أهمية النظريات والأساليب في تعلم اللغات الأجنبية

The importance of theories and methods in learning foreign languages

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– **ملخص:**

تقدم هذه الورقة لمحة عامة عن طرق وأساليب تدريس اللغة الأجنبية. الهدف من هذه الورقة، بناءً على عرض الأساليب والمناهج ودراسات الحالة، هو تقديم مراجعة شخصية لفعالية بعض الأساليب في تدريس لغة أجنبية. تهدف هذه الورقة أيضًا إلى إظهار التطور الزمني للنظريات والأساليب في تدريس اللغة الأجنبية باستخدام الطريقة التاريخية. خلال المراجعة الزمنية، نؤكد على النهج التواصلي لتدريس اللغة الأجنبية، والذي من خلاله يصبح الطالب هو المحور الرئيسي، والمركز الذي يتم حوله تدريس اللغة الأجنبية الحديثة. في الماضي، كان إتقان لغة أجنبية يعني فهم النص المكتوب، لذلك كانت منهجية تدريس لغة أجنبية تعتمد أساسًا على طريقة الترجمة النحوية. في النصف الثاني من القرن التاسع عشر، حدثت تغييرات في أوروبا تتعلق بالنقل والسفر، مما أدى إلى زيادة التواصل بين الأشخاص من مناطق التحدث المختلفة، وبالتالي الحاجة إلى فهم أفضل للغات الأجنبية. أصبح إتقان لغة أجنبية أكثر أهمية في مجالات أخرى من الحياة، كما أن الأساليب الجديدة لتعليم اللغات الأجنبية آخذة في التغير والظهور. تسمى هذه الفترة بفترة ما قبل اللغة، ومن ثم يتم اعتبار العوامل النفسية في التعلم لأول مرة ويتم الإصرار على التواصل اللفظي. حدثت أكبر التغييرات في نهاية القرن التاسع عشر وبداية القرن العشرين. في ذلك الوقت، بدأت المناهج السابقة لتدريس اللغات الأجنبية تتعرض لانتقادات قاسية، وكان النقد الأكبر موجهًا إلى عدم كفاية المعرفة بنظرية اللغة.

– **الكلمات المفتاحية: تعلم، طرق، علم نفس، نظرية، لغة، تعليم.**

– *Abstract :*

This paper provides an overview of foreign language teaching methods and approaches. The aim of this paper, based on the presentation of methods and approaches and case studies, is to give a personal review of the effectiveness of

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certain methods in teaching a foreign language. The aim of this paper is also to show the chronological development of theories and methods in foreign language teaching using the historical method. During the chronological review, we emphasize the communicative approach to foreign language teaching, through which the student becomes the main axis, the center around which modern foreign language teaching takes place. In the past, mastering a foreign language meant understanding the written text, so the methodology of teaching a foreign language was based mainly on the grammar-translation method. In the second half of the 19th century, changes occurred in Europe related to transportation and travel, which led to greater communication between people from different speaking areas, and thus the need for a better understanding of foreign languages. Mastering a foreign language is becoming more and more important in other areas of life, and new methods of teaching foreign languages are changing and emerging. This period is called the pre-linguistic period, and it is then that psychological factors in learning are considered for the first time, and verbal communication is insisted upon. The biggest changes took place at the end of the 19th and the beginning of the 20th century. At that time, the previous approaches to teaching foreign languages began to be harshly criticized, and the biggest criticism was directed at insufficient knowledge of language theory.

Keywords*: Learning, Methods, Psychology, Theory, Language, Education.*

1. INTRODUCTION

In the past, mastering a foreign language meant understanding the written text, so the methodology of teaching a foreign language was based mainly on the grammar-translation method. In the second half of the 19th century, changes occurred in Europe related to transportation and travel, which led to greater communication between people from different speaking areas, and thus the need for a better understanding of foreign languages. Mastering a foreign language is becoming more and more important in other areas of life, and new methods of teaching foreign languages are changing and emerging. This period is called the pre-linguistic period, and then psychological factors in learning are considered for the first time and verbal communication is insisted upon. The biggest changes took place at the end of the 19th and the beginning of the 20th century. At that time, the previous approaches to teaching foreign languages began to be harshly criticized, and the biggest criticism was directed at insufficient knowledge of language theory. This period of change is called the linguistic period. In that period, special importance is attached to phonetics, the efficiency of methods is considered, written materials are carefully selected, and the

prerequisite for mastering the literary language is knowledge of the conversational language. In that period, the intensive development of psychology also begins, so with the development of psychology and linguistics, foreign language teaching gets a theoretical basis. For most researchers and teachers, the method is a set of theoretically unified techniques that are used in the classroom and that can be generalized in various situations and in front of different "audiences - students". Since when comparing foreign language textbooks, attention should be paid to the methods that were used to transfer the language code, and whose procedures were later transferred by the authors to the textbooks, we give an overview of those methods through their development. Looking gradually through the history of foreign language teaching and learning, there have been several characteristic approaches, i.e., procedures that lasted for a longer or shorter time. If we were to take a complete look at the situation of language learning on this planet of ours, we would identify different zones and areas in which languages are learned differently, and we would also notice the different applications of all methodological procedures known so far

2. Theories of foreign language acquisition

In many cases, the theories that have been developed regarding foreign language acquisition are closely related to those related to first language acquisition. That is why some theories give a primary role to the student's natural characteristics, others emphasize the role of the environment in the formation - the way of learning a language, while others tend to integrate and connect the student's characteristics and environmental factors in their explanation of how the process of acquiring a second language is reached. (Taha, 2013). Some linguists believe that all students of a foreign language, regardless of age, have by definition already acquired at least one language. This prior knowledge, which is manifested through the knowledge of the mother tongue, can lead the student in the direction of making wrong conclusions regarding the new language being learned. (Asmali, 2016). One of the reasons lies in the transfer of rules from the mother tongue to a foreign language, especially at the intermediate level of language learning. This means that when learning a new language, it is not good for students to fully apply the way they acquired their mother tongue. Students who are used to drawing parallels between our language and the foreign language, continue to do so in this case as well, but encounter an obstacle that in most cases is difficult for them to overcome. From this, we conclude that when learning a foreign language, students must learn the rules that are characteristic of that language, and at a higher level of learning, compare them with the rules of the native language. If,

at lower levels of knowledge of a foreign language, we engage too much in analysis, we can have negative consequences because the students are not capable of it. The need for the student to speak a foreign language as soon as possible is stated as the primary goal of learning a foreign language. Here we see a similarity between the goal when acquiring a native and a foreign language because the main goal in both cases is to speak both the native and foreign languages as early as possible. (Kogings, 2004).

2.1 Structuralism

Linguistics was developed parallel to psychology and the first trend that influenced the development of linguistics and teaching methods was structuralism. Structuralism arose at the beginning of the 20th century and developed in the thirties of the 20th century. According to structuralism, language is interpreted as "a system whose unit is a linguistic sign formed on the dichotomy signifier – signified. (Adebileje, 2020). The founder of structuralism is the Swiss linguist Ferdinand de Saussure, who described the features of structuralism in his book "Course in General Linguistics". Structuralism distinguishes between the speech of an individual (words) and language as a system of the whole community (langue), which is in the consciousness of each individual. Also, one of the assumptions of structuralism is that language can be studied in two directions - synchronic and diachronic. The synchronic course studies language as a system in a certain time section, while the diachronic course studies its historical development. (Luna, 2014).

2.2 Behaviorism

The behaviorist approach to learning a foreign language advocates the point of view that all learning, whether verbal or non-verbal, goes through the same process, the process of habit formation. The students receive linguistic input from another speaker in the environment. At the same time, they receive a positive incentive for correct repetition and imitation, and as a result, a habit is formed. (Spada, 2002). According to behaviorists, mistakes made when learning a foreign language are influenced by habits acquired during learning the native language. Since language development is described as "the acquisition of a set of habits". (Ellis 1997). This learning theory is often associated with the contrastive analysis hypothesis (CAH). This hypothesis assumes that where there are similarities between two languages, the student will acquire the target language more easily, and where there are no similarities between the first and second languages or the differences are large, the student will have certain difficulties during learning. During the further study of foreign language

acquisition, there are certain doubts that the mistakes that occur when learning a foreign language are the result not only of habits but also of systematic attempts that the student makes when trying to use a new language, the elements of which he learned during the teaching process. As was also observed during the acquisition of the mother tongue, the behaviorist point of view proved to be incomplete at best to explain the process of acquiring a foreign language. (Luna, 2014).

3. Cognitive theory: a new psychological approach

Cognitive theory is relatively new in the study of foreign language acquisition, and for that reason, it has not been empirically tested. Cele-Murcia lists eight basic characteristics that characterize this approach to learning a foreign language:

- *Language learning is seen as the adoption of rules, not the formation of habits - it would be important that during the process of acquiring a foreign language, the student must adopt certain rules to master the new language as easily and correctly as possible. If the student's language acquisition functions as a habit, then he will not be sufficiently open to acquiring new, more complicated structures of the foreign language. Learning a language by learning the rules, on the other hand, systematically opens the space for language (with appropriate exercises and other activities) to be adopted from simpler to more complex structures.*

- *Instructions are often individual, students are responsible for their knowledge - in this case, individual student-teacher relationships are more pronounced, which provides great opportunities within the acquisition of a foreign language, because the teacher has all the opportunities to properly guide the student's progress. For this reason, high results are expected from them. On the other hand, the lesson itself can become boring, because it is not dynamic, it is very difficult to plan it so that all students are active throughout the lesson, which can lead to the*

opposite effects than expected, that is, in the worst case, the student can get fed up with the language he is learning.

- *Grammar must be learned, but it can be done deductively or inductively, i.e. the rules can be stated immediately after the exercises or left for the students to perform or conclude on their own - when planning the lesson, the presentation method should be adapted to the material to be covered, the composition of the class to which the material is presented, as well as the prior knowledge of the students.*

- *Pronunciation is no longer in the foreground because it is considered that the pursuit of perfection in connection with pronunciation is unrealistic - today the main goal of learning a foreign language is the understandable transfer of information, and therefore it is not necessary to insist on perfect pronunciation, although it should be emphasized that at lower levels, a certain amount of time should be set aside so that students can reach the appropriate level of phonetic literacy as easily and quickly as possible, as well as pronunciation qualities. This approach will enable them to participate as actively as possible in the process of acquiring a foreign language. (Suharno, 2010).*

- *Reading and writing are once again equal in importance to speaking and listening - in the process of acquiring a foreign language, the same attention is again paid to reading and writing, because both the one and the other process affect the quality of foreign language acquisition to the same extent, and the absence one of them disrupts the whole, which consists of four basic language skills, speaking, writing, listening and reading.*

- *Instructions and corrections are very important, especially at the intermediate level - this period in learning is particularly noteworthy because it represents a turning point in which the transition from simpler language structures (simple tenses, plural...) to more complex language structures (conditional sentence, indirect speech, sequence of tenses...).*

Quality progress towards an advanced level is not possible, because there will always be doubts related to certain language areas, and those doubts will slow down the student's progress.

- *Mistakes are considered inevitable, and something that should be used constructively in the learning process - enabling students to spot mistakes is a very positive element in the modern process of teaching a foreign language, because the modern teaching process imposes the need for language acquisition as quickly as possible, thereby reducing the time that can be spent on explaining the reasons for making mistakes, so students should notice mistakes themselves and overcome them as quickly as possible.*

- *The teacher is expected to have the knowledge of the target language at the highest possible level, as well as the ability to analyze the target language - if the teacher is at a lower level of language knowledge, he will not provide high-quality explanations, examples, and lead the class with the intensity and quality that the students would expect. That's why the chas could become boring, slow, and, most dangerously, of poor quality. (Murcia, 1991).*

3.1 Cognitivism and applied linguistics

A strong turn in the theory of language was brought by Chomsky's work "Syntactic Structures" in 1957. Then structuralism experienced harsh criticism. In 1959, Chomsky published a critical review of Skinner's view of human behavior and how the use of language is explained. For Chomsky, language is creative, and the basis of language is a limited number of linguistic structures that, by applying certain transformational rules, form completely new sentence structures. (Chomsky, 1957). We associate with it the notion of universal grammar, which is innate to humans and enables the acquisition of any language, without special learning. In the fifties, cognitivism also developed. It

is a theory according to which learning is based on the activation of mental maps and refers to various cognitive processes such as memory, perception, problem-solving, thinking, expectation, and language acquisition. It deals with human activities related to knowledge. According to cognitivism, the information received by the senses is analyzed, stored, written down, and used in different ways; these activities are called information processes. (Suharno, 2010). Scientific research in cognitive psychology led to the development of psycholinguistics. Its development was strongly influenced by Noam Chomsky. Chomsky developed two important concepts – the theory of principles and parameters and the minimalist program. The concept of principles and parameters assumes that "the intuitive language knowledge that children are born with consists of a set of principles that are valid for all languages of the world; some of these principles contain parameters, i.e. information about the different possibilities of realizing the principles of the language that the child acquires." (Krajnović, 2010). The minimalist program deals with the question of how to connect the spoken and the meaning. According to Chomsky, language ability includes a computer system that includes the components of the brain and mind - articulatory-perceptual and conceptual-cognitive systems. Foreign language teaching is predominantly based on the assumption that language is a structure of habits and skills, and therefore must be taught through drill and association. However, cognitivism points out that this is not the case and that language is a kind of creativity and is based on abstract formal principles and complex operations. Therefore, the teaching program should be designed in such a way as to enable the use of creativity that people bring to the language learning process, and a cognitive method of language teaching was developed according to the principles of cognitivism. (Chomsky, 1957).

3.2 Formal and functional theories

We associate the emergence of functional theories with the beginning of the 20th century and the Prague School, and its popularization with British

linguists, who in the sixties of the 20th century shifted attention from mastering language structures to communication skills. They believed that language is best mastered by using it, not just by studying it. They emphasized that by using the language, all its components are learned. Functional theories opposed formal forms of learning. For them, language ability is an integral part of language learning, and this ability is largely conditioned by cognitive development. (Caroly, 2014). Two models of functional theory are distinguished in the literature - cognitive and constructional grammar. For cognitive grammar, the basis of language means a set of meanings created by action in the cognitive process in real language situations. This means that meaning arises from the pragmatic context of language use. On the other hand, constructional grammar deals with language structure. It follows that the basic unit of analysis in constructional grammar is a linguistic construction that represents a complete and consistent speech connected with the same communicative function. (Liamkina, 2012). For functionalists, mastering a foreign language, i.e. learning it, is represented by language performance, linguistic competence, contextualization, extra-linguistic forms of communication, and language at the sentence and discourse level. (Spada, 2002). In the 1970s, the importance of a functional approach to learning foreign languages in class was discussed. The main goal of the lesson is precisely the student's communication competence, which refers to the use of a foreign language through grammar, syntax, and semantics. Such teaching implies the use of authentic audio and video and other language materials. Since the authenticity of the material and the communication competence of the students are insisted upon, the functionalist would choose the direct method as the most effective teaching method because it also advocates authenticity in teaching. Each of the mentioned language theories influenced the development of teaching methods and thus the language learning process with its starting points. In addition to language theories, the language learning process is influenced by certain factors that directly influence the choice of foreign language teaching methods. (Merill, 1955).

4. Factors influencing foreign language learning

There are internal and external factors that enable a person to master a language. Among other disciplines such as psychology, psycholinguistics deals with the study of these factors. Research in the field of psycholinguistics began in the sixties and seventies of the last century, and some of the prominent representatives are Jean Piaget, Eric Lennerberg, and Roger Brown. (Lebedeva, 2018). Many factors can influence the learning of a foreign language (age, environment, language maturity, etc.), but in this paper, special attention will be paid to three factors that proved to be extremely important, namely age, motivation, and attitude toward a foreign language, i.e. fear of a foreign language.

4.1 Age

It is widely believed that the age at which a student begins to learn a foreign language greatly affects the outcome of learning a foreign language. In 1967, Lennenberg proposed a hypothesis about the critical age for learning a foreign language, stressing that it is best to start learning a foreign language before puberty. After puberty, a person enters a period in which he faces certain limitations related to language acquisition. (Kumaravadivelu, 2012)

Those who agree with the thesis "earlier is better", like Krashen, point out that the acquisition of a second language in children and adults can involve different processes. When learning a second language, children use the innate properties of language ability; adults rely on general problem-solving ability.

There are also those theorists who advocate the thesis "later is better", for example, McLaughlin and Snow (Kumaravadivelu, 2012). They state that there are contexts in which adolescents and adults are better learners. Not only can they achieve the sophistication of native speakers, but also faster they thrive in the initial stages of learning, as they have more developed cognitive and literacy skills that help them acquire the language. (Kumaravadivelu, 2012).

The balance between these two theses is brought about by the sensitive period, a term that arises as a response to Lennenberg's critical period thesis. In the critical period, maturation plays a key role and ends at an early stage of life. The critical period comes with puberty and ends with it, while the sensitive period lasts longer. The period of sensitivity period indicates the lack of cognitive maturity of the organism.

Such an understanding dictates that certain language skills are easier to acquire in an earlier period because they are more difficult to adopt later, but not impossible. Accordingly, age has a significant influence on language acquisition in combination with other factors, such as learning experience, motivation, and attitude toward the language. (Stenberg, 2002)

4.2 Motivation

Motivation is defined as "a set of motives, psychological states that drive and direct human behavior and determine the intensity of human behavior" (Krajnović, 2010). There are two types of motivation - intrinsic (driven by personal motives - the desire for knowledge) and extrinsic (driven by external factors - good grades). Zoltán Dörnyei classified the ways of motivation related to learning a foreign language into four categories:

1. The conditions in the classroom refer to the positive attitude of the teacher, good relations between students, and a pleasant atmosphere.

2. Values related to the language being learned (direction towards the learning goal, meaningful curriculum).

3. Maintaining motivation (working on the student's self-confidence and quality of learning).

4. Encouraging positive self-assessment (the emphasis is on effort, not on ability, on providing positive feedback and raising self-confidence).

Maintaining motivation as well as encouraging positive self-esteem can be very important factors for learning a foreign language because these two categories of motivational factors influence one very important and negative factor, which is the fear of a foreign language. (Dörnyei, 2002).

4.3 Fear of a foreign language

Fear of a foreign language can be a big obstacle to learning, and it appears in a large number of students. A lot of researchers specifically dealt with this. They point out that there are two basic points of view. The first is fear of a foreign language, which is "a manifestation of more general types of fears, for example, timidity as a personality trait, fear of communication, test anxiety" (Djigunović, 2012). This is a big problem when the student is expected to speak publicly, and in learning a foreign language this is a very common case. The second point of view is more closely related to learning a foreign language and starts from "the type of language learning and use and the fear of language inherent in that experience" (Djigunović, 2012).

There are four basic components in the manifestation of fear of a foreign language:

1. The cognitive component refers to the self-evaluation of self-esteem and fear of social rejection,

2.   The emotional component manifests itself through restlessness discomfort and anxiety,

3. The behavioral component is related to disturbances in verbal and non-verbal communication, etc.,

4. The physical component refers to psychosomatic reactions. (Djigunović, 2012).

Furthermore, James McCroskey points out four types of fear of communication

1. *Fear as a trait is an innate property towards a certain communication type in different contexts. This type of fear can appear in different forms, for example, fear of oral communication, writing, and singing.*

2. *General fear related to the communication context is fear that is related to a specific communication context. The best example of this type of fear is the fear of public speaking.*

3. *Fear of talking to a person or group. This type of fear means that the user can be a good speaker of a foreign language, but in communication with certain people fear appears.*

4. *Situational fear of communication is related to a specific situation. For example, a student has no communication problems during class, but when he is alone with the teacher, certain difficulties arise due to fear. (McCroskey, 1977).*

4.3 Methods of teaching a foreign language

Although learning methods, procedures, and strategies are different concepts, they are based on the laws of the cognitive process and must work in harmony. Learning is based on one's own experience, and teaching is based on the experience of another person. The term method, therefore, means a teaching design that includes details about the roles of teachers, students, procedures, and techniques. (Richards and Rodgers, 2001).

4.4 Classification of foreign language teaching methods and approaches

When it comes to the classification of methods and approaches to teaching a foreign language, there are several divisions, but they largely coincide and are divided into conventional and unconventional or alternative. This paper will present the classification of the methods of Hana Komorowska and Jack Richards Theodore Rodgers.

According to Hanna Komorowska, the traditional methods include the grammar-translation method, the direct method, the audio-lingual method, and

the cognitive method, while the alternative methods include the method of reacting with the whole body, the method of showing, the method of language learning through counseling or language learning in the community, the natural method, and suggestopedia. Richards and Rodgers (2001) give the same classification of methods, but in their classification, they introduce new approaches to foreign language teaching, which will be discussed in the next chapter. (Richards and Rodgers, 2001).

5. Method of grammar and translation

The main goal of the grammar-translation method is to master the grammar and vocabulary of the language so that the user can use written text in a foreign language. Translation and grammatical analysis of the text, which is adapted to the user's needs and learning level, are suggested as the best way to achieve this goal. Given that its main disadvantage is the inadequacy in mastering the spoken language, this method is mostly used when working on language comprehension instead of communication skills. Although the grammar-translation method is considered outdated and preference is given to some more modern methods, it is still used today, especially in teaching grammar. (Wilbur, 2007).

5.1 Direct Method

The direct method was created at the end of the nineteenth century. It starts from the belief that a foreign language is learned according to the same principles as the mother tongue. This method is based on teacher-student contact, and the goal is communication in a foreign language. Also, it is emphasized that the student should be in contact with a native speaker to achieve the best communication skills. Grammatical rules are introduced inductively; vocabulary is learned through everyday communication and is interpreted through demonstrations of images and objects, mimicry, and

associations. The emphasis is on correct pronunciation and grammatical accuracy. (Asmali, 2016).

The weakness of this method is highlighted in the literature as the need for native speakers or excellent knowledge of a foreign language as teachers, and this is not always feasible in practice. Furthermore, according to the direct method, the success of language mastery largely depends on the teacher's abilities, and less on well-structured materials. However, the biggest disadvantage of this method is the ban on using the mother tongue, because there are situations in learning a foreign language when translation is the most effective solution. According to Richards and Rodgers, this method introduced new techniques into teaching, but a firmer methodological foundation is lacking. (Richards and Rodgers, 2001).

5.2 Audio Lingual Method

This method originated in the USA in the forties of the last century from the language training program for American soldiers (Army Specialized Training Program). It is also known as the first scientifically recognized glogodidactic method. Its goal is to master speaking, listening, reading, and writing in a foreign language, and it is achieved by constant mechanical repetition and memorization of sentences, which are pronounced by the teacher or played in an audio recording, without analysis and additional explanations and grammar reference. By repeating, they try to avoid mistakes that are dangerous due to the lack of linguistic analysis. Like the direct method, the audiolingual method prohibits the use of the mother tongue, as well as any comparison with the mother tongue. In the learning process, the student is encouraged to put together language constructions independently by offering him ready-made phrases and sentences that he must remember. (Wilbur, 2007).

As the biggest drawback of this method, I would highlight rote learning, which prevents the student's active participation in the learning process.

5.3 Cognitive Method

The cognitive method was created in the seventies of the last century under the influence of cognitivism and the teachings of Noam Chomsky and is based on the innovative use of language and the immanence of grammar as a prerequisite for mastering a foreign language. In complete contrast to the audiolingual method, in which repetition is used to avoid mistakes, the cognitive method works according to the principle of trial and error. Errors in the learning process are welcome, because they are proof that the learning process is taking place, and they are solved with additional explanations and grammatical comments.

The cognitive method is one of the most effective methods of language teaching because it allows the student to create language constructions by himself, thus becoming an active subject in the learning process, and the teacher's role is to guide him and provide additional explanations. This method is part of the communication approach. (Djigunović, 2012).

5.4 Total Physical Response (TPR)

The Whole Body Response (TPR) method was developed by James Asher in the USA in the 1970s. It starts from the assumption "that a student, like a child who learns his mother tongue, permanently masters the principles of a foreign language." (Luna, 2014). Two techniques are used for this - listening and physical movement, which is a reaction to the received information. The method is applied by the teacher giving a simple instruction (eg "Close your eyes!"). Then he follows the instruction so that the student is clear about what it is about, and then the student repeats it. Instructions are given in such a way that they can be followed without using speech. The main goal of TPR is to activate the whole brain in the learning process. The right side is responsible for movement and the left side is responsible for language and speech. As the learner progresses in mastering the language, the instructions become more and more

complex. Asher's contribution is great because he drew attention to language comprehension, but this method also has its weak points. Namely, it should be used in combination with other methods because the curriculum must be followed in class, and it relies more on the teacher's creativity. However, it is good to use it when you want to break up the usual teaching flow. TPR is conducted without the use of textbooks. (Richards and Rodgers, 2001).

5.5 The Silent Method

Although it did not originate from cognitivism, the method of silence is based on the same principles. In the learning process, the student must be creative and he does so according to the principle of problem-solving. The originator of this method is Galeb Gattegno. This method uses cards and tables in colors whose function is to distinguish grammatical forms and spoken units, and colorful sticks of different lengths that can represent the number of expressions and sentence forms. (Luna, 2014) A lot of colors are used because the main technique in this method is showing. In this way, the student is given a better insight into the structure of the language and tries to raise the level of his concentration. The goal of the silence method is to encourage students to produce language. As the name of the method indicates, the teacher's role is to speak as little as possible, thus shifting the responsibility for learning to the student.

The silence method is effective in the early stages of learning. As with the whole-body reaction method, no textbook is used, and Galeb Gattegno used it in teaching mathematics. (Richards and Rodgers, 2001).

5.6 Counselling (Community Language Learning)

The method of language learning through counseling is also called the method of language learning in the community (Community Language Learning). It originated in the USA as a positive reaction to psychoanalytic and therapeutic teaching techniques. It starts from the assumption that the basis of

communication is mutual understanding. According to this method, learning is a process that arises and develops within a group and the responsibility for mastering the material rests with the teacher and the student. Learning takes place in the following way: only those who want to speak about topics that interest them and want to share them with the group. In the very beginnings of learning, this can only be achieved in the mother tongue, so the teacher's role is that of a translator (translates what is spoken and intonation writes down). The students then repeat it in a foreign language and in this way, the textbook they use is created. Progress depends on the student's engagement, participation, and communication, as well as independent work. (Taha, 2013).

The counseling learning method is useful for students who are highly motivated and who know what they want. It is very demanding for the teacher and requires professional training because his role changes over time. The teacher becomes a psychological consultant, and in this context, his role is not to give instructions, but to accept and guide the student in his independent work.

3.1 Suggestopedia

The suggestopedia method was developed by the Bulgarian therapist Georgi Lozanov in the seventies of the 20th century. When he was in India, he thought about the ability of the priests there to memorize a large number of texts of the Vedas and concluded that by combining techniques that already exist, with unconventional ones such as music therapy, drama therapy, and autosuggestion, a method of teaching a foreign language can be created. He tried to bring his students into a state of hypermnesia, reserves in the brain that a person does not consciously use. He did this by creating a pleasant atmosphere and ridding the student of anxiety. Secretly, students can memorize a large amount of vocabulary and sentence constructions in a relatively short period. This method is characterized by role-playing. (Murcia, 1991).

The advantage of this method is the creation of a pleasant atmosphere for learning because in this way the efficiency in learning increases. Like almost all methods, it was subject to criticism. The most criticized was the use of pseudoscience as a starting point. (Richards and Rodgers 2001).

3.1 The Natural Method

The natural method was developed by Tracy Terrell and Steven Krashen at the end of the seventies of the last century in the USA. It starts from the fact that it is possible to understand the meaning of what is said in a foreign language, i.e. if we understand the situation and what is said in a foreign language is related, we will be able to interpret the meaning of what is said. According to the natural method, the student speaks in a foreign language only when he feels ready. (Richards and Rodgers 2001).

The teacher uses very simple sentences that he repeats many times. It relies on facial expressions and encourages the student to communicate. The goal is to create conditions that will relieve the student of stress so that he does not become anxious. In this way, an attempt is made to prevent a blockage in communication and create a positive attitude toward learning a foreign language.

This method is considered extremely important because it indicates the role of fear in learning a foreign language. However, some linguists criticized this method of teaching. Henry Sweet criticized the so-called natural way of learning, emphasizing that such conditions can be created when learning the mother tongue, but cannot be repeated later in learning a foreign language. For an adult, this method would mean returning to the position of a small child, and that is not realistically possible. (Richards and Rodgers, 2001).

Conclusion

The system of learning through syntactic structures, without explaining their communicative values and with a heavy reliance on mechanical training (drill)

as a form of learning, does not help the student to bridge the space between the mechanical question and answer, and everyday communication, which is not even based on a mechanism, but on the situation and situational context. The development of society as a whole, communication between people, technological progress, and the necessity of constant communication, lead to a different understanding of a foreign language, the need to transfer information, and therefore how a foreign language should be learned (taught). When that problem is observed today, the lack is reflected in the elaboration of applied principles and the exaggerated belief that structural exercises can serve as a form for transmitting and acquiring the necessary communicative features of a foreign language. Therefore, the new communicative approach to learning a foreign language, and its entry into modern foreign language teaching, should be opened wide. The result of the same will be recognized in the lively use of a foreign language, in the students' communication, not only in school but, what is most important, in the real-life environment. The development of society as a whole, communication between people, technological progress, and the necessity of constant communication, lead to a different understanding of a foreign language, the need to transfer information, and therefore how a foreign language should be learned (taught). When that problem is observed today, the lack is reflected in the elaboration of applied principles and the excessive belief that structural exercises can serve as a form for transferring and acquiring the necessary communicative features of a foreign language.

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