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Эффективные методы обучению английских звуков

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Effective ways of teaching English sounds

Статья содержит информацию об английских звуках. О том, как обучают учащихся Английскому языку о произношении Английских слов. Так как на Английском языке одна буква читается по разному в этой статье дается информация об некоторых видов обучения чтения Английских звуков

Ключевые слова: методы, техника

The article includes in itself different information about methods of teaching English sounds. In the article there are given some instruction about how to work with young learners in teaching sounds. As you know there are different ways of reading one letter this article reveals several of them

Key words: approach, method and technique

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Teaching sounds to young learners – usually considered to be those between five and seven years of age – can be daunting when you consider the power which you, the teacher, hold to influence the lives of your young students. Children under seven can be a marvel to teach because their minds are like sponges and, as everything is new to this age group, you will have lots of fun with them. You can incorporate and experiment with classroom activities in a way that is not possible with older students, and young learners have an amazing energy that you will rarely find in older children.

The aim of teaching sounds:

- To differentiate vowels and consonants;
- To teach the way of articulation of sounds;
- To help pronounce correctly.

Nowadays there are several types of activities, different songs and games for teaching sounds. They help learners to make a beautiful and correct speech. We know that one of the most important step in learning a foreign language is to study its phonetics.

However, when it comes to teaching phonetics to young learners, many teachers ask the same question: 'How can I teach young learners English sounds when they still

have problems with their L1? In fact, research does suggest that it can be difficult to teach students L2 when L1 is still being learnt and, clearly, there are limitations. Young learners have very young brains so teachers do need to treat this age group very differently, recognising the limits of what can be achieved and what is needed to facilitate as much learning as possible. A simple example is that, even though YLs pick up target language very quickly, they may also forget it with the same speed! Teachers, therefore, not only need to introduce new language and sounds, they need to incorporate a very large amount of recycling and repetition into their lessons. This does not just mean drilling, it means combining the same language in a variety of activities so that the children can encounter it again and again. Another problem is that YLs cannot comprehend abstract ideas. They need practical examples of sounds *in use* to be able to understand and reproduce it. However, despite the limitations, I firmly believe that YLs gain significant benefits from learning English at the youngest possible age. Early exposure to L2 allows them to become comfortable with it, with the result that these students don't perceive the significant differences between L1 and L2 and the possible barriers to learning that older students can sometime feel and experience. Remember that what they remember or forget is not as important as the fact that you are laying the foundations for a lifetime of confident learning.

To gain success with younger age groups is dependent on the classroom teacher and the teaching strategy they adopt. We need to be teaching younger learners about English sounds, but this should be interpreted as meaningful *use* of English sounds. It is probably a complete waste of time trying to teach younger learners about grammar, sentences, structures and possibly even writing, because they still struggle with these things in their L1. The key to success here is exposure to English through teaching language chunks and set phrases by means of activities such as songs, chants, games, dance, etc. One of the way of teaching sounds is with the help of songs and poems.

Songs and chunks are the easiest way for introducing English sounds to learners. Not only do these things provide good exposure to English, but they are also great fun for students.

Another point to note is that the appropriate selection of materials and coursebooks is essential. Books with fictional, fairytale stories and lots of visual content are hugely beneficial as they tend to focus not so much on grammar but on phonics and they place an emphasis on high-frequency words. Once YLs have mastered a few high-frequency English words, their learning will proceed at an accelerated pace as they can then build upon this knowledge. Teaching YLs should be about, more about critical thinking, developing confidence (through drilling, repetition and pronunciation activities) and working on the basic skills needed for future language development.

The point is that we should use English and phonetics to teach other things: rhymes, art, simple tasks, or even the motor skills needed to cut out shapes and glue them onto card, etc. Done largely in English, this will increase the YLs' exposure to the language. They will find classes fun and, very importantly, they will not be inhibited or frightened by L2. There is little probability that younger learners can be taught to read and write in L2 when this hasn't yet been achieved in L1, but exposure to L2 in other ways is critical. You, the teacher, are very often the only opportunity for YLs to hear

and feel the language and this is why it is paramount that the English class is maintained in English, without L1 intervention. Jumping between one language and another will undoubtedly confuse the children, so I recommend that you concentrate on fun activities which involve other skills, using English throughout the lesson. If the students do not have a particular skill in their L1, then look for teaching strategies to circumvent this, remain focused on plenty of repetition, lots of engaging activities to develop chunking, and boost their general confidence in using English. Pronunciation activities will significantly build the YLs confidence for future learning, which, after all, is the main objective of teaching this age group.

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