

Factors and Principles of Foreign Language Learning

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Introduction

The art of language teaching is a highly skilled activity which needs a lot of attention to achieve success and get good results . There is an interest throughout the world concerning foreign language study . Many conferences are held every year in different places studying the fundamental aspects for improving teaching process . Language teaching is an activity which is done by the teacher in his interaction with his pupils in the classroom .

Class management is a matter of how teachers work to make conditions suitable for different learning activities . The absence of class management will lead to many problems and frustrations facing teachers in the classroom .

There are various factors and principles of class management and language learning at the primary stage . Each one of these factors and principles has an important role in the process of language learning. These factors and principles can be divided as follows :-

- 1- Human factors .
- 2- Non-Human factors .
- 3- The psychological principles, and
- 4- The educational principles .

This paper will discuss in detail all these aspects to provide useful information to those who work in the field of language learning and teaching .

1-Human factors :-

Human factors refer to those persons who participate directly inside the classroom in the process of language learning . Those persons have different tasks to be done to achieve the general goals of language learning .They will be arranged according to their participation in the classroom .

1.1 Teachers :-

Teachers are considered as corner store in language learning . Morris (1980:1)states , that no attempt should be made to obscure the fact that it is very difficult to learn and teach ancient and modern languages in schools .Teachers should be aware of the pupils mother tongue which may influence the learning process especially when there are no similarities between the mother language and the target language . Teachers can work to be aware of the probable areas of interference so as to use techniques for helping their pupils in the process of language learning .

One of the basic qualifications of the teacher is a sound knowledge of the language in theory and practice . The role of the teacher is to be a helper and a guide and a friend .

Teachers help their pupils to overcome any language problem they might come across during their learning .

One of the important tasks of teachers is to create a friendly atmosphere inside the classroom to motivate pupils towards a more practice (oral or written) of the language activities .Teachers should be familiarized with the principles and details of methods used in language teaching.Corder S.(1973:146)mentions that language teaching is a science and an art .Thus , it is essential for the teacher to prepare for his classes .A careful planning saves the teachers time and effort and enable him to teach effectively , success or failure of the lesson largely depends on the teachers familiarity with the material .

Walters and Gower (1283:8) states that all those some teachers develops a special classroom , in the main , this style oh teaching will depends on the sort of persons they are . Teachers must know how to be firm and directive when necessary inside the classroom .

Morris (1280:14) state that is no royal road for modern language teachers which can be adopted by teachers to lead them to success in language teaching .The teaching process is more than giving information to pupils inside the classroom . In Iraq . The school curriculum of teaching English language adopts the communicative approach and elective methods

(Dorworsh:2002:9) According to approach , the general division for the lesson time is 25% present of talking for the teacher and 75%

present for the pupils .Teachers should keep the pupils active and encourage them to communicate In English language in various learning activities in the classroom .

1.2 Pupils :-

pupils are the young children who can imitate their teacher easily.They prefer language through enjoyable and interesting language activities in the classroom AL-Mutawa and Kuitan : (1989:28) states teachers should take in to account the pupils age , animistic motivation ,ability , previous language , experience and native language and attitude to the target language . These factors are very important to the teachers in the learning process .Motivation is needed for creating the desire among pupils to learn English . The pupils mother tongue also might influence the learning process . Sesnan B.(1947:228) states that shyness and fear of making mistake , stuttering and stammering are some of the main problems facing the pupils in the classroom .Teacher have to work hard to make the pupils to be confident and sure of themselves .

Pupils must understand that the teacher want them to do well . Even if they make a mistake the teacher is to correction is not meant . to harm the pupils but to help them use the language correctly .

1.3 Supervisors :-

A supervisor is the person whose job in a course is primary to supervise teaching practice by the teacher they set teaching points and give considerable help and support to trainers of the planning stage . The role of supervisor varies to how teaching practice is organized in all situations where observation is possible , feedback is essential , though sometimes , it may be necessary or describe that trainers will Koch unobserved . The class teacher will obviously dominate the relationship but there must be clear – cut guidelines on his or her role in teaching practice at different stages .

Walters and Gower (1083:179) state that supervisors should not keep a low profile while their trainers are teaching and not interrupt , regardless of the difficulties a trainers might be in .Trainers have to learn co heat is to be responsible for a class and build up their confidence in their abilities to conduct it . Supervisors can work to reduce the risk of things going wrong they can help the trainers by

uncovering them to learn from their experience .

Trainers can understand a lot of misconceptions about the suitable way of achieving aims can be sorted out planning stage with the supervisor help . Supervisor can advise trainers gently and should be encouraged to teach again as soon as possible after any disasters Walter and Gower (1943:180) state that the main job of the supervisor is the following :-

- 1- Be gently supervise , it can be a traumatic experience watched when you have little experience .
- 2- Be silent during teaching practice .Don't talk to other trainers .
- 3- Regard the supervisor as a developer of the trainers teaching skills rather than a critic and an evaluation of lessons .
- 4- Don't undermine or demolish a trainers confidence and don't be sarcastic .
- 5- Don't show off your knowledge . simplify what you have to say in direct relation to how experience the trainers are .
- 6- Give advise and ideas , but be careful not to overload trainers with too much going in too many directions .

2- Non – human factors :-

They refer to the non-human factors that effect directly in language learning and these factors are aroused according to their importance in language learning as follows :-

2-1 The educational objective and the school curriculum "

The educational objective are derived from the culture "

(Smith B.1957:107) This culture consist of the ideals , ideas , methods , thinking , skills , attitude , institution and other made aspects of environment . The school attempt to achieve these objectives through the school curriculum in Iraq , the "school curriculum for study English as a foreign language at the primary intermediate stages should be placed developing automatic control over the sound system and the grammatical system of English " .

(AL-Hamash 1970:5) The subject to be taught comprise , the following features : - vocabulary , grammar and speech sound .

AL-Hamash (1979:119) state that the text book is considered one tool in the hands of a good language teaching it brings in to the classroom what is out side it .

2-2 Teaching Aids :-

Audio-visual aids uses by the teacher to save both time an effort in the teaching / learning process . Teaching aids should be lasted to the materials the teacher is going to teach , discuss and reside . The information presented by any teaching aid should be clear and accurate . The teacher should choose or prepare the appropriate teaching aid , which can help him in achieving the aim of the lesson teacher should know when and how to use them pupils may be happy if they are asked to participate in producing certain teaching aids related to their course of study . Teaching aids help the teacher to do his job more effectively and stimulated pupils for language learning .Thus Lessons becomes enjoyable and more permanent . Teaching aids uncovering participation on the part of the pupils by creating real life situations in the classroom . Some of the audio visual aid are (picture , drawings , flash cards , recordings , (both audio and video) , films the black board , the cloth / magnet board / wall chart , the over head projector , slide, games and laboratories .

2.3 Teachers Materials :-

Teachers guide at the primary state in Iraq contain an account of the organizations and contents the text book as well as the activities to be used and advise on how teach these activates . The teachers guide shows the teacher how to present and drill each new point and review it . All these suggestions presented in the teacher guide aim to help teaching English as foreign language which enable , the pupils to use this language . Some of other teachers materials are types , testing guide ..etc .

2-4 Other non – human factors :-

The other non – human factors that effect the teaching process are the following :-

- a- The ideas size of a foreign language class for speech lessons is under twenty learning .
 - b- The time devoted to foreign language teaching and learning .
 - c- The number of hours a week for English classes .
 - d- The school and community and what facilities exist in the school like liberation , clubs , and measures .
- 3- The psychological principles .

Learning is effective when teaching materials and activities are related to the pupils need , and experience .AL-Mutawa (1989:11) present the main psychological principle of language learning as follows :-

a- Language learning is habit – formation .

learning the foreign language involves devilry deep rooted habits . These habits influence later linguistics learning training .A foreign language learning need , practice and repetition for along period of time .

b- Language learning is the acquisition of a set of skills . Language learning skills are tow level – oral (listening and speaking) and written skills (writing and reading) . Reading and listening are considered passing skills while speaking and writing are called active skills .

c- The learning of a second language involves some inference exerted by the native language .

Aspect that are similar between the natives and foreign language are easier.to master them aspects that different .

d- Language learning is accomplished through exposing the learner to a model .

This principle state the important of the model in language learning .The teacher is considered the chief model in most language learning situations and this principle indicates also the important of teacher training .

e- Language use is basically enjoyable .

foreign language learning should be made as possible , Thus songs and games can be used heavily of foreign language teaching curriculum .

f- Language is both an individual and social process . Language is individual when the speaker or writer reflects himself as distinct person in what he says or write . It is social when language use enable the user to get along with others . Thus , it is a process of introduction activities , in the classroom should take in to consideration the fact that all individuals have different styles of different rates of learning students motivation is one of the primary important points in acquisition of the skills and foreign language learning .

4- The linguistic principles :-

Linguistics do not effect a method of teaching : it is only suggests implications that can be drawn from the main findings and principles related to the nature and workings of language .

AL-Hamash (1985:23) state some of the linguistic principles that have relevance to language are the following :-

a- Language is basically oral .

speech sound is regarded as the issue of language . Thus , teachers should develop the speaking skill of the student .

b- Language is systematic .

Foreign language learning demands the mostly of the sound system and grammatical system which regarded the main task of the learners of the foreign language especially during the early stages of learning .

c- Language is a means of communicate .

Language is one of the main kinds of tools for communication a many people used to express thoughts , feelings and needs .

d- Language change .

Need human being change with the passage of time . Thus , language changes to match the changing of social needs . This kind of change is fond clearly in lexical or vocabulary change .

f- Language has form and meaning .

Form of language can be studied scientifically and it can be described easily as form as meaning is a subjective by the situation in which it is said .

g- Language are systems of contrast .

what is distributive in language is the feature of distinguishing different meaning . Thus , language items should be taught in a contrastive pairs and the distinctive features should be emphasized and stated .

h- Language use and language usage language use means the use of word , and sentence , a manifestation of language system .

Language usage is the way of the system is realized in normal communication purpose .

Linguistics have been emphasizing on the usage of the language .

Conclusion

It was found that there are basic factors and principles contributed directly or in directly in language teaching and learning .

There factors and principles are :-

1- Human factors which included :-

- a- Teachers
- b- Pupils
- c- Supervisors

2- Non – human factors which contains :-

- a- The educational objective , of school curriculum .
- b- Teachers materials .
- c- Teaching aids .

There are other non – human factors that can effect in a way or another the process of language learning as the following :-

- a- Time available for foreign language teaching .
 - b- The size of the class .
 - c- The number of the hours a week for English classes .
 - d- The school and community and their facilities in foreign language learning by provided libraries , clubs ... etc .
- 3- The linguistic principle .
- 4- The psychological principle .

All these factors and principles work together for the success of language teaching and learning and gaining good result .

The weakness in any of these factors and principles may effect badly the process of language teaching and learning .

Our teachers should put in mind all these principles to get good result with their pupils concerning language teaching and learning .

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