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WHAT TO TEACH: TOPICS AND SITUATIONS

Шет тілін оқыту презентация-бекіту-нәтиже парадигмасына негізделуі мүмкін. Сөздік, сөйлеу, грамматикамен қоса топик, ситуация, түсінік сияқты аса «коммуникативті» категорияларды қолдану өте тиімді болады.

The process of teaching a foreign language is a complex one. It has to be broken down into components for purposes of study. They are presenting and explaining new material, providing practice and testing. It is the 'presentation – practice – production' paradigm.

Scientists have broken language down into three main components: the phonology, or sound system; the lexis, the words and phrases which express concepts; the structure, or the way words or bits of words are strung together to make acceptable sentences or phrases. Language teachers define these as pronunciation, vocabulary and grammar. But there is another type of language 'segment' which is also important. It may be called 'holistic': language used in a convinced context to communicate meanings. Such segments may contain the language used to express a certain topic, or a certain situation. These segments, or categories, are more 'communicative'.

New topics and situations need to be presented in the same way as new language items or texts. What happens in an effective presentation? Attention – the learners are alert, focusing their attention on the teacher or the material to be learnt. Perception – the learners see the target material clearly. Comprehension – they understand the meaning of the material being introduced and its connection with other things. Short – term memory – the students need to take the material into short – term memory: to remember it to unite learning. Some students remember better if the material is seen, others if it is heard, yet others if it is associated with physical movement – visual, aural and kinesthetic input.

The presentation of topics and situations may be approached from different directions:

1. Take the topic or situation, do a task based on it, eliciting from the students any necessary new words.

2. Introduce the new language, and through it approach the topic or situation.

3. Go straight into a text, using it both to teach new vocabulary and to explore the relevant topic.

Here are some practical techniques for presentation:

- write the name of the topic in the middle of the board and invite the class to brainstorm all the associated words;
- describe a communicative situation and characters and invite the students to suggest orally what the characters will say;
- write the name of the topic on the board and ask the learners what they know about it or what they would like to know;
- give the title of a text and invite the class to write down sentences or expressions they expect will arise within it;
- define briefly the opening event and characters in a communicative situation and ask the students to imagine what will happen next.

A language course may be based on pronunciation, vocabulary and grammar, or on the more 'communicative' categories of topic and situation. But the most effective teaching and learning result from a combination of them all, in a systematic but flexible programmer in which topics and situations provide a context for the teaching of new lexis.