

worrying and crossing out, and focusing on mechanics of writing while doing the first draft.

Conclusion

The main reason for preparing this article lies in the fact that there are a number of parameters which appear to hinder or reinforce the process of learning. These parameters are said to be more individual and related to the personal characteristics of the learners. These factors have been fossilized in the learner's brain and converted to the form of habits.

Those habits that hinder the learning process are known as inappropriate habits and those which facilitate the learning process are known as appropriate ones. This article was an attempt to recount the most important habits related to any of four skills: listening, reading, speaking and writing. In the writer's opinion, a thorough knowledge of these habits certainly has great pedagogical implications. Hereby, the teachers are highly recommended to pay attentions to them and regard this article as a useful guideline in implementing the teaching activities in the classroom.

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processing for communication to occur (1988).

Appropriate Habits

The enhancing habits are making predictions based on the title of the passage; making interpretations based on the world knowledge; recreating the writer's message as much and as well as possible (Paulston 76); using contextual clues in order to guess, predict and check; interacting with the passage in a productive fashion; being confident in one's ability to overcome partial lapses of understanding (Rivers, 1968); regarding the reading as a pleasurable activity; linking ideas to paraphrase or summarize; learning to deal with material over which one has no control; tolerating ambiguities; reading and expecting the material to be meaningful; skipping unnecessary unknown words; identifying structural clues helpful for comprehension; monitoring and resolving blocks to comprehension; generating before and after questions as one reads; using illustrations and marginal notes; reading what one needs and wants; evaluating one's own comprehension while reading (Paulston, 76); improving one's own reading speed through the timed practice; making shortcuts, and continuing reading until the writer's intention is understood (Chastain, 1988).

Inappropriate Habits

The impeding habits for reading are thumbing through the dictionary while reading; interpreting the concepts into one's own language; dwelling on isolated words that are unnecessary for comprehension; becoming lost in grammar; feeling frustrated in trying to arrive at meanings; subvocalizing or having constant lip movements; moving

one's head while tracing the lines; having poor concentrations; backtracking excessively (Chastain, 1988), and rushing to reading materials beyond one's capability (Celce-Murcia, 1992).

D. WRITING

Writing a language comprehensively is much more different than speaking it (Chastain, 1988). Writing requires a deeper knowledge of the grammar system than the receptive skills and perhaps even more than speaking. For many students writing is an important means of learning a language, although it is a way to communicate a message.

Appropriate Habits

The suitable habits are clothing one's thoughts in simple language which is within one's command; reproducing the sentences one has read or heard; creating a positive affective feedback to stimulate and maintain motivation to continue writing (Paulston, 76); writing in order to communicate; learning what and how to write in one's own mother tongue; involving authentic purposes and duplicating them in the real world; learning the structure and mechanics of writing; insisting on influencing the reader; trying to arouse the reader's interests; tolerating the incubation period (Nunan, 1999); beginning with free writing; being interested in writing assignments; concentrating on the writing style; reviewing and revising the first drafts, and taking the writing task seriously (Chastain, 1988).

Inappropriate Habits

The unsuitable habits in this respect are interpreting one's own thoughts in mother tongue (Chastain, 1988); hesitating and blocking one's own ideas; wondering,

takes the raw material consisting of sounds and creates a significance. This is why Rivers advocates that learning a new language should begin with a prolonged period of listening before the learner is required to speak (1968).

Appropriate Habits

These types of habits are numerated as, lowering the anxieties; being aware of the purpose of the task; establishing the context through predictions; focusing on meaning rather than form; activating the relevant background; paying attention to feedbacks; coping with unfamiliar situations (Paulston, 76); developing a tolerance for ambiguities and uncertainties; listening to authentic material, and not expecting too much.

Inappropriate Habits

It is generally believed that inappropriate habits are dealing with exercises beyond one's abilities; feeling insecure or unable to finish the task; overloading the mind by focusing on details or complexities; depending on the scripts, teacher or any other aids (Paulston, 76); being afraid of facing unfamiliar contexts; getting impatient in inferences, inductions, etc., having poor concentration; believing that functional comprehension should be acquired overnight; believing that listening comprehension is an all or nothing process (Chastain, 1988), and showing resistance when getting confused.

B. SPEAKING

Speaking plays a vital role in learning to use a language to communicate. Speaking is the manifestation of the speaker's competence (Chastain, 1988). Nevertheless, this performance does not follow the

competence automatically.

The learners are required to improve comprehending oral and written messages before they can produce them themselves. Speaking a language involves more than simply knowing the linguistic components of the message (Paulston, 76).

Appropriate Habits:

The useful habits in this care are improving one's self confidence; volunteering in opening discussions; exposing oneself to communicative activities; not hesitating in what to say; extending or relating pieces of information to larger concepts; brainstorming to create newer ideas and to generate questions; predicting the oncoming sentences; avoiding mechanical responses; being lively and enthusiastic, and using appropriate intonations, gestures or facial expressions (Bygnate, 1987).

Inappropriate Habits:

They are feeling inefficient or ineffective; feeling inferior while talking to others; being introvert and shy; being afraid of making mistakes (Paulston, 76); relying on others to finish the task; interpreting the concepts into one's mother tongue; being passive and indifferent; being covert, and insisting on the use of flowery or euphemistic language (Nunan, 1999).

C. READING COMPREHENSION

Chastain believes that through reading comprehension, the reader tries to recreate to the extent possible the writer's message. It is sometimes erroneously called a passive skill because the reader does not produce messages in the same way as a writer. It nevertheless, requires active mental

Language proficiency can be defined in terms of accuracy and fluency, if a learner has mastered a language successfully, that means he or she can understand and produce it both accurately (correctly), and fluently (receiving and conveying a message with ease). Thus, according to Ur in planning a unit of teaching, it is useful to separate the two aspects, and define clearly the learning objective at any given point in a lesson (1996). When the objective is accuracy, teacher and learners are chiefly concerned with "getting the language right", i.e. forming correct sounds, words, and sentences. When it is fluency, then they are concentrating on the message: i.e., communicating or receiving the content.

In teaching the four skills, the emphasis will usually be firmly on fluency. What can be emphasized is the development of learners' facility in receiving and conveying messages, with a corresponding lowering of emphasis on accuracy. Where listening or reading texts are used in course books for accuracy, it will be found that they are in fact being used to teach grammar or vocabulary, not listening or reading communication as such. Note that this is necessarily a bad thing! (Ur, 96). But it is important for the teacher to know what is in fact being learned in any specific language task.

Communication involves active conversion process of two basic types:

1) to produce a message, the language user uses world knowledge and language knowledge in order to convert thoughts to language, and

2) to receive a message, the person uses the same kinds of knowledge in order to convert language to thoughts. In other words, the term communication implies a minimum of two people; one to create a meaningful

message and another to recreate the message. Chastain' in some occasion, believes that skills in a language are either receptive or productive. In listening or reading comprehension we receive a message while in speaking or writing we produce the message. Receptive skills usually precede the productive ones in the language learning process (1989).

Different language learners seem to show different levels of progress in learning a language. Even people with very similar past experiences learn languages with various degrees of proficiency. There seems to be parameters beyond the learners' backgrounds which, in turn, determine distinctions in the learning process. Some personal characteristics like introversion, extroversion, field dependency, etc., may have negative or positive influence in the learning process (Chastain, 1988). In this report, they are referred to as inappropriate and appropriate habits respectively. The writer, here, tries to recount the most important features of such habits and their pedagogical implications.

As we learn swimming through swimming, driving through driving, language skills are also learned and mastered most efficiently through practice. A better conclusion may be achieved if the following appropriate habits are encouraged and the inappropriate ones are avoided. Of course, each skill is briefly introduced in the beginning, then the corresponding habits are listed.

A. LISTENING COMPREHENSION

The ability to comprehend a language plays an essential role in learning and using it. It was thought to be a passive skill; on the contrary it is a creative skill, since a listener

APPROPRIATE AND INAPPROPRIATE HABITS IN MASTERING LANGUAGE SKILLS

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چکیده فارسی :

منظور از مقاله حاضر این است که توجه مربیان آموزش زبان را به اهمیت نحوه تدریس مهارتهای زبانی و این که تأکید بر کدام جنبه باشد، روانی کلام یا دقت در کلام، جلب نماید و زبان آموزان را با عوامل تسهیل کننده و بازدارنده در فرایند یادگیریشان آشنا سازد.

در واقع در هر موقعیت ارتباطی از سویی پیامی تولید و ارسال می شود و سوی دیگر آن را دریافت و بازآفرینی می نماید. بنابراین می توان مهارتهای زبانی را تحت عناوین دریافتی (شنیداری و خواندنی) ویا ارسالی (گفتاری و نوشتاری) طبقه بندی کرد. فراگیری زبان معمولاً با مهارتهای دریافتی آغاز می شود.

در فرایند یادگیری، متغیرهای مختلفی بر فراگیری مهارتهای زبانی اثر می گذارند، مانند خصوصیات فردی از قبیل برونگرایی یا درونگرایی، دانش و تجربه قبلی وی و غیره. در این مقاله نگارنده به عاداتی که از پیش در فراگیرنده زبان شکل گرفته و تقویت شده توجه دارد و تلاش می کند فراگیران را به سوی تحکیم باورهای تسهیل دهنده و تضعیف باورهای بازدارنده سوق دهد. به عنوان مثال در فراگیری مهارت شنیداری، فراگیر به جای تأکید بر تک تک کلمات و یا جملات باید به محتوا، متن و موقعیت کلام بپردازد یا در مهارت گفتاری باید ایجاد تمرکز، اعتماد بنفس و تحمل را بر اندیشیدن به زبان مادری و ترجمه و تعبیر معانی به زبان خارجی ترجیح دهد. یا در مهارت خواندن از مراجعه مکرر به فرهنگ لغت بپرهیزد و خود را به حدس زدن معنی واژگان جدید ترغیب نماید. و در نهایت در مهارت نوشتاری به جای این که ابتدا بر آداب و اصول صوری نگارش تأکید کند به محتوای متن توجه بیشتری معطوف دارد.

کلیدواژگان: مهارت های شنیداری، گفتاری، نوشتاری و خواندنی؛ روانی در برابر دقت، دریافتی در برابر ارسالی، عوامل

تسهیل کننده در برابر بازدارنده

Abstract

The writer of this article intends to focus the language teachers' attention on the importance of the methodology of teaching language skills. In other words he has tried to highlight the facilitating and hindering parameters in the process of mastering language skills.

Language skills are classified as receptive (listening and reading comprehension) or productive (speaking and writing). It is recommended firstly the receptive skills precede productive ones. Secondly, language skills be taught integratively. i.e. there should be a close interrelationship between or among them. Thirdly, the learner's involvement be guaranteed, that is the more the learner challenges in practicing the skills, the more efficiently s/he masters. Therefore, the mottoes will be listening through listening, speaking through speaking, reading through reading, and writing through writing.

At the end mastering the skills happens gradually, so the teachers and the learners should not expect too much: i.e., this cannot be expected to be overcome over-night. Finally, high tolerance and self-confidence are essential requirements to be encouraged in the learners' side.

Key Words : listening, speaking, reading and writing skills; fluency vs accuracy; receptive vs production; appropriate vs inappropriate habits; encourage, discourage