NEW APPROACHES IN FOREIGN LANGUAGE TEACHING

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Abstract: There is a historical background dating a long way back for foreign language teaching.

Besides the accumulation of this long history, the significance of foreign language teaching has increased in the last century, however, in our 21st century, in other words, together with the globalizing world, foreign language teaching have excessively come into prominence, and even have become an indispensable requirement.

It should be known that the reason for that much of significance attributed to the foreign language teaching is that this discipline owes this to the new approaches as in the case of many other disciplines.

In this context, "New Developments and Teaching Methods" for the foreign language teaching demonstrates how important they are, in such a way that, as in many disciplines, they specify the teaching guidelines in our day and act as a guide in the determination of teaching programs, approaches and techniques together with the course materials to be utilized.

In this study, "What are the New Approaches and Teaching Methods in Language Teaching?", benefits to be provided for the language teaching and, at the same time, recommendations on using these methods will be discussed.

Key Words: Foreign Language Teaching, Teaching Methods, New Developments, Globalizing World, Teaching Guidelines - Programs - Approaches - Techniques, Course Materials

Introduction;

Language is one of the most important means that people need to meet their requirements. We learn our environment, acquire knowledge, develop ourselves, recognize and understand others and communicate with our own society and with people from other societies through it. **(Aksan, D. 1999)**

The most functional aspect of the language is the indispensable means of providing communication. Therefore, language is regarded as a structural system in which its inner

items are within certain rules and on the other hand a communication system which is shaped by people using it in different ways. **(Türk Dil Kurumu Sözlüğü, 2010)**

Language is a social system that provides an agreement between individuals. **(Dilaçar, A. 1968)** At the same time, language is a mirror of culture. **(Güvenç, B.1974)** Language is a versatile, highly developed group that allows ideas, feelings, and aspirations to be passed on to others by making use of items and rules common to both voice and meaning in a society. **(Aksan, D.1977)**

The language used in a society is divided into two as speech and writing. Linguists are making this distinction and define language as a direction which is not associated with writing in the language of a nation and a language union and features various discourses, they define written language as written form of spoken language **(Demirel, Ö. 2016)**

In the early times, the native language was sufficient to meet all the needs of people. Later, however, the lives of peoples, living together in other societies for reasons of being a nation, knowing, developing and people have caused the necessity of using together their native language and the second language which is the language of the people in which they live. The development of political and military relations between states has begun to develop, especially after the Industrial Revolution, the development of relations among societies in areas such as trade, science, education, culture and tourism has recently become more and more common in developed countries, it became an important requirement to learn and use languages as foreign languages. **(Ceyhan, E. 2007)**

In the early ages, Greek and Latin, in the Middle Ages Latin and Arabic, in the New Age and in the early modern age, French and 20th century and especially after the Second World War English became the most widely used foreign language in the international area. English and French are official and working languages of international organizations such as the United Nations, NATO and the Council of Europe, while languages such as Spanish, Russian and Chinese are among the languages widely used in trade and tourism in international organizations. **(Günday, R. 2015)**

Influence of Foreign Language on Societies

Defending multilingualism and multiculturalism, the Council of Europe has declared 2001 the "European Year of the Tongue" to draw attention to the danger of creating monolingual, and therefore monocultural, society in the world. The council has been in favour of maintaining communication with the languages of many nations instead of communicating

with monolingualism in the global world. The Council is to ensure that the ultimate goal of European citizens is to be multilingual and to encourage them to learn many languages. **(Demirel, Ö. 2012)**

Language is not only a cultural product, it is also a cultural tool. Multilingualism and multiculturalism draw attention at the forefront of the basic concepts that stand out in the educational understanding and search of the 21st century. **(Günday, R. 2015)** In particular, the Council of Europe is at the forefront of institutions that have been devoted to foreign language teaching for the last fifty years. The Council's endeavours have been to start as of 2001 to develop strategies for dealing with foreign language teaching and learning as a field with transnational prescriptive teaching. "European Language Development File" and "**Language Passport**" projects have been wanted to put into practice as of 2001. **(Demirel, Ö. 2015)**

Developed countries have aimed to raise their students multilingual by including two or three foreign language teaching in school programs. Countries that follow these developments around the world and understand the importance of foreign language skills in every area have put their citizens in the forefront of their education to train their citizens knowing a few foreign languages from an early age. **(Günday, R. 2015)**

When we briefly look at the history of foreign language teaching in our country, it is seen that foreign language teaching started to be taught in French with reading and writing, general culture, mathematics and other technical lessons in Imperial School of Naval Engineering opened in 1773 and Imperial School of Army Engineering opened in 1796. Thus, with the movement of westernization, firstly foreign language was started to be taught in the programs of army schools. French was taught first as a western language in Turkey. With the opening of Galatasaray High School in 1868, teaching foreign languages in Turkey has revolutionized. In the following period, with the high school, foreign language teaching started to take place in all state programs. **(Demirel, Ö. 2012)**

For the first time in the public schools in Turkey, the second foreign language teaching has been given as an elective in the programs of Anatolian High Schools in the 1990s. It has been started to be taught compulsory in Anatolian High School since 2004 - 2005 academic year. **(Demirel, Ö .2012)**

It is inevitable to give more importance to foreign language teaching in order to reach the goals of catching up with the rapid developments in the world, developing relations with other nations and societies and creating a contemporary society. "Foreign language teaching and learning is often a necessary undertaking of interest to everybody **(Demircan, Ö. 2005)**

New Approaches in Foreign Language Teaching

Two different things come to mind when it comes to approaches in foreign language teaching. The first is the theoretical dimension that describes how foreign language learning should be based on which strategies and the other is the approach that instead of the method; For example, the Communicative Approach name was used instead of the Communicative Method. The new method developed today under the initiative of the Council of Europe has also emerged from the perspective of the same reason and is described by the Action-Focused Perspective. Recently, the use of approach instead of method has gained importance in our country. **(Günday, R. 2015)**

When looking at the generality, it seems that the concepts of approach and method are used instead of each other. Occasionally, they use the concept of a method instead of a technical concept.

Approaches are concerned with the theoretical dimension of foreign language teaching in a wide range of linguistics, psychology, anthropological sociology, managers are working on the way in which they can learn the content and how long they can learn, and the materials and evaluation dimensions to be used. Teachers, on the other hand, are practitioners of activities in the direction of approaches and methods to organize in-class activities and researches. They are responsible for organizing classroom activities in a planned and effective manner. **(Bozbeyoğlu, S.2000)**

In our world, various approaches and methods have been applied in the field of language teaching from the 1900s to the present day. These were grouped into three main groups as **"behaviourist, cognitive and constructive"**. The aims of these approaches have been important changes in their historical viewpoints and implementation methods. Emphasis has been given on teaching subjects such as rules of language knowledge, proverbs, literature, and general culture in the traditional approach, the oldest approach to language teaching. In the behavioural approach, the language is taught through various repetitions, imitations, memorization, and conditioning in the context of stimuli-response like other behaviours. These opinions in the field of language teaching began to change towards 1950s and the view **"Language is the means of communication"** spread. Thus, studies have been done to communicate and use language in daily life. Today, view of "**language is the means of social interaction"** has come to the fore with the constructive approach. In this approach, the development of language, mental, emotional and social skills are prioritized and language teaching is carried out through various activities, tasks, projects and the like. **(Güneş, F.2011)**

1 - Behavioural Approach;

The behaviourist approach, which ignores the cognitive dimension based on behavioural mental activities, analysis and synthesis, is based on the idea that knowledge is learned through association and converted into behaviour.

The behavioural approach attributes basic role of language acquisition to external factors This learning approach is based on two basic principles. The first one is based on the dominant assumption that knowledge is based on experimentation learned with subject. According to the other participant hypothesis, information is intersecting with the emotions that lead to the acquisition of a continuous and regular process information. **(Günday, R. 2015)**

According to the behavioural approach, the knowledge and skill of the people are gaining traction in conditioned behaviours. In behavioural learning theories, learning is seen as an observable change in an individual's behaviour. According to this approach, the students' behaviours are adjusted according to the purposes given to them and the result of the actions they show in this direction.

Teaching usually focuses on conditioning or shaping student behaviours from external conditioning. **(Barut, Y. 2014)**

The behavioural approach, which is also adapted to the teaching of foreign languages, takes the form of teaching language by acting from certain researches. In the behavioural approach, foreign language teaching is often understood as a process of creating "**habits**". It is necessary to "**exercise**" in order to ensure that this repetition is "**rewarded**" by a warning - response, a certain amount of "**repetition**" of the reaction, to make **"research"** in order to place the response relation in memory. **(Ceyhan, E. 2007)**

It has been an important influence of the behavioural approach in the formation of the auditory - linguistic method between the foreign language teaching methods and has improved the perception of the language by direct exercises without the solution. **(Günday, R, 2015)**

Some principles applied by the Auditory-Linguistic Method revealed by the behavioural approach:

- Language is "behaviour". It is taught like other behaviours
- It is necessary to condition students' reactions to language teaching with various stimuli, to develop habit by developing a reaction system.
- Oral practices in language teaching are first and foremost.

- The teaching method that is followed is as follows: "The student should listen first, then speak, then read and write.

- At the beginning, lexical features are given and exercises are made.

- Language teaching is tried to be conducted in accordance with actual situations as much as possible. Concentration is given to mutual speaking.

- Students learn by imitating and repeating, giving answers and controlling their answers..

- At the beginning, there is not much place for language knowledge. Teaching of language knowledge is gradually introduced into various subjects **(Güneş, F. 2011)**

- The learners should learn the target language in the same way as those who speak it in their native language.

- Usage of native language should not be avoided in the foreign language learning process. **(Ceyhan, E. 2007)**

- In practice, language teaching is carried out in the context of stimulus-response and conditioning. Emphasis is given to imitation, repetition and memorization. Beginning with the oral teaching of the language is a priority, oral activities are included. In this process attention is paid to accents, pronunciations and errors of language. **(Güneş, F.2011)**

2 - Cognitive Approach;

According to Asubel, cognitive learning is characterized by the storage of previously learned information, the acquisition of new meanings by old knowledge while learning new knowledge, and the linkage between old and new learned. Meaningful learning can be achieved through the integration of new learned with those previously learned. Before it can be learned in a new way, the previous ones must be systematically learned. **(Demirel, Ö. 2012)** According to this understanding, meaningful learning is done in a certain way and consciously. Cognition is defined as the process of learning, acquiring knowledge, remembering and using according to approach. **(Demircan, 2005)**

Although it is agreed that it is acceptable to use certain level of knowledge in teaching dialogue and word teaching at the beginning level in foreign language teaching, it is accepted that the main thing is meaningful learning. In this approach, it is assumed that language learning is a conscious work based on creativity and reasoning. **(Günday, R. 2015)**

In the emergence of the cognitive approach, Chomsky's "constructive-linguistic" rather than "structural linguistics" had an important influence of linguistic theory. Chomsky

considers language learning not as a habit and condition but as a creative process. Learning is based on a mental activity rather than events outside of the person. This is the main vision that forms the basis of the cognitive approach. **(Demirel, Ö. 2012)**

Usage characteristics of cognitive learning approach:

- Grammar rules should be taught by induction and deduction.
- There is no need to include pronunciation as a separate teaching activity.
- The use of the native language and translation should be allowed.
- Everything should be taught in an integrated manner and should be made available to audiovisual and other techniques as needed
- The topics to be taught must be put in a certain order. These topics should be taught from simple to complex, from concrete concepts to abstraction. **(Demirel, Ö. 2016)**

3 - Constructivist (Constructionist) Approach

This approach applied today in language teaching has emerged through the work of experts such as Piaget, Vygotsky, Brunner. The approach and practice of this approach, which is developed to solve the problems of the behaviourist approach, is different from the previous ones. This approach focuses on the individual's learning and development of mental skills. It is aimed to train individuals who have developed language and mental skills, who think, understand, research, inquire, use knowledge, produce new information and develop themselves in every field. The principles and methods of education are based on the views of experts such as Piaget, Vygotsky and Brunner.

According to Piaget, one of the representatives of this approach, learning occurs as a result of interactions between the individual and the environment. The individual interacts with the environment and learns new information and develops the mind. According to Piaget, intelligence is the power to adapt to the environment. Compliance is the individual's ability to interact with the environment, learn about changes in the environment, and learn about the environment. There are two important mental processes in the integration process. These are the assimilation and adaptation. Extraction puts new information and situations into the mental structure. Adaptation changes the pre-existing mental schemes and structures, and adapts them to the new situation. **(Güneş, F.2011)**

Other representatives of this approach, Brunner and Vygotsky, emphasize the importance of social relations in language learning. According to them, language learning depends not only on mental development but also on social relationships. They accept that the inner part of the language is an area in which the inner language is transferred from inside to

outside. **(Rezeau, 2001)**. According to Vygotsky, children start to learn through the people around them. The most important source of knowledge, skills, thoughts and attitudes they learn is social. This also applies to language learning. Children learn the language by interacting with others and improving their mental skills. On the other hand, language and learning are inextricably linked. Learning requires language and language influences learning. For this reason, development in language and mental skills should be considered together in the learning process. **(Güneş, F.2007)**

According to the constructive approach, which is one of the important approaches that have influenced the education programs in recent years, knowledge is learned in connection with the vital experiences of the learners. This approach has recently contributed to the idea of lifelong learning, which is widely accepted throughout the world. **(Akınoğlu, O.2014)**

Another important aspect of the constructivist approach is that the learning is the individual. Every human being has different characteristics, and therefore there is no common way of getting to the truth and acquiring knowledge. Every person can develop knowledge and skills using different ways, strategies, methods, techniques. **(Sönmez, V. 2007)**

Basic Principles of the Constructivist Learner are as follows

- Teaching is not important but learning.
- The individual is responsible for learning.
- Learning is student-centered.
- Learning is continuous and needs to learn to learn.
- It is not the memorization of knowledge, but the transfer and restructuring.
- Students structure by combining old knowledge learned and new knowledge. **(Güneş , F . 2011)**

Conclusion

These practices - methods prescribed in the curricula are arranged by scientists in accordance with new approaches in our country and in the world. Thus, students need to learn and develop foreign language skills, use them correct, good, effective and blend skills such as reading-writing-understanding-thinking- query with these approaches.

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