TEACHING ENGLISH AS A FOREIGN LANGUAGE: MAKING USE OF SPONTANEOUS LANGUAGE

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Abstract: Current article is devoted to the problems of teaching methods of English as a foreign languages. In this article we look through different methods in this field. Methods of foreign language teaching and its relation to other sciences. Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in school and other educational institutions. Teaching a foreign language means first and foremost the formation and development of students' habits and skills in listening, speaking, writing, and reading.

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The origin of dynamic assessment can be traced back to intelligence test a century ago. In 1905, Alfred Binet and his colleagues published the world's first scale on children's intelligence level tests. But soon he realized that intelligence tests should not only look at the results, but also assess children's cognitive processes and learning processes (Haywood&Tzuriel, 2002). Although he was enthusiastic about the idea at the time, he never made a viable solution. The biggest problem on intelligence test is that it only reflects the results of individual development statically. In the 1950s, Piaget's perspective on children's cognitive development and the process of intellectual assessment provided theoretical preparation for dynamic assessment. What really promoted the development of dynamic assessment was the socio-cultural theory proposed by Vygotsky. Vygotsky's socio-cultural theory highlighted social, culturaland historical influence on children's psychological development, and he also innovatively proposed the concept of "mediation", "scaffolding" and "zone of proximal development". These concepts have had an important impact on the development of dynamic evaluation, the most influential of which is the concept of "zone of proximal development". Zone of proximal

development refers to the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more able peers (Vygotsky, 1978 :86). Vygotsky emphasized that children's response from the help of an adult or a partner can be used to understand the cognitive energy of children because it provides an insight into child's future development, that is, what children can do now with help, What can be done on his own in the future.

Methods foreign language teaching has a definite relation to Physiology of the higher nervous system. Pavlov's theories of "conditioned reflexes", of the "second signaling system" and of "dynamic stereotype" are examples. Each of these interrelated theories bears a direct relation to the teaching of a foreign language. According to Pavlov habits are conditioned reflexes and a conditioned reflex is an action performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. If we thoroughly study the theory of conditioned reflexes we shall see that it explains and confirms the necessity for frequent repetitions and revision of material students study as one of the means of inculcation habits. Pavlov showed that man's higher nervous activities –speaking and thinking –are the functions of a special system of organic structures within the nervous system. This system is developed only in men. It enables the brain to respond to inner stimuli as it responds to outer stimuli or signals perceived through the sense organs. Pavlov named this the second "signaling system". Consequently one of the forms of human behavior is language behavior, i.e., speech response to different communication situations. Pavlov's theory of "dynamic stereotype" also furnishes the Physiological base for many important principles of language teaching, e.g. for the topical vocabulary arrangement. Methods of foreign language teaching is most closely related to linguistics, since linguistics deals with the problems which are of paramount importance to methods with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary, and many others. Methods successfully use, for example, the results of linguistic material for teaching. It is known that structural linguistics has had a great impact on language teaching. Teaching materials have been prepared by linguistic and methodologists of the structural schools. Many prominent linguists have not only developed theory of linguistics, but tried to apply it to language teaching, The following quotation may serve as a proof of this: "It has occurred to the linguist as well as to the Psychologist that the foreign language classroom should be an excellent laboratory in which to test new theories of language acquisition". Language consists of four modalities –listening, reading, writing and speaking. They are interrelated. Learners increase their ability to listen, speak, read & write by

becoming involved with language. Among language teacher these modalities are known as the four "skills". The term "skill" simply means ability of expertness.Judging the roles of the four skills we may say that listening is that component of language with which every living being begins the learning process and we depend on throughout our life.Listening is important in 2nd language pedagogy as one of the methods by which humans attempt to make sense of the surrounding world. An experienced school teacher defines listening as one of the learning "subjects" not only in middle schools but, probably in our society as well1. Another specialist asserts "that listening skills can and should be taught" Listening status as a separate subject has gradually given teachers the opportunity to focus on particular activities in all language components, i.e. be able to produce a FL sounds and prosodic units in phonetics &phonology, develop a whole vocabulary of a text, establish sentence patterns and follow directions –all essential for developing speaking, reading and writing. Be allowing us to hear and interprete environmental sounds listening ser ves as an aural vehicle for comprehension development3.To our mind there must be lessons in listening need to involve students as active listeners: for example, discussing a book the have readm plays, films and art shows they have seen-give the learners a purpose for listening . A dynamic-usage based approach is a blend of Dynamic System Theory (DST) as it applies to language development in the field of applied linguistics, and usage-based theory in theoretical linguistics, mainly as proposed by Langacker (2000).After a short discussion of DST, the connection with a usage-based approach willbe explained.In applied linguistics, language has recently come to be seen as a dynamic system and language development as a dynamic process (cf.Larsen-Freeman, 1997; de Bot, Lowie, and Verspoor, 2005). In de Bot et al (2005), DST is argued to be in line with sociocultural theory, in that development or learning should be seen as emergent: individuals change and transform through interaction with their social and material environments. Language, both at the social and indivi-dual level, is a dynamic system because all of its subsystems that have to do with form and meaning continually interact with each other over time. Therefore, at the individuallevel, learning in general and learning a language specifically are dynamic processes.

Considering this view, it may be better to replace the concept of input with that of processing and see processing as acquiring or learning. In the past, applied linguistis tended to think about input in language development in terms of a one-way stream of information from the outside to the inside of a system that it is in itself stable and not influenced by the fact that is in interaction with other systems, be they cognitive or social. But, nowadays, teachers should pay attention to the methods and bring real – life lessons which is considered productive way of teaching.

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