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MODERN SECOND-LANGUAGE METHODS AND APPROACHES

Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor.

Second language learners vary greatly in their acquisition of the new language. There are several predictable stages that have been identified as the learner progresses towards language proficiency. Krashen and Terrell discuss three: comprehension, early production, and extending production [1]. "Extending production" actually leads to what others have described as "intermediate" and "advanced" stages of development. These two stages can be presented as "early intermediate" and "intermediate" and "early advanced" and "advanced". There is little argument that second language learners proceed from a relatively silent period that may last several months, through a period of limited production of the new language (although their receptive language may already reflect greater proficiency their expressive language), and periods of production and comprehension of increasingly complex grammar and vocabulary. Every student is an individual as he/she progresses through the continuum of development.

TEFL teachers define four general orientations among modern second-language methods and approaches:

1. Structural / Linguistic – based on beliefs about the structure of language and descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a

predetermined sequence. Often involves much meta-linguistic content or "learning about the language" in order to learn the language.

2. Cognitive – based on theories of learning applied specifically to second language learning. Focus is on the learning strategies that are compatible with the learners own style. L2 content is selected according to concepts and techniques that facilitate generalizations about the language, memorization and "competence" leading to "performance".

3. Affective / Interpersonal – based on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. Emphasizes interaction among and between teacher and students and the atmosphere of the learning situation as well as students' motivation for learning. Based on concepts adapted from counseling and social psychology.

4. Functional / Communicative – based on theories of language acquisition, often referred to as the "natural" approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. Instruction is concerned with the input students receive, comprehension of the "message" of language and student involvement at the students' level of competence.

Literature

1. English as a Second Language. – Режим доступу : https://www.sedl.org/tft/ Training.../ ESL.doc

2. Theoretical Orientations to L2 Methods & Approaches. – Режим доступу : http://moramodules. com/ALMMethods.htm