TECHNIQUES FOR TEACHING ENGLISH
AS A SECOND LANGUAGE

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This study is gratefully dedicated to

MY MOTHER AND BROTHER

who inspired me to major in TEFL.
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CHAPTER ONE

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I- DEFINITION

Language as defined by Roger W. Brown et al, as "the chief evidence for the existence and character of thought."(1) It is one of the most important things in one's life. Without a language people cannot live, because language is a way of transporting messages from one person to another. Every person is born in a certain country will grow up to speak the same language spoken by people there. Language is a way of communicating with people, it is a need for a person to live properly in life and it is also a need for the existence of people. It is a way of expressing the person's own feelings and thoughts through the communicative process. Language has become an increasingly important part in learning during this century not only a native language but also a foreign language. "We often need a foreign language for some specific purpose. Our work may call for it in one connection or another: dealing with workmen whose language is not English, corresponding with foreign firms, traveling abroad or living in a foreign country."(2) So, as was stated above, knowing our own language is an important process that each person must go through.
A- The Need For Learning a Foreign Language

Sometimes knowing our own language alone is not enough. A person has to know sometimes other foreign languages or at least one foreign language. Knowing a foreign language will provide an easy life since it is helpful in many ways. For example: if someone wants to travel, he must know at least one language in addition to his own native language in order to get accustomed with the atmosphere around him. Or if he is a Business man his work sometimes will force him to know another language other than his native language. So knowing at least one language in addition to our own language is a need, is a must in our lives now-adays. "Language is the most distinctive of human activities. It is difficult to disentangle the components because they spill over into human personality itself."(3)

"The first of the five types of context, the geographical, embraces those groups which come into being through the forces of proximity or locality. While they vary greatly in scale, from a group which includes all those who speak the same mother-tongue, to one which embraces only those who live in the same street, or come from one district of a city, or one village, the key factor in their existence is that a man becomes a member of the group concerned simply through residence."(4) That is a person who is born in a certain area will grow up to speak the same language
spoken by the people in that area. So "men use language to create and maintain the individual identity of the human groups which go to make up the total organization of society."(5)

Moreover, "as we normally learn our mother-tongue in the spoken form before being introduced to its representation by graphic symbols, and as speech or sound communication is the form in which all natural languages first developed, proponents of the audio-lingual method lay stress on learning to understand and speak at least some of the language before learning to read and write it."(6) It is not necessary to start studying the native language, that is how to read it and write it without understanding and speaking part of the language before learning it in the correct way according to the laws and principles. To understand a language is a major condition before starting to learn the language. Then comes the laws of how to read and write a language. As a matter of fact, "language learning is as difficult as mathematics since it involves very similar mental operation. In the mind of some linguists, language is a calculus. But you do not acquire language by "thinking it out"."(7)

Some persons think that learning a language is something easy, but on the contrary, it is very difficult matter since it needs mental operations for certain parts that have things in common. So in order to distinguish between two different languages, one needs to be attentive and to think ahead of time on matters...
that needs thinking and to be able to differentiate between similar things. Moreover, language is considered a part of woman's job, although there are many men who are specialists in language teaching. We can see that some jobs are considered men's jobs and other things as woman's jobs. Language teaching is considered one of the fields that are related to woman's jobs. But this is not a constant rule that can be found all over the world. Each part of the world has its own way of perceiving different things. For example, in Germany, language teaching is considered a masculine work.

For acquiring a language at school, a teacher can be a creative person according to his/her own imagination and creative thinking. There are several ways in which a classroom can promote language acquisition. Intake is available via meaningful and communicative activities supplied by the teacher, this is the most direct way the classroom can promote language acquisition."(8) So the activities that are created by the teacher in the classroom determines the way students will grasp and progress in language learning. In addition to that, there are other ways in which the classroom can encourage acquisition in second language situations, it can aid in the development of the foreign student peer group, which quite possibly an important intermediate source of intake."(9)
For studying a foreign language, each person has his own needs and his own things to be learned. So learning a foreign language is different according to different people's needs. For example, some people need to learn a language for the sake of communicating between people, other persons need to learn a language for the purpose of their work. "A proper understanding of the relationship between language for living and language for learning is vital to a coherent theory of language study unless we see clearly the ways in which language for learning relates to, and derives from language. For living, we will never be able to make sense of the language needs of the learners, nor the linguistic problems that face all teacher."(10) That is the language for living does not have specific things to be learned. So it is a little bit confusing while language for learning depends on some methods and theories that need explaining and practicing. "One major aim of language study is to show that it is precisely the common place and the familiar in our use of language for living which is most in need of exploration, if we are to understand how we use language to learn. We need to be able to create a climate of opinion in which no teacher would be willing to accept that this everyday familiarity with language, as a competent native speaker, was sufficient in itself to provide him, as a teacher, with what he
needs to know about its nature and function."(11) In studying a language for living we are referring to common things that persons will use in their everyday lives. "Language for learning is something that the school makes available through its own activities as an educational agency rather than a use of language which learners bring into the school with them from their life outside."(12) Students come to school with their knowledge about language for living and then at school they will learn the language in a different way. So there is a difference between language for living and language for learning. " The distinction has a particular significance for the language needs of learners, and leads me to use the term language for learning and language for living. Language for living will refer to all the ways in which human beings make use of language in the ordinary course of their everyday lives, and language for learning will refer to all the ways in which language enters into the process of teaching and learning."(13) " The term language for living introduced in the last chapter may have made some readers uneasy. It might seem to suggest a too heavily emotional attitude towards the part played by language in the lives of men and their society."(14)
CHAPTER TWO

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II- THE SOCIAL ATTITUDES OF BEING A SECOND LANGUAGE LEARNER

"We do not need to teach people to speak like natives, you need to make the other people believe they can, so they can talk to them, and then they learn."(15) In teaching a foreign language students must be aware that their major aim of their learning a foreign language is to have the self confidence of communicating with native speakers of the foreign language so that they can learn more. "Ordinarily, language is taken for granted. Its fluent and easy use leads to the assumption that it is a transparent medium for the transmission of thought."(16) In learning a language, whether it is foreign or native, helps people to communicate with each other and to the transmission of thoughts through the language process.

In addition to that, people are of many kinds. Some like to know their native language only. Some like to learn another language in addition to their native language. Others like to know more than one foreign language in order to communicate better in his business work. So according to the needs of each individual he/she is likely to learn a new language.
"The ordinary citizen who has grown up in an English speaking home and has been taught in English throughout his school career, is what we call monolingual, that is to say he uses only one language."(17) But sometimes that person goes to school and starts learning another language besides his native language then he is called a bilingual.

"Linguistic is the systematic study of language through the observation of the characteristics of particular languages. It would seem to be self evident that such a study would have an immediate bearing on the tasks of the language teacher, that it would provide a definition of the content of his subject. We might expect that the teacher would be able to draw what he has to teach from the findings of linguistic descriptions and so make his own procedures more systematic."(18) A linguistic teacher is able to teach the foreign language in a more developed way than any other teacher. The systematic way of studying the language helps the teacher in pointing out the most important aspects in language teaching. "Linguistic scientists agree that the correct approach to learning a new language is (1) through much listening to the foreign sounds and (2) through repeated practice in speaking them. The language laboratory is admirably suited for this approach, because it gives the student the opportunity to be an active "hearer and doer of the word." (19) So the best way of studying a language is through practicing the language in different ways and through listening to the foreign lan-
guage as much as he can.

A- The Attitude of the learner

In learning a second language, there are certain attitudes and behaviors different from those of the foreign language. "A language embodies the attitudes and values of its speakers and that these may not be the same in the L1 and the L2 is indicated in the following set of responses produced by the Japanese-American bilinguals."(20) For example, in studying a foreign language other than the native language you will find that your attitudes towards your language is different from your attitudes towards the foreign language. "L2 teachers do not generally differ in this respect and generally tend to restrict the handling and use of the L2 in the classroom to the elaborated mode. The consequences can be heightened sense of artificially and a violation of certain everyday conversational principles."(21) So there might be some differences and other similarities between the two cultures, and learners will choose to adopt one of those cultures or attitudes of the learners. "In cases where a bilingual community is found, the L2 speaker faces a number of options, depending on the degree of cultural similarity between the two communities: assimilators, acculturation or preservation. If assimilation is chosen, the L2 speakers give up their native lifestyle and values and adopt those of the target community."(22)
From our daily experiences, we can see that girls are interested in acquiring more than one language than boys. "Robinson (1971) has suggested that one reason why girls seem to perform better than boys in bilingual education is due to the supposed femininity of all linguistic work. This is, however, not applicable to all cultures." (23) For example, "In Germany, reading and learning are approved masculine activities." (24)

B- The Attitude of the Society

Some people love knowing and studying a second language. They like to have information about other's own language so they start learning a new language other than the native language. "The success in an L2 depends on the attitudes of the learner toward the new group and his personal feelings about ethnic identity. Two basic motives for learning an L2 are suggested by the investigators. One of the desires, to be better educated and advance oneself through bilingualism thereby regarding L2 acquisition as instrumental or an object that is not necessarily valuable in itself but as a passport to prestige and success. The other motivation is integrative and relates to the learner's wish to learn more about the other cultural community." (25) If a person is willing to learn a foreign language in addition to his native language he will learn it with great pleasure and he will succeed in his studies. "The effect of social
class membership on the development of L2 skills has not yet been fully investigated. There are, however, some indications that a positive attitude towards learning an L2 is associated with high economic status. This is what Burstall et al (1974) found for French learning in English primary schools. This is not necessarily the case in every community since the acquisition of L2 does not automatically coincide with the acquisition of higher status." (26) In the example given here that in some communities higher status coincide with the acquisition of second language. This is because, when acquiring a second language you are acquiring more work with different people from different countries and by having a lot of work you will gain money and will be in a higher rank.

"It is extremely difficult to give a precise definition of bilingualism. There exists extreme heterogeneity in the level of proficiency, nature of acquisition and social background of bilinguals. For a long time they were regarded as anomalies by linguists who felt the natural state of affairs was to grow up speaking one language. The general layman's understanding of the term is a person who has command of two languages and, particularly, someone who has not had to learn the L2 in an institutional setting but is naturally exposed to it in childhood." (27) So a bilingual person is the person who is exposed to two languages, his native language and another language. But the other language might not be the language that he learned at school, it is the language that he was exposed to during his early
years of life. Another definition of bilingualism is that "a person who has some degree of facility in more than one language is a bilin-
gual. That is obvious enough. However researchers tell us that the method of acquiring the two languages and the conditions under which they are learned can be so different as to produce significantly di-
vergent types of dual-language behavior. The two extremes has been labeled coordinate bilingualism and compound bilingualism."(28) "Nearly every bilingual feels that he can express himself in certain situations and at certain periods better in one particular language than the other."(29) But the bilingual person is the one that he can express himself or he can talk and make conversations with others on subjects of interest. He finds himself that he is able to speak or to communicate in one of the language more than the other. Many persons like to be bilinguals in different parts of the world." Bi-
lingual education has not been merely limited to the Middle East and Europe. When Europeans emigrated to the new world provisions had to be made for their children to be educated in their national language. Institutional education in a language other than that of the home has been the norm in certain parts of Africa ever since the first Koranic schools teaching classical Arabic were created at the begin-
ning of the fifteenth century."(30) So bilingual education was des-
tributed all over the world." It seems self-evident that if we are to claim to be teaching English for specific purposes then the first task must be to specify what these purposes are such a specification
will enable us to define what needs to be learnt. It does not, however, necessarily tell us what needs to be taught. Nor does it tell us how the teaching is to be done." (31)

In teaching there must be a plan for the session, in order to know the main points that the teacher should stress in the session. Imagine a man who has achieved bilingualism without even having left the north eastern section of the united states. He is equally fluent in French and English, but he has learnt his French within a Franco-American cultural context. After high school, he studied French at an Eastern University under the tutelage of a native frenchmen, so that his accent is flawlessly Parisian. The resultant bilingual is identifiable in the East as a man who speaks American-English, in Paris, he is identifiable as an American who speaks excellent French." (32) " In the case of coordinate bilingual, imagine a person who had spent one half of his early childhood in Chicago, the other half in Paris, and that as a result of this dual residence, he is able to function as a French-man in France and as an American in the Midwest without being distinguishable as a foreigner in either culture. Such a person is a coordinate bilingual in the fullest meaning of the term. His use of language, gesture, and other behavior patterns will reveal a perfect sensitivity to the cultural referents of either Paris or Chicago." (33)
CHAPTER THREE

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III- THE TEACHER AND THE SUBJECT

The teacher has a great effect on the student's learning. He/She is the one responsible for helping the students in order to grasp the material. "Your success in helping people to acquire language in a classroom will therefore depend not only on the techniques you use, but also on how you, and what you do affect their attitudes towards the language and the people who use it." (34)

A- The Teacher

The attitude of the teacher is very important in the teaching process. It will affect the student's way of understanding and acquiring the language. It will also affect the student understanding. "The native language is learned along with the ways and attitudes of the social group in which one grows up and these ways and attitudes find expression through the language. In this way, language is an integral part of the functioning social system." (35)
B- The Student in the Classroom

The learner of the native language is the person who will get indulged in the attitudes of the community around him. "It is possible to imagine the case of someone who is totally immersed in an L2 environment that he comes to use his L2 as his principal system of reference, even when speaking his L1." (36)

But when a person is totally indulged in his L1 and he lives to learn another language. So in learning a second language there he will come up to know two languages and in his speech he will choose which one he would like to use in his speech. He might use the first one because it is his native language and he can use the second language properly because he got used to the second language. "Most students are somewhat hesitant in speaking English in front of a class. It is unrealistic, therefore, to expect flawless, free expression in the foreign language." (37) The attitudes of the learner is very important. If he likes and if he is willing to learn a foreign language, he will learn it quickly than other students who does not want to learn. But this self confidence is an important matter. He should speak without any fear, because what he is going to say might and might not be true so he has to be aware of that case. In reality who thinks of all these problems at the same time will be retentive and won't speak fluently. This will decrease the ability of being fluent in the foreign language. "The native speaker, having learned
his language the natural way cannot understand why anyone should have any trouble learning it. As a result, he fails to realize that even the simplest items can be major learning problems. (For example, the native teacher of English as a Foreign Language may fail to realize that those who speak Spanish cannot hear the difference between such word pairs as "hit" and "heat" or "watch" and "wash.") Therefore, the native speaker must receive through advance instruction in the linguistic, cultural and psychological problems of teaching his own tongue to non-natives. With suitable training, the native can become a highly competent instructor." (32)

In teaching a foreign language, the teacher should be aware of emphasizing some of the similar points to the students in order to know the difference between them. He/She gives exercises on some of the work that he finds it a major problem for the non-natives to learn. He/She should make a balance between their native language and the foreign language that he is taught. "Professor, Max Black a philosopher whose central interest is the part played by the language in our capacity to function as thinking animals, puts in this way, "Man is the only animal that can talk ... He alone can bridge the gaps between one person and another, conveying thoughts, feelings desires, attitudes and sharing in the traditions, conversations, the knowledge and the superstition of his culture ... On this essential skill depends everything that we call civilization, without it, imagination, thought, even self-knowledge are impossible." (39) So the
learner is an important personality in language teaching. He/She is the one who decides whether he would like to learn a foreign language or not.

Moreover, society needs to have people who know languages other than their native languages because this will have a great effect on the development of society. "If in our specifications we establish that a group of learners need English for the purposes of communication of some kind, then this suggests that we should adopt an approach which represents what is to be learnt not simply in terms of formal linguistic units but also in the terms of communicative functions they fulfil."(40)

Language is an important part of the lives of the people and without language people cannot live and are not able to communicate with each other. "Language embodies the wisdom of the community which speaks it and transmits that wisdom to the next generation through its form and usage."(41)

Furthermore, the teacher has a great effect on language teaching. He/She is the one responsible for making interesting lessons to the students. He/She is the one who makes students either love learning or hate it. If a teacher is a sociable person who likes to talk and to bring in interesting subjects for discussion, students will like the lesson more. They will become enthusiastic about coming to class and having an enjoyable time with their friends and teacher. So "the conception of good teaching will be greatly influenced by
the culture to which we have been exposed and which we prize, good teaching depends upon one's philosophy of education and upon changing conceptions of what constitutes good teaching exists. There are many different patterns all of which are good."(42) Good teaching does not have only one way. It could be done in many ways but the major importance lies on the teacher and his/her behavior with the students, because this is the most effective part in learning new language. "The good teacher is expected to be well informed in the areas in which he teaches. He is expected to communicate information needed for background, enrichment and motivation and on many occasions to explain relationships to children. The very word "explain" indicates that it isn't a fact to be explained it is helping children to understand causal relationships, correlations, dependency relations, relationships of opposites of larger and smaller, of heavier and lighter."(43) The teacher should not be a monster in the eyes of his/her students, because if he is as such then students will start hating the lessons and are unable to answer any question asked by him in the class. "When speaking about a good teacher, we're probably thinking of many things- the teacher as a person, what he does in the classroom, how he interacts with other members of the faculty."(44) The way of communicating and accepting ideas or wrong answers from the students will show the way he/she is able to accept things. "The teacher is the key figure in the language course. It is the teacher who sets the tone for the learning activities. In a
classical audio-lingual approach, the teacher is an orchestra leader directing a group of apprentice. The teacher plays a primary role in effecting student progress thereof."

C- The Program and the Material

The teacher is the only responsible person for the class activities and he is able to make the class more interesting by his ways of presenting it. "It seems plausible that a dynamic language teacher of average to low language proficiency who uses tape recordings and a variety of techniques in the classroom might well be more effective than the very fluent teacher who is less responsive to the needs of the students and lacks imaginative teaching methods." Teaching methods are important to use now-a-days in class. They give the lesson more life and make the lesson more interesting and students will be able to grasp it quickly. "If the teacher feels that modern languages are just for the bright students and that the slow ones will be unable to keep up, then many of the students will drop out at the end of the semester or the end of the year." If the teacher finds that the book he is using is not sufficient he might use other techniques to add information other than the lesson in the book. The same thing will be if the lesson is too difficult or too easy, then the teacher must be able to create the possible atmosphere for the lesson to be good. "Through a judicious choice of techniques
and classroom procedures, the creative teacher can go beyond the structure of the assigned program."(48) So the teacher has his/her own choice of either to stick to the book and this is not advisable and to add more techniques in order to make the lesson more interesting. "Although teachers generally have a say in the selection of materials, a teacher, especially a new teacher, sometimes find himself or herself in the position of being handed a program and told to teach it. For this teacher, the program defines the course. The grammar and the vocabulary content of the lesson and their sequencing will determine the content and the sequencing of the teacher's lessons."(49)
CHAPTER FOUR

IV- TECHNIQUES USED IN TEACHING A SECOND LANGUAGE

In learning an unknown language there are many techniques that one can use in learning a foreign language. "The contributions of visual materials to language learning is growing. It has become demonstrably clear that their contribution is relevant to all ages, aims and proficiency levels."(50) "Many teachers are worried that machines will put them out of work. On the contrary, machines will release them from monotony doing many jobs more efficiently, allowing them to give their time and effort to the planning and educative aspects of language teaching."(51) So techniques in teaching will increase the motivation of the students towards learning their language.

A- Audio-Visual Materials

"The use of visual aids serves best in the classroom as a techniques to add vocabulary and knowledge of culture, the language laboratory serves best in linguistic aspects."(52) So the visual aids are of importance that could be used in the class with great success. "The use of visual materials in all stages of language learning re-
inforces the learning process by adding the sense of sight to that of sound. Many persons, especially adolescents and adults, learn faster through the eye than through the ear. Visual aids serve to convey concepts immediately to the learner of a foreign language shortening or by passing the association with similar concepts in the mother-tongue."(53) So the visual aids are the most interesting aids for learners now-a-days, because they help him correlate the idea that he has in mind to something real infront of his eyes. " The members of the seminar agreed that eventhough visual auditory aids for teaching foreign languages are readily available they will not be affective unless they are incorporated into the learning program with proper material, and related to the student's center of interest. The indispensible combination for the effective teaching and learning of any modern language is a skillful teacher with well chosen and integral visual and auditory aids and interested pupils."(54) The visual materials that the teacher is going to bring to the class should be of greater value if they are related to the lesson that the teacher is going to explain otherwize it would be of no value.

B- Posters and Charts

Another technique used in teaching a foreign language is through posters and charts. It is very interesting to have big clear posters which have relation with lesson that the teacher is going to
teach. " Fosters and charts are usually of tag board, available from any arts and crafts supply store. The heavy cardboards are propped on a desk. It comes in a variety of bright colors. Lines should be broad enough and words large enough to be easily visible from the back of the room. The indelible felt marker, such as the magic marker is an excellent writing tool. The darker colors are the most visible." (55) If the chart contains many bright colors it will attract the attention of the students and the teacher will be able to point about different things in the pictures.

C- The Overhead Projector

A third technique that could be used in teaching foreign language is the overhead projector. It is very effective machine that the teacher could use in pointing out something important so that the class can see it more clearly. " The overhead projector is a comparative new comer to the educational scene. The light source is not very powerful, so there is no problem of noise from a cooling system, but it presents a very bright projected image." (56) The teacher who wants to use the machine should be able to run the machine ahead of time so that students will not lose their time and start playing while the teacher is fixing the machine. " Improved means of visual projection have at the same time facilitated the development of various types of visual aid which have been used in language courses. Radio and tele-
vision, especially the latter are playing an important part in lan-
guage teaching in different parts of the world, not only in schools,
but also to the general public in their homes and elsewhere."(57)
The overhead projector is used in language courses in order to show
a graph or to emphasize a certain part on a transparency paper. "The
overhead projector uses transparencies, which are thin acetate sheets.
They can be obtained commercially prepared by the teacher. If trans-
parencies are to be shown more than once, it is wise to use indelible
feet pens. The colors show up brightly on the screen and do not fade
with age. Cardboard frames, while not necessary make the transparenc-
ies easier to handle and more convenient to file. The overhead projec-
tor is a versatile machine that lends itself to a variety of pre-
sentations. It is possible to write directly on the transparency over
a lightened projector. The overhead projector has an advantage over
the chalkboard in that the teacher maintains eye contact with the
students while writing."(58) The colored transparencies that the tea-
cher prepares for a lesson will be kept in a file so that they might
be used in other courses or later on. If a teacher provides her work
with enough time from the beginning he/she will be relaxed in the
coming days.

On the contrary, the opaque projector is not used in a light-
ed room. "Flat printed or drawn pictures may be projected with an
opaque projector. The picture or illustration from a book is placed
on a special carrier that holds the material in place in the machine.
The disadvantage of the opaque projector is that it must be used in darkened classrooms. Therefore, it is most useful in illustrating oral presentations by the teacher or the students: talks on arts, architecture, and aspects of the foreign country can be enhanced with pictures from books or post cards. The opaque projector can be used also as an enlarger to prepare posters."(59) Although the opaque projector is an expensive aid, it is useful for the students to learn new things, "In order to spare embarrassment to individual students and at the same time make the lesson of first-hand interest to more than a single student at a time you might by this: type out a paragraph which contains mistakes gleaned from several papers. If the class is not too large, the teacher might be able to include at least one mistake from everyone’s paper: let the students pick the mistakes out and then correct them. Every-time a mistake is found or corrected you may mark it on the transparency."(60) So the overhead projector and the opaque projector are two important machines that could help in explaining lessons and making the class session more interesting.

D- Filmstrips

A fourth technique that has been used by teachers of language is: slides and filmstrips. " Filmstrips and slides lend themselves better to classroom teaching because the pictures presented can be held for as long as desired for conversation or drill, and the seq-
fluence of presentation can be controlled by the teacher or students."

(61) It is very much helpful in teaching because you can show different slides at different times and you can change the slides whenever the teacher wants to. Also films are used in teaching foreign languages because it helps the students to hear the foreign sounds as much as they can. "Unused foreign language magazines may be cut up for visuals—short English films, especially films taken in the country under study could be shown, replacing the English sound tract with the teacher's narration in the foreign language. ESL classes might use short films depicting the students' native countries if desired the students can help with the English narration by designing their sound tract."(62) Films can be used to help the students know more about their country and by observing films related to their own country. So they will be motivated and interesting in watching those films. "Filmstrips provide a convenient and relatively economical way of presenting information of full classes, groups, and even individuals. Many foreign language departments own some commercial filmstrips view of the target country illustrations of architectural styles, contents of well known museums and so on."(63) If filmstrips are of interest to students, they will likely to learn more. Filmstrips can be used to present a model to the students. "These can be used to bring alive the customs, the people or the landscape of the country whose language is being studied. Now-a-days filmstrips and slides can be used in conjunction with a book and a cassette."(64) But sometimes filmstrips
are not used because they cost a lot of money and if the purpose of watching a film is the same as showing slides so teachers are likely to use slides.

E- Language Laboratory

An important technique in teaching language is the language laboratory because it helps students very much in listening to native speakers of that language and in practicing the language orally. "A language laboratory is a teaching room equipped with electronic devices for recording or reproducing the human voices that are arranged in such a way as to be useful in language teaching."(65) The language laboratory provides a model to the students and from that model they can see the way of presenting the sounds in the language and they can start to imitate the models. "For some students with a good ear the language laboratory is a marvellous opportunity to hear the faults in their own pronunciation and correct them from the model. Other students may simply become used to hearing the discrepancies between their own voice and the teacher's voice, so progress may be slow but even for these students the language laboratory is useful. The main advantage of a laboratory is of course that each student can work at his own speed and the teacher can tune in without the student knowing and feeling nervous."(66) So language laboratory is a useful technique used by students who want to learn the foreign language. It enables
them to hear native speakers as much as they can in order to progress more in the language. " The simple form of laboratory is not expensive to install and maintain. It enables students to hear at frequent intervals authentic native speech, with a variety of voices and accents. The teacher who is not a native speaker cannot provide such an excellent model himself, and if his language training has been deficient he finds this aid invaluable." (67)
CHAPTER FIVE

V- CLASS AND EXTRA-CLASS ACTIVITIES

In addition to that, classroom activities are very important for the student to feel that a classroom is not a full day supply with boring things. For example: a student is having a reading lesson. The teacher should include some activities during that session other than the monotoneous way of having the teacher reading the lessons and students have to read after him. The class should be full of interesting activities for the teacher to do. For example: asking pre-reading questions will motivate the students and make them more enthusiastic about knowing the story, or making a discussion with the students and hear their predictions about the end of the story.

Time is the most precious element to language teachers. Much more time, other than the time in school, students need to practice their foreign language. "The teacher's primary concern is to prepare the lesson and in carrying out class activities is to maximize the amount of learning that takes place, to involve the greatest number of students and to reduce the amount of time devoted to masters not directly related to the business of acquiring language competence." (68) So classroom activities are related to the imagination of tea-
chers and to the kinds of the activities which are done by the te-
chers. " The class can be divided in half for debates and contests. 
Each group prepares for an activity that will later involve the other 
group. Unless the class is small, however, the half-class groups are 
often still too large to be assigned projects or conversation prac-
tice."(69) One of the activities done in class is to divide the class 
into two groups and each group will do things provided by the teacher. 
Maybe the teacher will give both groups the same exercise in order to 
find out which group is going to finish quickly.

A- Homework

Assignments or extra-classroom activities that are done at 
home are of equal importance to the exercise done in class. Students 
are of varied abilities and speeds, so at home each one will do his 
work with the time he needs without any fear of time." One of the 
most obvious ways of providing conditions for creative learning is to 
offer a curriculum with plenty of opportunities for creative behavior. 
This can be done in many ways. It can be done by making assignments 
which call for original work."(70) The homeworks should be given also 
for the weak students who feel that they are in need of extra work in 
order to be able to move with the class." If the teacher expects the 
entire class to master the usage of the subjunctive, then he or she 
must utilize techniques to help the eye minded as well as the ear
minded students, to help those who need explanation as well as those who learn best by developing their own generalizations, and to help those who are hesitant to express themselves and thus run the risk of looking foolish as well as those who are eager to try to express themselves and are mindful of errors."(71) In homeworks students will be able to apply what they have taken in the class and to practice it through homework exercises. So "the primary purpose for assigning homework is to give the students additional practice in developing their language competence. It obviously takes more time to learn a foreign language than the forty to fifty minutes available in the daily school schedule. However, before giving homework, the teacher should make sure that the particular assignment will help the students to attain the objectives of the lesson. If it is not clear that doing the assignment will be of benefit, it would be wiser not to give it. The difficulty of the assignment must be carefully considered."(72) The assignments that are given as homework should be clear and easy. It should not be difficult so that students will be able to do it by themselves without the help of anybody. It should be given as an application to the lesson given in class. "It is necessary to make the homework assignment clear. The teacher might announce the homework in the target language, then write the pertinent information in the target language or the native language on a concern of the chalkboard so that all the students are sure to understand."(73) As we have seen the advantages of giving homeworks for students to practice at home,
there are disadvantages for giving students homework. It is considered as a waste of time. "The major draw-back to assigning written exercises as homework is that the correction of such exercises can constitute an enormous waste of precious classtime. Half a class period can be lost when students write homework sentences on the board and sit back as the teacher corrects them. An entire class fall asleep as students, one by one read aloud their error sentences."(74) But this wasting of time could be overcome a little bit by providing other techniques in correcting homeworaks and exercises. "The class is divided into small groups and each group corrects the homework. The teacher moves from group to answer questions. If desired one member of each group may be given a copy of the correct responses."(75)

B- Tests

Other than the homework and assignments, teachers use other techniques in order to find out whether the students have understood the lessons or not. This will be known through giving students examinations. Students usually don't like exams. They feel tense and unable to do their work. But in reality exams help us to measure the abilities of understanding materials. "There can be no doubt whatever that the form of an examination has a very appreciable influence on both the content and the method of teaching."(76) Tests are used to measure performance under stress and whether students are able to
do good in such an atmosphere or not. "What is my purpose in testing these students? What do I expect this test to achieve? What precisely is being tested? Am I really testing what I have taught? By using these techniques am I actually finding out what the students know? The purpose of the test determines the selection of elements and the way in which they are to be tested."

(77) Students must be able to divide their time during the exam hour in order to be able to answer the whole questions. For example: students should start answering the questions that have high percentage before answering the short answer questions. "Test enable the teacher to see how the standards he has set for his own classes compare with those of the other teachers. They may be designed to indicate to teacher and students areas of strength and areas of weakness; the result of these tests will show what sections of the work should be retaught or restudied and where further practice is essential, this giving the teacher a clear indication whether the students are ready to move on to new work."

(78) Tests help the teacher to evaluate students and to rank each one at the suitable level.

C- Classroom Cooperation

Classroom cooperation is an important part of classroom activities. It helps students to understand some of the points that were not clear before. It also helps students to share ideas with each other
and to increase their knowledge and the mental abilities for understanding new things. "In questioning students, or in presenting the stimulus of any type of oral work, the teacher should always give the question or stimulus before calling out the name of the student. This way all students mentally prepare the correct response, aware that their turn may come next. If the name is called before the question is asked many other students stop paying attention."(79) Class cooperation develops strong personalities in the students who would like to share their ideas with each other. It can also help in bringing out interesting subjects that needs discussion. Also it is important for the students who would like to discuss a certain problem and to probe deeper into the subject.

D- Time Available

In order that the teacher will give interesting and cumulative lesson there should be a lesson planning regarding the time limited. "The danger in language teaching has always been to regard a time limited course as in some way complete. This leads to the attempt to cram every possible linguistic item in the inventory of the language into the time available, with a concern rather for the number of such items than for a high proficiency with a carefully selected, integrated number of items. A course crammed like a badly suitcase not only deals unsatisfactorily with a large number of items: its other chara-
cteristics is the inability to add any further work, should extraclass sessions present themselves, or to reduce content rationally should this become necessary."(80) A good teacher is the one who is able to create and invent situations so that the lesson become more understandable. He/She create new techniques to make the students grasp the lesson immediately. It is not necessarily to be stuck with a book because if the book is not sufficient he/she will be able to give more from his own. " Effective teaching does not mean waiting for the ideal materials to be made available. It means investigating materials presently available and using them to their fullest extent."(81) The teacher's role in the classroom is to provide an interesting atmosphere in order that the students will learn more. He/She must be ready to answer questions asked by the students no matter how it is difficult. " In the words of Nelson Brooks, the FL teacher is aside from the teacher of music or dancing or art, the only number of this faculty who is required to have a practitioner's knowledge of the discipline he teaches, while in the intellectual areas of his subject no less is expected of him in ability and training than of any teacher in the other academic subjects. In the classroom, the most FL teachers is most often at the same time the linguist and the native informal."(82)
Lesson Planning

As I stated above that lesson planning is the most important part in perfect teaching. "As you plan a lesson, you need to review the material covered in the last lesson, decide what you expect to do in this lesson, and think ahead to what should be incorporated in the next lesson."

Lesson planning is an important part in the teaching process, because you can point out the important points that you should deal with during the session. "Your lesson plan should be so clearly outlined that you are aware of the important points that must be considered and realize that certain details worthwhile as they seem to you, may be omitted or given only passing recognition. You need to budget your material to meet your time allocation. As you gain in experience you will achieve skills in budgeting your time in light of the activities to be included in the lesson." Session after session, the teacher will get used to the lesson plans and how should they be in order to accomplish certain task. "Planning procedures are much more flexible at present than they once were. This in no way detracts from their importance. The teacher needs to know exactly what he hopes to accomplish in a lesson and how he plans to develop the subject materials." Lesson planning is accomplished with the ways teachers teach. If the lesson plan is done correctly and clearly, the teaching process will be positive. But if the lesson plan was done in a wrong
way, the teaching method will be weak. " Careful planning is essential to successful teaching. The teacher must determine the educational aims of the lesson and then select activities that will contribute to the realization of those aims. These activities will vary from class to class according to the needs and abilities of the students concerned."(86) So in planning a lesson, the teacher should ask herself or himself the questions such as : what are my goals? what are my objectives? what method I am going to use? which techniques? Are those pictures suitable for the lesson? etc. ..." Your cooperating teacher can give you considerable assistance, but the plan itself must be yours. It should be based on your understanding of certain factors that are basic to good lesson planning and should incorporate those elements that have value in determining what shall be included and how teaching-learning experiences should be conducted."(87) A good lesson planning will motivate students to enjoy the lesson more and to change the monotonous tone of the way of presenting the new lessons. " In order to hold the interest of most students, it is necessary to provide a large number of varied activities. Although the members are arbitrary, the teacher should strive for a minimum of five activities per standard class period. Often the teacher think that the class activities are varied but in the minds of the students, there is only one activity repeated over and over again."(88) For example : if the period is for composition, an interesting idea would be the teacher would bring a big picture and from that pictures students should
write the story. Each one will give one sentence and at last the story will be written on the chalkboard. "If for example: the lesson is on the future tense, a varied lesson might illustrate use of the future tense in a demonstration on the overhead projector, a dictation, a game, and a song. Variety in the use of equipment and materials is also vitally important, for example, one day, the overhead projector might be used the next day, the felt board and so on."(39)
CHAPTER SIX

VI- THE USE OF TECHNIQUES IN DEVELOPING THE SKILLS

In teaching a foreign language, there are four skills that we must acquire. They are the listening skill, the speaking skill, the reading skill and the writing skill. "If a student has learned how to read, write and spell in his native language he expresses himself correctly and knows some grammatical nomenclatures, he will be able to deal with these same features in the target language. He must, however, realize that the sound system of his native language is different in almost every detail from that of his second language. He must also realize that he is being integrated into another speech community and into another culture." (90) So in learning a new language, our skills will differ from the way we learned our native language.

A- Speaking

In the speaking skill, we do not have to be redundant. Speaking a foreign language is a complex process in the beginning because while you are speaking, you will find that your ability to speak the
foreign language is limited but if the student always feels shy and does not like to speak he will end up to be less able to speak than his friends. " Despite the fact that basic language competence is attained relatively early in life despite enormous amounts of practice in speaking. Adults do not always exhibit fluency and effectiveness of delivery even when speaking about relatively simple matters."(91) So the student always feels that he is able to express himself in the native language more than the foreign language. " Learning to speak the second language is a lengthy process. First students must carefully repeat models and imitate the teacher. They may memorize basic sentences to gain confidence in their ability to speak the second language. They may practice sentences and do oral drills." (92) So in learning to speak a foreign language students must practice the language by speaking. They do not have to feel afraid of speaking even if they know that they do not know how to speak properly. In such a way they will be able to speak more rapidly than persons who do not like to talk in class. " Speaking is productive skill, that one learns to express himself only by being induced to practice self-expression during each step of the learning process. The students' own ideas can be established during the first few days of the course, in developing free oral expression. The teacher must resist the tendency to break in and correct publicly each student attempt at self-expression."(93) Students must not feel shy or afraid of facing their teacher and their friends while speaking because this is the best way
of practicing the language. " There is no way to learn to talk except by talking. If the student knows only two or three words, he should use them on every possible occasion and in every possible context, he should also attempt to find other words to use with them in order to enlarge his repertory. In this instance the sociable person has the advantage."(94) Speaking could be encouraged by the teacher. He/She can ask questions and motivate students to answer them. By that way students will be encouraged to teach. " After the basic dialogue or list of sentences is learned, after the guided conversation or directed dialogue is practiced, the real work begins. It is at this point that true speaking activity can take place. The teacher should ask numerous questions and elicit responses from comment he/she makes. For example: if the dialogue sentence is about buying a blue dress, ask individual girls if they own a blue dress or if they have bought one recently. If one of the basic sentences is about disliking Spinach ask individual students whether they dislike spinach and what vegetables they prefer."(95)

Teachers should have creative imagination in teaching different subjects. The same for teaching or encouraging speaking by providing a model to the class through audio-visual aids. " Some teachers advocate the use of some form of visual aid in the teaching of speaking especially in the early stages where the visual element is accompanied by recorded voices."(96) Sometimes students find that speaking in-front of their friends and their teacher in a wrong way
is something that they cannot hold." The student's shyness or reserve is quite a different problem. If he chooses to maintain his dignity and pride, refusing to talk until he can do so without error, he is not well. If on the other hand, he chooses to ignore his embarrassment and to talk inspite of feeling foolish, he will usually find that people are genuinely sympathetic and helpful although they are amused by his mistakes. If the foreigner laughs with them, people tend to remember his friendliness rather than his errors, but if he is stiff and embarrassed, they may consider him unfriendly."(97) So a student must differentiate between his native language and the foreign language that he is learning. He must know the difference between speaking the language or writing a language, because in speaking as I have said earlier you do not have to be redundant. " Speaking a language differs from writing it in an important way. When students can judge how accurately they spell and how well they use the sentence pattern they have learned, they usually produce rather accurate written compositions. They have the time to re-read what they have written and to correct their own work. But when students are speaking freely, they tend to make mistakes they would not make in writing. Frequently, they notice their mistakes right after they have said them but it is too late to correct them. Only through much free speaking practice will students improve their command of the spoken language."(98)
E - Listening

The listening skill is of equal importance to the other skills. "Listening is considered as an adjunct of speaking. Tape programs contain models for repetition, cues for spoken drills, and recordings of reading selections. Only a few programs, however, contain exercises for listening discrimination and even fewer contain listening comprehension selections which appear only on tape." (99) Listening is very important because it allows the learners of the foreign language to hear the different sounds in the language so that they will be able to know how to speak. "Widdowson has made a useful distinction between hearing and listening. He uses hearing to refer to the listener's abilities to recognize language elements in the stream of sound and through his knowledge of the phonological and grammatical systems of the language, to relate these elements to each other in clauses and sentences and to understand the meaning of these sentences. He reserves listening to refer to the ability to understand how a particular sentence relates to what else has been said and its function in the communication." (100) Listening helps the students in understanding the relationship between words and sentences and good listening provides good understanding of the materials. "The aim of instruction in the listening skill is to bring the student to a point where he or she can understand colloquial speech, with its muffled or missing sounds and its fused vowels and consonants. The true test of
listening comprehension occurs when the student goes abroad and hears people all around him or her speaking another language. In the classroom, the teacher must go beyond textbook recordings. Most textbook recording are not appropriate for listening practice at this colloquial level. For the speakers enunciate too clearly and speak too slowly. The best types of materials are recorded interviews, either radio broadcasts or records of conversations with famous persons.\(^{(101)}\) When the students ears are exposed to the foreign language from natives they will become able to start imitating their speech. But in order to understand the language properly and to be able to start speaking, students should hear a lot of conversations or dialogues from natives that they will be able to accompany that language.\(^{(102)}\) Developing the ability to understand the spoken foreign language is a long continuous process. It is a skill that must be taught and that does not happen automatically. One of the teacher's most important tasks is to provide a variety of purposeful listening activities throughout the entire language course.\(^{(102)}\) If tape recorders are available, students can hear as much as possible the native language so that they will be able to grasp it quickly. \(^{(103)}\) Students at all level of instruction need much practice in listening to short passages that recombine known vocabulary and structures with occasional unfamiliar expression. Teachers can prepare short passages similar to the ones that follow several teachers can work together to develop and record such paragraphs for use in the classroom or in the language laboratory.\(^{(103)}\)
C- Reading

Reading is the third skill in learning a language. It is said that "the faster readers are also the better comprehenders." (104) Reading is the skill used while studying and outside school. No one is able to live without reading." For many students, reading is the one skill they may occasionally use when they have left the classroom. It is also the skill that is retained the longest. Reading is more than just assigning foreign language sounds to the written words, it requires the comprehension of what is written. Students differ in their ability to read their native language, and these same differences reappear in their ability to read a second language. Reading skills in one language are not necessarily transferred to another language and may be inhibitory when they are. A student who reads English easily may have difficulty reading a foreign language. But the student who reads English with difficulty will surely have problems reading stories in a foreign language." (105) A student should be able to read his native language easily in order to overcome some of the problems that are found when reading the foreign language." When the student can read aloud, guided reading activities begin. Beginning, intermediate and advanced classes all spend a certain portion of their time on guided reading. The level of the reading material grows more difficult but the basic classroom procedures remain the same. Passages are generally not more than one type written page in length." (106)
Reading passages in foreign language should be gradually alone and not to read complex things from the beginning. The teacher should be active and creative. He/She should not only depend on materials found in the book, he/she can be creative by providing outside reading passages or other kinds of learning materials. " Most teachers use the reading materials provided in the textbook for guided reading practice. If the basic program does not offer sufficient materials, additional selections must be located. The teacher should select vocabulary and structure from several chapters or units. He/She can write a short story (seven or eight sentences) using this material. This is a good lesson for reviewing old lessons and for diagnosing the student's progress, especially at the beginning of the second year of language study."(107)

There are different activities that could be done through the reading session. As we know that in each class we have different kind of students within different mental abilities and of different speeds. The teacher can do some activities. He/She can divide the class into groups and each group will be doing one thing. Group A will be given sheets including some information about the story. Group B will be given the story without the ending and group C which is the weakest will sit with the teacher and he/she will start explaining the lesson from the beginning. In that situation, the strongest students won't feel bored by repeating the story again and again because they had already grasped it. So " reading is sometimes referred to as a passive
skill, but if we examine the abilities to be developed for fluent
direct reading with comprehension of meaning we shall see that the
reader is far from passive during this activity."(108) And "true
reading means the direct communication of meaning from the printed
page to the reader's mind: word by word plodding through a page is
not reading. Nor is it truely reading if the student must stop several
times on each time to look up English equivalents for new words. The
student is reading when he is enganged in the process of drawing mean-
ing directly from the black marks which run from left to right across
the page."(109)

D- Writing

Writing is the fourth skill in teaching language. Writing is
different from speaking because it acquires more thinking and philo-
sophical way of presenting the ideas to the reader." Writing ability
comprises an enormous spectrum of skills. At the simplest level it
consists of the ability to write down on paper what can be formulated
in speech but even this ability requires an integration of skills in
handwriting or typing, spelling, punctuation, and other mechanics of
writing. And even at this level, the writer does not and cannot rep-
resent everything he hears in speech, he must observe certain rules
of normalization or editing whereby repetitions, false starts, and
other types of mistakes are eliminated.(110)
In order to be a good writer one must be good in writing his language in order to be able to write in a good way in the foreign language. " Many ESL students do not know how to write in their native language. For these students, the first step in learning to write is mastering the act of writing. For adult learners, the first goal is to acquire the degree of writing skill needed to function in American society in writing out checks, completing applications, and writing short notes."(111)

Even if the student become fluent in a foreign language he has to wait for years in order to be fluent in writing the foreign language. " Obviously, it takes many many years of intensive study to write a second language fluently. Even most American language teachers who read with facility the foreign language they teach to not feel qualified to express themselves in writing with the same ease as in English."(112) In order to be a good writer one has to have a good listening, speaking and reading ability. " Ability to write well grows out of prior experience in listening, speaking and reading. If students know what the sentence they wish to write sounds like, they are well advanced on their way toward fluent written expression."(113) So as we can see that " skill in writing begins with simple copying and ends with free self-expression. As students progress in their development of the writing skill, they will require guidance from the teacher."(114)
CHAPTER SEVEN

VII- TECHNIQUES IN CULTURAL ORIENTATION

As students start learning a foreign language they will become exposed to another culture other than their real culture. "Fluency in an L2 has been shown to be affected by the degree of ethnocentricism or cultural narrow-mindedness of the learner. The effort to understand is vital. Without it the L2 user will be unable to discern and appreciate the complex of meanings symbolized and unable to signal his own appropriately and successfully."(115)

A- Understanding the Foreign Culture

But "the use of another language does not automatically mean the existence of another culture."(116) Culture is learned to make the students more interest in their foreign culture the same as their native culture. "Frequently culture is introduced into language classes to stimulate and maintain student interest in foreign languages. On an informal level, the language teacher may integrate some classroom activities with what the students are studying in other courses. This informal interdisciplinary course, however, even if this is not
the case, the approach may attract students whose primary interests lies in other areas."(117) We have to understand the nature of the foreign culture before knowing the other things about the culture.

"The first step in the teaching of culture is increasing the students' awareness of the breadth and the nature of that culture. Slowly this initial awareness will translate itself into a feeling of familiarity, with the result that the culture will no longer appear "strange" and "foreign".(118)

B- Using the Foreign Language

According to different culture people will respond in different ways according to the difference between their culture and the foreign culture." One of the concepts that students should develop in their study of a second culture is that people in various cultures respond to life's needs in a variety of different ways."(119) The teaching of culture has many goals and the major goal is to make students aware of the culture." The cultural goals of the language class may be divided into four major categories: interesting student awareness of the target culture; stimulating students' interest in foreign language study; developing the ability to function in the target culture, and establishing an understanding of linguistic cultural referents, cultural values and attitudes."(120) The foreign language teacher must have an idea about his students' culture in order to
present his own culture. " Like the foreign language teacher, he will need to put some careful work into an objective study of these aspects of his culture. Similarly he will need to study very carefully the culture of his students so that he is able to present aspects of his own culture in a way that is acceptable to them. This bicultural understanding will help him to identify those areas of his own cultural background and environment which will be completely incomprehensible to his students if presented without explanation."(121)

Sometimes in the same country, there exist more than one culture and in another country there exists only one culture. Students who grow up in a country with only one culture will be ignorant of other cultures and will find the attitude of other people in other countries are behaving in a wrong way. " In a country where there is one predominant culture, students will have grown up to react in certain ways and to value certain things. Their first encounter with a different set of behavior patterns and a different set of values can come as a shock, causing them to consider the speakers of the language they are learning a very peculiar, bad-mannered rather stupid or even morally lax."(122)

Culture is defined in two different ways. " In one sense it is the sum total of a people's achievements and contributions to civilization: art, music, literature, architecture, technology, scientific discovers and philosophy."(123)
C- Cultural Identity

There is a difference between language learning and language culture. "They are closely interdependent. This is true not only in the sense that a child constructs a reality for himself largely through language, but also in the more fundamental sense that language is itself a part of this reality. The linguistic system is a part of the social system. Neither can be learnt without the other."(124) So the students will be more affected with their own culture according to the way they were brought up. "The culture of a people, as the word is used in this chapter, is certainly the result of training, but training in all aspects of shared life in a community. The child growing up in a social group learns ways of doing things, ways of expressing himself, ways of looking at things, what things he should reduce and what things he should despise or avoid, what is expected of him and what he may expect of others."(125)
CHAPTER EIGHT

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VIII- CONCLUSION

As a conclusion, I can say that learning our native language is important now-a-days is to learn a foreign language because it helps us to face life, to face new people. "Teaching language as communication has become an accepted aim of the foreign-language teacher throughout the world. To most this has come to mean that we must teach our students to speak the language with some fluency and authentic idiom. What has been less emphasized, however, is that communication is a process involving at least two people. Speaking does not of itself constitute communication unless what is said is comprehended by another person."(126) Language learning is different from other skills that are important in one's life. It is different because it requires good mental ability more than other skills. "Language involves complexes of sub-skills and it is in this complexity that language learning differs from other skills, such as car, driving, dancing and swimming."(127) Learning a language will change one's own life to a better life.
FOOTNOTES


9- Ibid., p.

10- Doughty, op.cit., p. 17.

11- Ibid., p. 23.

12- Ibid., p. 28.

13- Ibid., p. 17.

14- Ibid., p. 22.

15- Ibid., p. 32.

16- Brown, op.cit., p. 1.
17- Hall, op.cit., p. 209.


21- Ibid., p. 44.

22- Ibid., p. 28.

23- Ibid., p. 15.

24- Ibid., p. 16.

25- Ibid., p. 17.

26- Ibid., p. 16.
27- Ibid., p. 3.


31- Widdowson, op.cit., p. 251.

32- Gritter, op.cit., p.73.

33- Ibid. 73


35- Rivers, op.cit., p.265.

36- Loveday, op.cit., p. 9.

38- Ibid., p. 73.


40- Widdowson, op.cit., p. 252.

41- Doughty et al, op.cit., p. 141.


43- Ibid., p. 12.

44- Ibid., p. 11.


46- Ibid., p. 4.
47- Ibid., p. 5.

48- Ibid., p. 43.

49- Ibid.


51- Bennett, op.cit., p. 134.

52- Wesley Childers, op.cit., p. 90.

53- Ibid.

54- Fotitch, op.cit., p. 220.

55- Allen, op.cit., p. 17.

56- Bennett, op.cit., p. 138.

59- Allen, op.cit., p. 22.


60- Stevick, op.cit., pp. 112-113.

61- Wesley Childers, op.cit., p. 91.


64- Stevick, op.cit., p. 113.


68- Allen, op.cit., p. 29.
69- Ibid, p. 34.

70- Johnes, op.cit., p. 130.

71- Allen, op.cit., p. 6.

72- Ibid, p. 43.

73- Ibid, p. 44.

74- Ibid, p. 46.

75- Ibid, p. 47.

76- Harding, op.cit., p. 138.

77- Rivers, op.cit., p. 286.


79- Allen, op.cit., p. 33.
80- Bennett, op.cit., p. 70.


82- Fotitch, op.cit., pp. 91-92.

83- Joheson, op.cit., p. 50.

84- Ibid, p. 51.

85- Ibid, p. 49.

86- Allen, op.cit., p. 29.

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88- Allen, op.cit., p. 32.

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90- Fotitch, op.cit., p. 97.
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92- Allen, op.cit., p. 211.

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100- Joheson, op.cit., p. 79.

101- Allen, op.cit., p. 204.
102- Ibid, p. 179.
103- Ibid, p. 196.
104- Reed, op.cit., p. 130.
105- Allen, op.cit., p. 249.
107- Ibid.
109- Grittner, op.cit., p. 252.
110- Rees, op.cit., p. 140.
111- Allen, op.cit., p. 284.
112- Ibid,
113- Ibid.

114- Ibid.


116- Ibid, p. 46.


118- Ibid, p. 327.

119- Ibid.


121- Rivers, op.cit., p. 270.


123- Allen, op.cit., p. 325.

125- Rivers, *op.cit.*, p. 263.


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