

# ตอบปัญหาจากผู้อ่าน

ควบคุมโดย ดวงตา ลักขณะประสิทธิ์

ในฉบับนี้ฉันได้เรียนเชิญอาจารย์ Maurice Broughton มาตอบปัญหาของคุณวีระ สมาชิกประจำของภาษาปริทัศน์ หวังว่าคำตอบของอาจารย์ Maurice ซึ่งเป็นผู้เชี่ยวชาญทางด้านการสอนภาษาจากประเทศอังกฤษ คงจะคลายข้อข้องใจของคุณวีระ ได้นะคะ

## ถาม

ปัจจุบันบทบาทของภาษาที่หนึ่งมีมากขึ้นในการเรียนการสอนภาษาต่างประเทศ ส่วนมากผู้สอนมักจะยึดแนวแปลเป็นหลัก ผมอยากทราบว่า จะมีวิธีอื่นใดอีกบ้างที่เราจะนำภาษาที่หนึ่งมาช่วยการสอนภาษาต่างประเทศ และการใช้ภาษาที่หนึ่งช่วยในการเรียนการสอนนี้เหมาะกับทักษะใด

วีระ

## ตอบ

I think that role of the first language in second language teaching and learning has always been important. Different approaches to language teaching have taken this into account to a greater or lesser degree, the two extremes being the grammar translation approach in which all aspects of the second language are considered in relation to the learner's first language, and the various applications of the Direct Method in which the learner's first language is ignored completely and any element of comparison with the second or target language is actively discouraged.

However, as far as the learner himself is concerned, whatever approach might be taken in teaching, his own learning strategies involve the utilisation of the first language, unless he is so young (up to say, 10 years old) that he hasn't developed a degree of linguistic awareness to enable him to make comparisons and recognise distinctions between the two linguistic systems that he is dealing with.

For the vast majority of students in Thailand, however, learning a second language at school and university involves an academic rather than a specifically practical or utilitarian approach, and in such a learning context a conscious consideration of the differences between the first and second language is likely to be an extremely important basis for learning.

The question is, in what areas of language teaching can this awareness of linguistic differences be drawn upon to promote more effective learning?

In my opinion, an analysis of differences between the student's first language and second language is as important in spoken language as in written language. What the teacher should attempt to do is to draw on the first language in explaining difficulties and mistakes that occur in the production or comprehension of the second language. That is to say that it is necessary to draw a distinction between the practice that the learner has in speaking, writing and comprehending the second language, and understanding how the language system works or, if in fact it is not working effectively in the practice exercises, that is, if a lot of mistakes are being made, then why they are being made. This involves understanding the main differences between both languages at the phonological, syntactic, semantic and pragmatic levels.

To give a specific example: if when practicing a spoken dialogue students produce the form /fInlʃ/ when /fInlʃt/ is required, the teacher can use the first language to explain the nature of the difficulty—the fact that final plosives are not released in Thai but are released in English. This does not require a profound knowledge of linguistics, nor indeed the use of the metalanguage of linguistics, which should rather be avoided since it would only serve to confuse the learner. A number of examples and a simple analysis of the specific difference is all that is needed to make the student aware of the nature of the problem and the reasons for it.

Of course this does not mean that after such an explanation the learner will be able to produce the desired form /fInlʃt/ without any difficulty; but at least he will understand what he is supposed to be producing and why he is finding it difficult or not succeeding. Additional practice is always needed to follow up the explanation.

The use of the first language in this way as part of an approach to the teaching of a second language will provide the learner with an awareness of his difficulties, which should be a basis for him to develop strategies to overcome them.

ตอบปัญหาโดย Maurice M. Broughton