

# FACTORS AFFECTING THE SUCCESS OF FOREIGN LANGUAGE TEACHING IN EDUCATIONAL INSTITUTIONS

Saydalieva Gulchekhra

*Tashkent University of Information Technologies*

**Abstract.** *“A definition of language,” viewed the British cultural critic, Raymond Williams, “is always, implicitly or explicitly, a definition of human beings in the world” (1977, p. 21). (cited in Kumaravadivelu, 2006).*

*Languages have two essential features which differentiate it from signals: productivity and structural complexity. From the 4,000 to 5,000 languages which are alive, English is by far the most widely used one. Though it doesn't have an important function in national or social life in some parts of the world it is taught in schools as a foreign language often widely. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the standard type of communication and instruction: the ordinary citizen does not need English or any other foreign language to live his daily life or even for social or professional development. But it may be seen that the role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors and the role of English must have an effect on both the way it is taught and the resulting impact on the daily life and personal development. (Broughton, et al. 1980)*

**Keywords:** *Factors. Basic Principles. Applied Linguistics. Internal and External factors. Self-esteem, Self-confidence.*

The reason for and placement of modern foreign languages in the school curriculum has reflected different understandings of the aims and purposes of education at different times.

The potential for increasing self-esteem and growing self-confidence in learners through modern language learning is great. Pupils may feel satisfaction and enthusiasm when they are able to communicate but it can be replaced with boredom and bewilderment due to carelessness. In schools where modern languages are estimated highly, success in this area can have a good motivational effect for pupils in other fields.

Some factors such as willing to be able to communicate with foreign hosts, making virtual travel on the World Wide Web, video-conferencing and e-mail contacts can seriously increase

motivation towards language learning, and also encourage social contact across national boundaries. (Johnson 2003)

Although there exist very wide range of educational settings in the world today, from playgroups in Argentina to strictly audio-visual classes in Senegal, or traditionally taught high school tutorials in Japan, there are certain fundamental principles general to all high quality language teaching, principles developed from the interaction of aspects of those fields of study which contribute to the theory and practice of EFL teaching. The contributory areas of knowledge is illustrated in Figure 1.

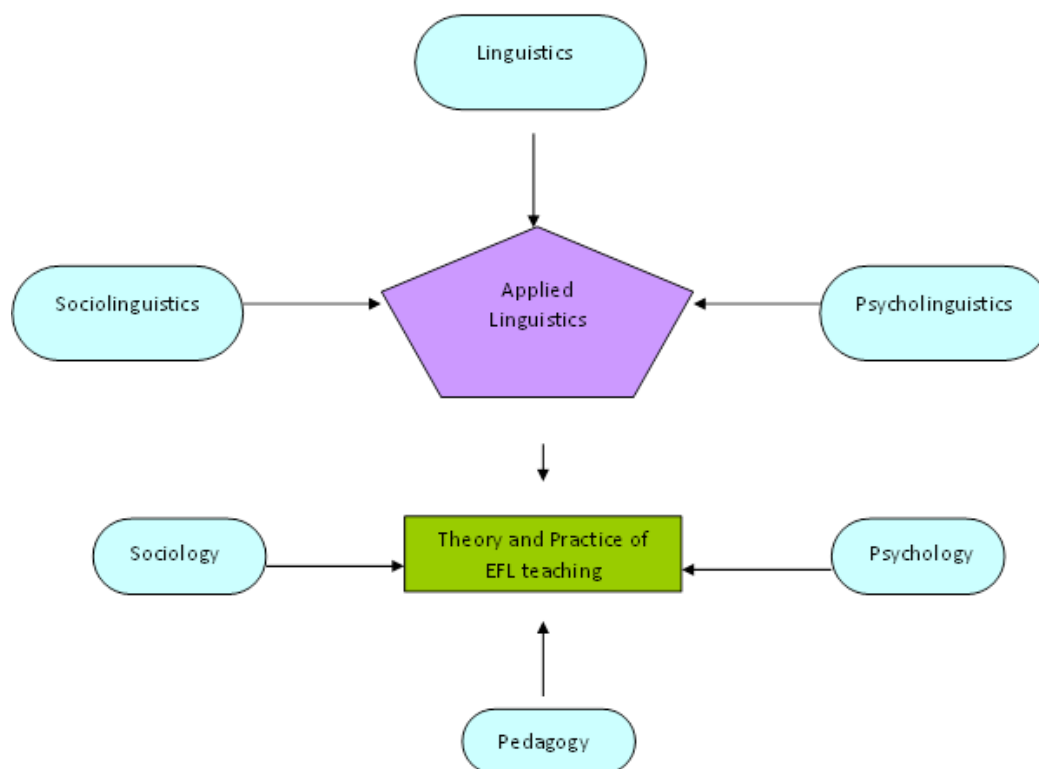


Fig. 1. Basic Principles. Source: Adopted from Dr. Broughton, et al. (2003)

“Linguistics, the study of language itself, has drawn on ideas from *sociology* to establish the place and role of language in the sociology of human behavior, and from *psychology* to investigate among other things how language is learned. The result is two new disciplines, *sociolinguistics* and *psycholinguistics*, which, together with linguistics proper, form the central area of *applied linguistics*. This last field is concerned with many activities involving language—for example, speech pathology, machine translation, mother tongue acquisition, literary analysis. But for the present purpose its chief relevance is to language teaching.”(Kumaravadivelu, 2006)

The topic of teacher’s function can be discussed infinitely in the area of general education including the language teaching. Unable to exactly identify the role of the teacher, the teaching profession has grappled with a large number of descriptions. The teacher has been differently alluded to as an actor and an architect; a scientist and a psychologist; a manager and a guide; a organizer and a counselor and etc. There is value in each of these descriptions. Teacher’s role includes each of them in some measure but none of them completely. (Kumaravadivelu, (2003)

According to Kumaravadivelu, (2003) there are three strands of thought: (a) teachers as passive technicians, (b) teachers as reflective practitioners, and (c) teachers as transformative intellectuals.

Whether teachers understand their activity as a job or as career, work, occupation, or vocation, their role in the success of educational system is instantly recognizable and unequalled. Whether they accept themselves as passive technicians, reflective practitioners, transformative intellectuals, or as

combination, they are always relevant to a critical mind engagement. Their development and the satisfaction they derive from it depends to a large extent on the quality of their mind engagement. Improving the quality of their mind engagement is the result of recognizing the symbiotic relationship between theory, explore, and practice, and between professional, personal, and practical knowledge. (Kumaravadivelu, 2003)

English language teaching (ELT) is usually represented in the special literature as being mainly concerned with the mental acquisition of a language. In fact language teaching and learning are shot through with values, and language teaching is a deeply value-laden activity. This theory can be explained through following essential ideas.

1. The gist of foreign language teaching, like the gist of all teaching, lies in values: To be exact, it is moral in nature.

2. The morality of teaching is highly complicated, inconsistent, and overfilled with significant and difficult problems.

3. The moral dimension of teaching has seldom been discussed, and usually teachers are not consciously aware of it; yet there is a great necessity to discover and study the values that inform teaching, in order to develop professional skills of teachers as well as improving the practice of language teaching itself. (Johnson, 2003)

Whenever you read or hear about the teaching and learning of modern foreign language, you learn that there is no definitive answer to how people learn a foreign language. There is, of course, a large body of accumulated knowledge on various factors involved in the process. This apparent lack of clarity could mean we can adapt our methodology to suit the circumstances, ourselves and the learners. However, it also means there is no ready-made recipe to follow with guaranteed results. (Pachler and Redondo, 2007)

It seems you are dealing with something alive when you whether teach or learn the foreign language. It is quiet different from teaching other subjects which are considered to be more related to science than language learning. In this case pupil's independent attitude is very important. Nobody can teach you a foreign language. (Zamyatkin, 2009)

As Fattman states a lot of factors affect the successful learning of a second language. The linguistic as well as environmental, social, economic and cultural factors must be taken into account when planning pedagogical materials. Success in learning a second language may be more closely related to concentration of foreign students in a school than to the amount of formal English instruction offered. The size of the class, the grade level, the hours spent in class, the teaching emphasis, may all be factors affecting rate of learning. (Fattman 1976)

It is exactly true that pupils carry a lot of individual characteristics to the learning process which will affect both the way in which they learn and the outcomes of that process. But, just what those characteristics are and how they affect the learning process rather unclear. The factors appearing in this case are those as age, gender, personality, aptitude, intelligence and motivation. They characterizes influencing their success in learning a foreign language. (Kyoung, n. d.)

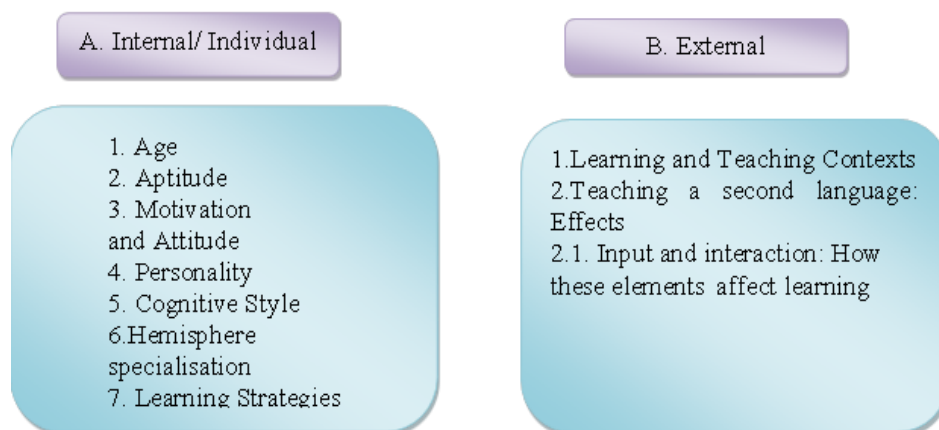


Fig. 2. Internal and External factors in foreign Language Learning

Adults have an initial advantage where rate of learning is concerned, particularly in grammar. They will eventually be overtaken by children who receive enough exposure to the L2. Though this is less likely to happen in formal/instructional contexts. Only child learners are capable of acquiring native accent in informal contexts, even though some children who receive enough exposure still do not achieve a native-like accent. The critical period for grammar is around 15 years. Under this period learners may acquire native grammatical competence. Children are more likely to reach higher levels of attainment in both pronunciation and grammar than adults. The process of acquiring a L2 grammar is not substantially affected by age, but pronunciation may be. (Factors affecting L2 learning)

The foremost factor in foreign language learning is the socio-cultural and financial background of the family. The second factor is the teachers' quality and attitude. The other factor, which affects English language learning, is the educational system itself. Communication in English has been playing a major role in business world too. Despite the marks and percentage, the communicative abilities fetched them opportunities. The people who were poor at their speaking skills were deprived of their wonderful chances of making their life beautiful. It is not exaggerating to say that today every family has at least one foreign returned or foreign-dwelling. (Yellapu, 2010).

Lastly, we can say also that motivation in language learning plays an important role. It is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. In order for English instructors to motivate them, a number of methods are needed both in and outside of class. Positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conducive environment that could contribute to the success of language learning. Makiko Ebata demonstrates analysis of three factors that have a solid connection with motivation:

Self-confidence is the most significant in language learning. It provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. Lack of belief in one's ability hinders him from achieving that task-pursuing a targeted language accomplishment. Moreover, it is widely believed that once students gain self-confidence, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships. (Ebata, 2008).

The self-esteem in the language classroom implies more than doing occasional activities to make students reflect about their worthiness and competence. As a first step, teachers themselves need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how applications can be implemented in the language classroom. (Rubio, 2007).

Experience of success provides students with more power to pursue a new goal. It allows language learners to understand the purpose of trying and have pleasure in communicating with others. Some people might feel successful when they can communicate their thoughts to people; others might feel the sense of success when they complete a challenging task in a targeted language. The feeling of success time and again emerges specifically when he realizes the degree of his improvement and achievement. Some people, on the other hand, appreciate compliments from others. There is a similarity between the experience of success and satisfaction; the experience of success at all times satisfies people not only in language learning but also in anything. To make it short, it is strongly believed that the experience of success comes hand in the hand with the sense of satisfaction.

In order to develop a mutual relationship with their learners, teachers need to understand students who are from different backgrounds, have different interests, future goals, aims for English learning, and most importantly, different personalities. Once they understand them better, teachers are able to apply specific teaching and communicating strategies tailored to each student, thereby creating a trusting relationship between a teacher and student. (Ebata, 2008)

Teacher Language Awareness is of crucial importance in the language teaching or language learning enterprise, because of its potential impact on student learning: the language-aware L2 teacher is more likely to be effective in promoting pupil learning than the teacher who is not language-aware. Andrews (2007) "Experience suggests that, whilst a structured and well-planned approach can facilitate the coherent use of the TL by the teacher when interacting with pupils and to a lesser extent—pupils responding to or even initiating interaction in the TL with the teacher, TL use between

pupils is most difficult to achieve” Pachler and Field (2005) Foreign Language Teaching is very complicated process. Countless affecting factors may cause the success of foreign language teaching. It depends on:

- Teachers – they plays significant role in educational system as a sender. The issues such as about teachers’ professional quality, their teaching strategy, their language awareness and self-esteem, their method and knowledge in all areas and their motivation, all of this can affect the success level of foreign language teaching.
- Pupils – they are receivers of the knowledge which teacher helps them to obtain. But if pupils are not able to get new skills especially in the foreign language class, it is impossible to teach them. That’s why their role also very important in FLT.
- Learning Environment – good learning environment helps to set receiver’s mind towards the easy way of reaching the goal. It can break down language barriers which a lot of foreign pupils have. Because mostly it seems them that they never can start understanding and explaining their ideas in FL.

## REFERENCES

1. Andrews S, (2007) *Teacher Language Awareness* Cambridge University Press
2. Breen, M. P., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). *Making sense of language teaching: Teachers’ principles and classroom practices*. New York: Pearson Education
3. Broughton, G., Brumfit, C., Pincas A. and Wilde D.R., (2003) *Teaching English as a Foreign Language 2<sup>nd</sup> ed.* [pdf] London and New York: University of London Institute of Education. Available at: <http://bookfi.org/book/644879> [Accessed 5 November 2011] Also available as a printed book: ISBN 0-415-05882-1
4. Dörnyei, Z. (2001) *Motivational strategies in the language classroom*, Cambridge: Cambridge University Press
5. Ebata M., *Motivation Factors in Language Learning* The Internet TESL Journal, Vol. XIV, No. 4, April 2008 Available at: <http://iteslj.org/Articles/Ebata-MotivationFactors.html>
6. Fattman A.K., *Variables affecting the successful learning of English as a second language* Vol.10 #4 December 1976. Available at: [www.jstor.org/stable/3585524](http://www.jstor.org/stable/3585524)TESOLQuarterly
7. Kumaravadivelu B, (2006) *Understanding Language Teaching From Method to Postmethod* [pdf] London: Lawrence Erlbaum Associates, Publishers Available at: [http://dl.bookfi.org/genesis/468000/dc5203ebbc2775907d432e9f8507fdc4/\\_as/\[B.\\_Kumaravadivelu\]\\_Understanding\\_Language\\_Teachin\(BookFi.org\).pdf](http://dl.bookfi.org/genesis/468000/dc5203ebbc2775907d432e9f8507fdc4/_as/[B._Kumaravadivelu]_Understanding_Language_Teachin(BookFi.org).pdf) [Accessed 5 November 2011]
8. Kumaravadivelu, B., (2003). *Beyond Methods: Macrostrategies for Language Teaching* [pdf] New Haven and London: Yale University Press. Available at: <http://bookfi.org/book/1050965> [Accessed 5 November 2011]