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“INTERLANGUAGE” KONSEPSIYASINING KOMMUNIKATIV METOD SHAKLLANISHIDAGI O‘RNI

Аннотация

Maqolada “interlanguage” konsepsiyasi tahlil qilinib, uning chet tilini o‘rganish jarayonida EFL talabalari duch keladigan muammolarini asoslovchi ahamiyati o‘rganildi. “Interlanguage” konsepsiyasining chet tilini o‘qitish metodlaridan bo‘lgankommunikativ metodning paydo bo‘lishida tutgan o‘rni tahlil qilinib, xulosa chiqarildi.

Kalit so‘zlar: Interlanguage, o‘rganuvchi mustaqil tili, nutqni rivojlantirish, kommunikativ metod, multicompetence.

РОЛЬ КОНЦЕПЦИИ «INTERLANGUAGE» В ФОРМИРОВАНИИ КОММУНИКАТИВНОГО МЕТОДА

Аннотация

В статье анализируется понятие «interlanguage», а также изучается его значение как основа проблем, с которыми сталкиваются студенты EFL в процессе изучения иностранного языка. Проанализирована роль понятия «interlanguage» в возникновении коммуникативного метода, который является одним из методов обучения иностранному языку, и сделан вывод.

Ключевые слова: Самостоятельная речь обучающегося, interlanguage, речевое развитие, коммуникативный метод, мультикомпетенция.

THE ROLE OF THE INTERLANGUAGE CONCEPT IN THE FORMATION OF THE COMMUNICATIVE METHOD

Annotation

The concept of "interlanguage" is analyzed in the article, and its importance is studied as a basis for the problems faced by EFL students in the process of learning a foreign language. The role of the concept of "interlanguage" in the emergence of the communicative method, which is one of the foreign language teaching methods, was analyzed and a conclusion was drawn.

Key words: Interlanguage, learner's independent language, speech development, communicative method, multicompetence.

Introduction. The methodology of teaching foreign languages faced dramatic changes in the last century. Language learning and teaching styles changed, developed, integrated, rejected and so on. The concept of language learner's independent language that is, interlanguage had a great impact on that process. Second language learning includes a gradual advancement from the learner's first language towards the target language. During learning process, the language learner naturally develops an intermediate language between their L1 and L2. The concept of the learner's own system liberated the classroom and in part paved the way for the communicative language teaching methods of the 1970s and 1980s, and the task-based learning of the 1990s. In audio-lingual and grammar-translation methods, a grammar mistake was considered serious problem, in contrast, interlanguage liberated learning process. Since the interlanguage concept was first introduced, it has become a major subject in the field of second language learning process.

Literature review. According to the UNESCO Institute for Statistics, first language [L1] is acquired during childhood within the home environment, also known as the mother tongue or native language[10]. On the other hand, second language [L2] refers to the second or foreign language that is being studied [6] or a societally dominant language that plays essential roles in education, employment, and other communication purposes [7]. Concerning the use of L1 in L2 learning, there are two major approaches: monolingual and bilingual. The monolingual approach highlights the importance of providing maximum exposure to the target language [TL], and avoiding L1 altogether or restricting its use in teaching [9.77-97]. The supporters of this principle believe that L1 could interfere with the process of learning L2 [2.943-962]. Although the traditional method of teaching L2 has prioritized the monolingual approach, there is a growing interest in the use of L1 in the classroom as a result of recent pedagogical research [4.109]. Using L1 in the L2 classroom has been proposed as a pedagogy that can offer positive

results to counter monolingual assumptions about the negative effect of the language [3].

Research methodology. One view of L2 learning sees its crucial element as the transfer of aspects of the first language to the second language. The first language helps learners when it has elements in common with the second language and hinders them when they differ. But the importance of such transfer has to be looked at with an open mind. Various aspects of L2 learning need to be investigated before it can be decided how and when the first language is involved in the learning of the second. Though transfer from the first language indeed turns out to be important, often in unexpected ways, its role needs to be established through properly balanced research rather than the first language taking the blame for everything that goes wrong in learning a second. Historically, the communicative style relates to the idea of interlanguage described above. Teachers should respect the developing language systems of the students rather than see them as defective. Indeed, the major impact of SLA research on language teaching so far may have been the independent language assumption described above, which liberates the teacher from contrived Grammatical progressions and allows them to desist from correcting all the student's mistakes: learners need the freedom to construct language for themselves, even if this means making 'mistakes'. So the favored techniques change the teacher's role to that of organizer and provider, rather than director and controller. The teacher sets up the task or the information gap exercise and then lets the students get on with it, providing help but not control. The students do not have to produce near-native sentences; it no longer matters if something the student says differs from what natives might say.

Analysis and results. Language learning in this style is the same as language using. Information gap exercises and role-play techniques imitate what happens in the world outside the classroom in a controlled form, rather than being special activities peculiar to language learning. Later on, students will be asking the way or dealing with officials in a foreign language environment

just as they are pretending to do in the classroom. Learning language means practicing communication within the four walls of the classroom. You learn to talk to people by actually talking to

them: L2 learning arises from meaningful use in the classroom. Language learners' 'interlanguage', as Larry Selinker [8.31] described.

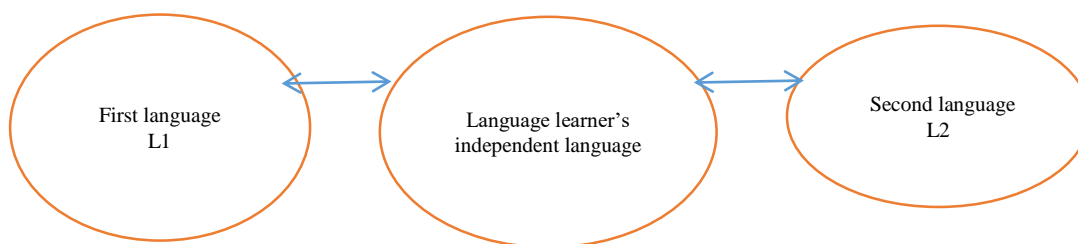


Figure 1.1 The learner's independent language [interlanguage]. [According to Larry Selinker]

The interlanguage concept had a major impact on teaching techniques in the 1970s. Teaching methods that used drills and grammatical explanations had insisted on the seriousness of the students' mistakes. A mistake in an audio-lingual drill meant the student had not properly learnt the 'habit' of speaking; a mistake in a grammatical exercise meant the student had not understood the rule. The concept of the learner's own system liberated the classroom and in part paved the way for the communicative language teaching methods of the 1970s and 1980s, and the task-based learning of the 1990s. On the one hand, we have the user's knowledge of their first language; on the other, their interlanguage in the second language. But these languages coexist in the same mind; one person knows both. It is needed to name the overall knowledge that combines both the first language and the L2 interlanguage, namely multi-competence [1] – the

knowledge of two languages in the same mind. Learners' sentences reflect their temporary language systems rather than their imperfect grasp of the target language. If a student makes a 'mistake', it is not the fault of the teacher or the materials or even of the student, but an inevitable and natural part of the learning process. According to Vivian Cook, "Language is at the center of human life". But these languages coexist in the same mind; one person knows both. So he called this overall knowledge that combines both the first language and the second language as "multicompetence" [1.15]. The lack of this concept has meant Second Language Acquisition research has still treated the two languages separately rather than as different facets of the same person. This concepts impacted communicative method of language teaching in a positive way.

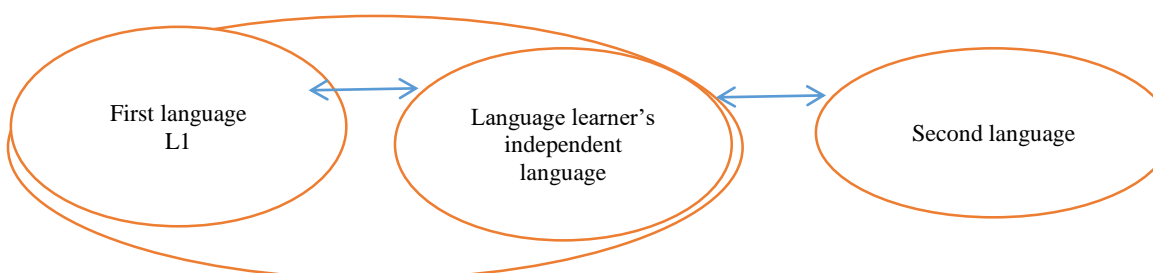


Figure 1.2. Multicompetence[1].

Teachers could now use teaching activities in which students talked to each other rather than to the teacher, because the students did not need the teacher's vigilant eye to spot what they were doing wrong. Their mistakes were minor irritants rather than major hazards. They could now work in pairs or groups, as the teacher did not have to supervise the students' speech continuously to pinpoint their mistakes. The communicative style does not hold a view about L2 learning as such, but maintains that it happens automatically, provided the student interacts with other people in the proper way. Many of its techniques carry on the audio-lingual style's preoccupations with active practice and with spoken language. Communicative tasks belong in the historical tradition of the exploitation phase of the audio-lingual style, in which the students use the language actively for themselves; they have now been developed into a style of their own, task-based learning [TBL], as seen below. The main difference is that in communicative teaching there is no previous phase in which the students are learning dialogues and drills in a highly controlled fashion. Like the audio-lingual style, communicative teaching often resembles behaviorist views of learning. The main difference between the audio-lingual style and the communicative style is the latter's emphasis on spontaneous production and comprehension. The style is potentially limited to certain types of student. For instance, it might benefit field-independent students rather than field-dependent students, extroverts rather than introverts, and less academic students. The audio-lingual style, with its authoritarian teacher controlling every move the students makes, fits more with cultures that are 'collectivist', to use Hofstede's term, say, in Japan; the communicative style, with the

teacher setting up and organizing activities, goes more with cultures that are 'individualistic', say, in Australia.

The communicative teaching style covers only some of the relevant aspects of L2 learning, however desirable they may be in themselves. For example, it has no techniques of its own for teaching pronunciation or vocabulary, little connection with speech processing or memory and little recognition of the possibilities available to the learner through their first language. Pair work and group work among students with the same first language, for example, often lead to frequent codeswitching between the first and the second language, perhaps something to be developed systematically rather than seen as undesirable. The communicative style uses grammar, it often relies on a structuralist grammar reminiscent of audio-lingualism, for instance in the substitution tables found in many communicative course books, to be discussed below. In general, communicative language teaching has sophisticated ideas of what students need to learn, which have undoubtedly freed the classroom from the rigors of the academic and audio-lingual styles. It is hard, however, to pin it down in a set of axioms in the way that Wilga Rivers could do for audio-lingual teaching. Their preparation time also goes up as they have to devise roles for the students to play, collect pictures for information gap games, or invent ingenious tasks for them to do. Over time, at least three variants of the communicative style emerged, which we shall call here 'social communicative', 'information communicative' and 'task-based learning'. A conversation requires someone to talk to [social], something to talk about [information], and a reason for talking [task].

Conclusion and recommendations. Learning a second language is considered as the transfer of aspects of the first language to the second language. The first language helps learners when it has elements in common with the second language and hinders them when they differ. Foreign speakers may leave out the subject of the sentence when speaking English, saying 'Is raining' rather than 'It is raining', while other speakers do not. Nor is it usually difficult to decide from accent alone whether a foreigner speaking English comes from France, China or

Uzbekistan. Interlanguage, by far the strongest amongst the second language learning theories. Although vague in many points, it has been able to provide significant suggestions for the theories of second language learning. No matter from where the speaker is, the interlanguage is shaped in the minds of the learners, independently from their mother tongue and foreign language, that clarifies unconscious mistakes that should not be considered a serious problem.

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