INTERNATIONAL JOURNAL OF
# WORLD LANGUAGES

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# International Journal of World Languages

# Volume 1, No. 2, June 2021

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## TEACHING A FOREIGN LANGUAGE USING FOREIGN EXPERIENCE

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*Abstract: learning another language allows the teacher to have empathy for his/her students as they understand the difficulties that come with language learning. Learning a new language is extremely difficult and requires a lot of time and effort. For example, if the teacher understands how hard memorizing vocabulary is, they will have a better idea of how many terms to include on exams so the students don't feel overwhelmed. They also learn different language study skills and can recommend methods that work (such as Quizlet, reading authentic materials, and keeping a daily language journal). By having empathy for the students, the teacher better understands how the students feel and can communicate their understanding via their lessons.*

*Key words: approach, authentic materials, language, methodology, skills, learn, experiences.*

The goal of the methodology is to enhance the process of teaching English by empowering and helping teachers to work professionally. Learning involves continually reviewing one's own work, the experiences of other teachers, and finding new ways to improve learning.

When teaching a foreign language, the teacher must think about the specific qualities offered to the students of a particular mother tongue. This means that the methodology of teaching English must take into account the problems associated with the English language for the students who will be studying. The methodology of teaching English is associated with a number of difficult tasks or problems:

1.What to Learn? This means that the amount of knowledge, abilities and skills that students must acquire in the process of learning a language.

2. What are the learning objectives? When the teacher is confident in the learning goals, he / she will have the ease of achieving the intended goal.

3.How to teach? In this case, one can recall the principles on which the teaching of the English language is based, the means, methods, methods and tactics used in teaching to achieve the required final completion.

The answers to these questions define the echelon of methodology as a science. As a consequence, it determines the nature of the problems to be solved.

For successful learning, educators need several initiatives. The teacher has:

- To awaken and develop the potential and aptitudes of students for learning.
- To help students develop habits through frequent repetition.
- To inspire, spark student interest in learning.
- In addition, the teacher must know how to go from simple steps to more difficult ones.

These are the platforms of several language teaching ideas outlined by H.E. Palmer that have proven to be effective even today. And, as Robert Lado emphasized, the following principles should be kept in mind when teaching English:

- Speech before writing.
- Developing skills using a practice template.
- Cultural approach.This last principle is of great importance as it means understanding the language in terms of the meaning of the indigenous population.

**Finding new ways**

New ways of teaching a foreign language have been introduced in the past century. Jean Jacotau the professor who taught French introduced the procedure for bilingual texts. In his classes, he used the method: he read aloud twice and slowly a text that had already been translated into French. Students will follow the reading in translation in two languages. The students were then asked to divide the text into smaller parts, and then in sentences and in words, and finally into letters and sounds. It was a natural method for him to teach a foreign language.

But at the same time there was Fran?ois Guin, a professor of Latin who lived in France in the nineteenth century, who pointed out the imperfection of the teaching methods of his time. The story says that he went to Germany to study German and after several unsuccessful attempts to memorize the first verbs and words, then he created a whole book of conversations. However, he was not able to understand or speak German at all, although he studied very diligently. Disappointed, he returned to France and to his great surprise, he learned that his three-year-old nephew could speak much better French than he could speak German. He discovered a new way of learning a foreign language and laid the foundation for a new method called the GOUIN series. He noted that teaching foreign languages should start with auditory perception. This means that the main organ for learning is the ear, not the eye. Thus, the best tool for learning a foreign language is what you hear and don't read.

People always express themselves in sentences, so an isolated word cannot be the basis for learning a language. In addition, according to GOUIN, abstract grammar rules are not used in teaching. Various grammatical categories must be taught by a series of sentences containing appropriate grammatical patterns.

**Direct method**

In the second half of the 19th century, controversy over the teaching of a foreign language spawned a reform movement that included ideas to reform the old school system. Teaching English as a second language represents a major impetus. In the last decades of the 19th century, as a result of economic problems in Europe, more and more people tried to start a new life in the USA, Australia and Canada, but especially in the United States of America. Naturally, millions had to learn English quickly and at the same time successfully as a means of communication in the new chosen country. Since the old methods were not satisfactory, the big problem of reforming the teaching of languages became very important. The general term of the direct method became popular, and proponents of this method emphasized the importance of acquiring a spoken language. Harold E. Palmer, a well-versed linguist, has emphasized how unique his approach to teaching English is. He accurately determined that grammar is not the best way to teach a language. His structured lessons and conversations were called the "oral method". In his classes, he taught English through oral exercises. He believed that the material to be read in class should consist of dialogues and related texts.All descriptions should be light, natural and interesting.

At the same time, the search for new paths continued. The controversy over the teaching of foreign languages went hand in hand with the idea of reforming the old school systems. In classrooms, the native language has become almost completely excluded from teaching English. The concept of imitating the sounds and pronunciation of words and phrases as they sound has become much more important. A method that no native language intermediaries use. In this case, as if the native language was completely excluded from teaching, no translation was used. The meaning of words was explained using direct intuition, representation using drawings, paintings that were associated

with a foreign word. Abstract concepts were explained by paraphrasing, using synonyms or antonyms, or simply deriving meaning from the text. Correct pronunciation was very important and grammar rules were secondary. Grammar was achieved by practice. Students were given texts and disjointed phrases to prove certain grammar rules. Already in 1878, the direct method was applied by M.D. Berlitz and in the 20th century, the method was introduced in many schools. However, using this method, students will not get used to independent work, and at the same time, the meaning of the words that taught this method of the direct method was not always understood.

The direct method has emerged under several names such as the reform method, the new method, and the oral method.

New trends in teaching foreign languages

Throughout the 20th century, new theories emerged. Especially in the period from the second half of the 20th century, from the 50s to the 80s, it was known as the century of methods. Numerous methods have come out in Europe and the USA. Silent Way, Total Physical Response, Suggestopedia, methods such as: natural approach, general teaching language, and audio Lingual approach were recognized.

**The work of G. Lozanov**

In the history of language teaching, the work of G. Lozanov is popular, who developed a different approach to learning, based on the eradication of the foundations of uncontrolled work of the brain in learning the grammar of a foreign language.

After years of research looking for new methods to help his students learn faster, the renowned Bulgarian psychologist and educator has achieved some mind-blowing results. He developed a new approach to accelerate learning. He introduced new components of suggestion and relaxation techniques to teaching. He called these methods Suggestopedia or Suggestive - inertial learning approaches. Suggestopedy or suggestology in pedagogy accelerates language learning. It is a study of the power of suggestion in the study of circumstances. The teacher is responsible for presenting a lot of information in the classroom, while other teaching methods create obstacles and prohibitions for students. The teacher uses the power of music, theater and dance. Students listen, watch, and then complete the material taught in the class.

Together with Lozanov, Gateva (E. Gateva), another Bulgarian teacher plays an important role in strengthening the new teaching method. Dr. Gateva had a deep understanding of learning and what she did to combine theories of intelligence with art. For her, learning was much more than cramming. Her work was based on a method that students could learn much faster and remember it for longer.

Her lessons began with classical music such as Mozart and Brahms, and then the teacher read the text decisively and harshly. The lyrics were written in a rhythmic manner, so it had a very powerful effect on what students hear. Then a dialogue reading or asentence was done in the choir.The phonetic description was done locally.Students will then assume different roles, taking them, taking a look at the translation of the text, and then passing them on to each other so that each of them in the class has a chance to read each role. Pronunciation errors will be tactfully corrected. After completing the reading of the text or dialogues, the teacher removes all translations, but asks the students to translate that very part. In some advanced grades, not all readings are translated; the teacher decides which channel should be translated. In the last lessons, only a few words are explained and what is done using synonyms. This method, I think, involves the act of assessing one's intuition, because sometimes intuition can help students be more courageous when translating. The so-called "playing by ear" actually means an act depending on the circumstances and not several times, when improvisation gives the student the opportunity to make choices, and also allows him to be confident.

A very important factor should be mentioned that Gateva's method has the power of analogy: for example, when reading a sentence, the verb was conjugated in place in the choir.In addition, its relationship to other verbs was explained using new sentences. Always the teacher chose the text that served as the basis for the students to tell their own story.

It is interesting how Lozanov developed his approach to teaching a foreign language. He began to study the fact that information exploded at such a speed that no one could keep the flow on the information field any longer, that no matter what fields you were in, thousands of articles and books were written every year, and therefore people could not absorb extensive information. He became preoccupied with the need to create a new way for people to learn quickly. He found that the two hemispheres of the brain have different functions. He understood that people who could learn quickly were those who could harmonize the work of both hemispheres of the brain. The left and right hemispheres are responsible for certain functions. He found that children under the age of five learn 25 times faster than adults. In his research, he found that the left hemisphere of the brain is vocabulary, analytical, pragmatic, linear, while the right hemisphere is holistic, artistic, intuitive, annotational, musical. These two hemispheres, in order to work properly, they must be aligned, Lozanov also found out that people have learned to wave activity at different levels of the brain. The brain functions at four different levels.

a) Beta level, b) Alpha level, c) Theta level, d) Delta level.

In relation to this method, since Lozanov did not express the theory of language in an explicit form. His emphasis was on memorizing only vocabulary. In addition, some of them said that there was danger, suggesting that there could be manipulation on their personality, and that this kind of accelerating learning should have an ethical and moral purpose. Despite this criticism, we all somehow know that the brain absorbs new information best when there is a variety of stimulation, when we use spaced repetitions and when we study using classical music.

Constructivist method. Learning goal: the method is based on the actual active learning of students. The teacher's task is not to teach, but to contribute to the educational process. The lesson is action-oriented. Academic content: closeness to reality of students, students are encouraged to independently construct their knowledge (for example, within the framework of project activities). Lingual plane: as wide as possible. Exercise: Language production is at the heart of learning. Advantages of the method: preparing students for real life, real life situations. Disadvantages of the method: at the present stage, they have not yet manifested themselves clearly enough.

The methodology distinguishes between traditional and alternative teaching methods. Under the concept of alternative methods, a number of different approaches, techniques, methods of language transmission are grouped. There are alternative methods such as the Total Physical Response method, the suggestive method, the dramatic-pedagogical method, the silent method, and the group method. Innovative teaching methods include computer-assisted learning (CALL), story line method, simulation method, carousel method, station learning method, group puzzle method, role play method, Case study method (work over problem situations, students consider the problem, analyze the situation, present their ideas and solutions to the problem during the discussion).

Story line method. This method is based on a combination of planned learning meanings - for example, shops-goods-sales - with the interests and ideas of the students. By receiving "impulses" from the teacher (so-called key questions), students contribute to the creation of the story. This method dispenses with text tutorials. We are talking about creative planning, selection of hypotheses, experiences, systematization and presentation of work. The projected story also contains elements from drama and role-playing. The

teacher only sets the framework for the action and presents individual episodes. Pupils pose their questions and find answers to them themselves.

Project training. Organization of a lesson as work on a project. Signs of the project method: - Action orientation - Teamwork - Self-organization of students - Situational orientation, correlation with real life - Interdisciplinary (interdisciplinary projects) - Integrity - the project is viewed as a whole - Product orientation, result. Traditionally, the following main phases of the project are distinguished: Initiation - invention of an idea for a project. Beginning of a project. Implementation of a project. Presentation of project results. Evaluation (reflection) of a project.

Method of teaching by stations. An educational technique in which students work on educational material, which is ordered in the form of stations (students receive work plans with mandatory and optional tasks). When teaching by station, students have the opportunity to choose according to the distribution of time, the sequence of tasks and the social form used (individual work, pair work, group work). Thus, when using this method, students learn to plan their time, learn self-assessment, analyze their own educational success, plan and conduct work stages. Work by stations allows differentiation according to the abilities, interests of students, according to the degree of complexity of the task.

Simulation method. Especially in teaching a foreign language to students of economic specialties of universities, the simulation method can be successfully applied. In cybernetics, this term is used to model and simulate reality. The training deals with various simulation business games that provide students with the opportunity to practice their skills, apply knowledge in order to solve a particular problem in the so-called "safe environment", which simulates real-life situations, for example, in business, in work in a company ... The simulation provides an opportunity for students to try themselves in a certain role - the head, president of a company, it gives the opportunity to explore the system of work of a given enterprise. The participants in the game are assigned certain tasks - to achieve an increase in the company's profits, conclude an agreement, profitably sell the company's shares, and the like. Simulations are characterized by a high degree of interest of the participants, they completely immerse themselves in the game, they are embodied in their role, they root for the result of the work, since the overall result of the game depends on the team spirit and the speed of decision-making. Thanks to the simulation, students' strategic planning skills are formed, the ability to work in a team, negotiate, and persuade a business partner develops. Simulations organize students' knowledge, prepare them for the need to make quick and motivated business decisions in future activities. There are computer simulations, where participants work with a computer program, run an imaginary company, and tabletop simulations, where participants, companies, enterprises "exist" in the form of chips, cards.

Role-playing method. Role play is an active teaching method, a means of developing a student's communication skills. Role play is related to the interests of students, is a means of emotional interest, motivation of learning activities. Role-playing is an active way of teaching practical knowledge of a foreign language. Role play helps to overcome the language barriers of students, significantly increases the volume of their speech practice. This is learning in action. There are a large number of forms, types of role-playing in foreign language lessons. So, for example, you can use the role-play "At the interview", where students take on the role of employer and employee.

From all of the above, it should be concluded that today it is important for a teacher to constantly improve his knowledge of methods of teaching foreign languages, introduce the latest educational concepts into his teaching practice, and keep up with the times.

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