentially the same manner as a child. Therefore, if possible, the teacher should try to create

a natural learning environment within the classroom. Instead of explicit grammar instruction, the major emphasis is on communicating. Classes are carried out totally in the second language with absolutely no reliance on the first language or on any form of translation. The expectation is that through question and answer dialogues, the second language will gradually be acquired. Problems have arisen with such an approach because adults do not in fact learn exactly like children, and they express the need for explicit instruction in grammar and other aspects of the second language”.

Teaching of receptive skills (listening and reading) rather than teaching of productive skills (speaking and writing) was encouraged as the first step. Contrastive analysis of the native language of the learner with the target language was done. Teachers were required to have a good knowledge of the phonetics of the language they teach, but they would use it to teach pronunciation and not phonetics. This method was indeed an extension of the Natural Method, with greater emphasis on and sophistication of knowledge of linguistics.

The Phonetic Method. This method emphasized “oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving, and seeking to impart a practical mastery of language forms for use in-country; cultural information was also provided. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next would come written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting contexts were to be used in making applications of familiar material. Graded reading would come later. This method demanded “heavy requirements for linguistic expertise on the part of the teachers.”

The Audio-lingual Method. The audio-lingual method in some sense represents a return to the direct method, as its main goal is to develop native-like speaking ability in its learners. It is an extension as well as a refinement of the Direct Method. Translation and reference to L1 are not permitted. Underlying this approach, however, is the notion that “L2 learning should be regarded as a mechanistic process of habit formation. Audio-lingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills or patterns are to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits. Just as the Direct Method was an extension of the Natural Method, so Audiolingualism had its theoretical roots in the Direct Method.” The Audiolingual method used exhaustively the linguistic structures identified in the descriptive analysis of the target language. It resulted in carefully prepared materials. It was skill oriented, with a practical emphasis on orally. “It provided contextualized language practice in true-to-life situations including dialogue. It provided a wide variety of activities to help maintain interest, and it made extensive use of visuals. It arranged for abundant practice, although “the grammar-based Audiolingual approach moved cautiously from supposedly simple to more and more linguistically complex features, often without adequate consideration for what might be needed in everyday situations.”

Some of the things which led to the spread and success of this method in this century include: Greater allotment of time, smaller classes, greater emphasis on oral-

aural practice which led to automatic production of sentences repeated or in the internalization of sentence structures through repetition and inductive generalization, the structural description and gradation of sentence and other linguistic utterances presented to the students for drill, contrastive analysis between the structures of the native and target languages, and careful preparation and presentation of learning materials based on all these.

Grammar-Translation. “This method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language. The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge. Consequently, the role of L1 (that is, mother tongue or native language) is quite prominent”.

Communicative Language Teaching. This approach argues that “merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication. ‘Hey, buddy, you fix my car!’ is grammatically correct but not as effective in most social contexts as ‘Excuse me, sir, I was wondering whether I could have my car fixed today. (Communicative competence) includes having a grammatical knowledge of the system, knowledge of the appropriateness of language use (such as) socio cultural knowledge, paralinguistic (facial and gestural) and proxemic (spatial) knowledge, and sensitivity to the level of language use in certain situations and relationships”.

Total Physical Response Approach. “It takes into consideration the silent period deemed necessary for some L2 learners. During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. These demands eventually become more complex. For example, Walk to the door becomes Stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts”.

Immersion Programs. “Students are instructed in most of their courses and school activities in the second language. Instruction is usually begun in the second language and eventually incorporates the native language. The main objective of any immersion program is that all students acquire a high level of proficiency in oral, listening, and literacy skills. Fundamental to an immersion program is the belief that normal children have the inherent capacity to learn a second language without jeopardizing their native language expertise. Total immersion involves the instruction of all subjects in the second language, including physical education and extracurricular activities. Partial immersion involves instruction in the second language for half the school day and in the native language for the other half”.

Immersion programs have been greatly used in several missionary training programs, and in field studies done in north-eastern India, and the Andaman and Nicobar islands by the students of linguistics.

Список используемых источников:

1. Bowen et al. 1985:21; part of this cited text contains a quotation from the Report of the Committee of the Twelve, 1890.
2. O'Grady et al. 246-275pages, 1993.

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