

UDC 37.013

DOI: 10.34670/AR.2022.88.66.029

Encouragement as the main teaching method in second language teaching

Yuliya V. Kozhukhova

Associate Professor,
Department of Foreign Languages,
Peoples' Friendship University of Russia,
117198, 6, Miklukho-Maklaya str., Moscow, Russian Federation;
e-mail: kozhukhova-yuv@rudn.ru

Valeriya N. Kushleiko

Senior Teacher,
Department of Theory and Practice of Translation,
Institute of Foreign Languages,
Peoples' Friendship University of Russia,
117198, 6, Miklukho-Maklaya str., Moscow, Russian Federation;
e-mail: kushleyko-vn@rudn.ru

Abstract

The importance of knowing foreign languages that help unite people all over the world, that help develop different branches of sciences demand from the teaching society to update their teaching methods and their approach to the students learning foreign languages. It must be understood that the students need encouragement in their studies. The aim of this work is to help the teaching society understand that making learning more attractive for students will help them to acquire the necessary knowledge easier. Encouragement may become the basis for the students to remain motivated through all the stages of acquiring knowledge. The comparative analysis of the results of the survey proved that though students are not against studying online the lack of close communication with their teacher, supporting them in their hard work with the signs of approval and encouragement make them miss face-to-face education. As a result, the encouragement should be the main part of the assessment of the teacher's work. Teachers should help students feel motivated in order to work effectively. Encouragement is the only way to do it. Both in class and at home students should feel that any effort will be appreciated and by and by they will make progress in their studies and achieve good results.

For citation

Kozhukhova Yu.V., Kushleiko V.N. (2022) Encouragement as the main teaching method in second language teaching. *Psikhologiya. Istoriko-kriticheskie obzory i sovremennye issledovaniya* [Psychology. Historical-critical Reviews and Current Researches], 11 (1A), pp. 248-253. DOI: 10.34670/AR.2022.88.66.029

Keywords

Encouragement, second language acquisition, second language teaching, online education, face-to-face education, anxiety, reinforcement, reward.

Introduction

Learning begins with engagement, but perseverance in acquiring knowledge begins with encouragement. While teaching we are trying to engage our students' attention by attracting them with the novelty in the methods of teaching, with the pieces of information, in which the necessary grammar patterns are included and on the basis of which the new lexis is drilled. Teachers always try to trigger a response to their efforts by helping students change their approach to studying by praising them on their achievements. It should be added that even small achievements are to be noticed by the teachers, as it helps in acquiring knowledge. Academic success is a powerful means of ensuring student engagement and persistence [Johnston et al., www]. The process itself is difficult and tiresome especially if the students want to master a foreign language living in the midst of the society speaking the state language that is the mother tongue of the majority of the society. In this case all the communication in a foreign language seems artificial to students and depends on their engagement in classwork. Teaching students on the principle of interest is sometimes called "good" teaching, such teaching practices are more likely to have a positive effect on foreign language enjoyment and acquisition [Hardacre, 2020], but it all depends on the students' engagement in classwork.

Literature review

It needs a lot of perseverance to obtain the necessary amounts of grammatical and lexical knowledge. In such a situation hard work is a must both in class and at home. At this stage of language acquisition, it should be remembered that supporting students at risk is usually implemented in the first semester when it is especially difficult to study, and this support should be aligned to the teaching programme, as it augments the role of the teaching staff in fostering academic engagement, participation and success [Johnston et al., www]. The teacher's support becomes a necessity in this period of mastering a foreign language. Additional efforts should be made to widen the horizons by communicating and listening to the texts and dialogues in the foreign language that they are studying.

Some research prompts that, the students' willingness to show initiative in classroom does not always meet the requirements of the teachers and, moreover, can be evaluated by them negatively. These data on the contradictory character of the correlations between the initiative variables and the second language acquisition success assessments by the teachers correspond to the results of our research on creativity as a factor of second language learning [Krupnov et al., 2019; Novikova et al., 2020].

All this information is known by the students, and they are tired of it, they do not want to believe in it. All this talk about the amount of work can seem unbearably boring to students and can create nothing but avoidance. They begin losing interest and as a result, they miss lessons in order to prevent an unpleasant experience of being a person who cannot understand the teacher's questions or the other students. While in class, they are full of anxiety that prevents them from taking part in the lessons. The anxiety reduces the brain's ability to process and acquire information [Hardacre, 2020]. It should be remembered that ability comes through effort rather than being fixed and it can increase students' resilience and set in motion positive recursive cycles that increase success and improves persistence in academic studies [Howard-Jones, 2019]. At the same time psychology can make important discoveries that can be used to improve teaching by giving diagnostic tests to help students to overcome learning difficulties [Bowers, 2016]. The teacher should be on the alert and help each student and especially such a student to be engaged in the lesson by an appropriate word of encouragement that can strengthen

the student's belief in his future achievement of his ambition and give him an impetus to persevere. Academic success is a powerful means of ensuring student engagement and persistence [Johnston et al., www]. The teacher specific motivational components are the characteristics of the teacher and the teaching style that affect learner motivation [Liuolienè, 2006].

This approach based on the appropriate response is important throughout all the process of learning, as the process of learning is based on the achievement. The achievement is the final aim of any kind of acquiring knowledge. Communication anxieties spoil learners' performance in the four language skills. It must also be added that anxious students can lose the train of thought because they tend to memorize their presentations and are prone to spikes of anxiety [Hardacre, 2020].

Encouragement is a reinforcement, a necessary reward needed to believe in oneself, but the process itself is much deeper as the person trying to learn a foreign language is full of anticipation of future social and material rewards. Students cannot sometimes acknowledge it even to themselves, but when they begin dreaming of learning something, in this case a foreign language, they begin to visualize their future achievements. Visualization itself can trigger their perseverance and help them achieve their purpose. When students engage in a task or activity in order to satisfy their curiosity the task is intrinsically motivating. It is these types of tasks that are viewed as most beneficial in the classroom. Intrinsically motivating activities are often equated with fun or enjoyable activities or activities that students would perform on their own volition. Several studies have attempted to prove that intrinsically motivating activities lead to better learning [Liuolienè, 2006].

Teaching adult beginners and even false beginners can be a real challenge. At the beginning of the studies the teacher's objective should be to get an idea of aptitudes in their group as soon as possible. There are some indications that age and class size may affect technique effectiveness [Staff, 2021]. It must be noted that active learning classrooms are transforming the academic experience for both students and instructors. The construction of both traditional lecture-style learning spaces and active learning spaces continues, even in the period of pandemic [Harvey et al., 2019].

The teacher should use any methods and visual aids including pictures, images, videos to elicit communication. It can strengthen the students' motivation [Ying, 2021]. Using a lot of different visual media that cover topics and situations that feel authentic and can attract the students' attention, jolt their interest, awaken their imagination and, at the same time, can be useful in their daily lives if they really want the foreign language, they are learning to become part of their future lives.

Teaching a foreign language in a realistic context is vital, but the right measure of assessment is vital, too. The assessment can be informal. For example, it can be the observation of speaking actions: monologues or dialogues. The assessment can be relatively formal through progress tests. Teachers should remember that all achievements, even when they may seem insignificant, are to be acknowledged to guarantee better performance in the future. At the same time, it should be noted that the more honest and specific the teacher is giving a student feedback, the better. This positive encouragement will motivate students to not only want to do better, it will also make them feel well [Sedighi, 2020], it will give the students a sense of achievement that will support them in their efforts. It will show them that all their efforts are not in vain, that their efforts are appreciated, and it will give them the strength to go on learning the chosen foreign language.

All of us aspire to upgrade the level of our students' knowledge, but obtaining knowledge should be made manageable, especially at lower stages. The materials for teaching should be carefully selected and checked that they correspond to the students' level of the studied language. Otherwise, no amount of encouragement of teachers and students' perseverance can make them acquire the studied language effectively.

Methodology

In our study, we consider the results of a survey where the students were asked to assess the advantages and disadvantages of the online education in the period when studying online became standard practice due to the Covid-19 pandemic. The total number of the participants of the study came up to 60 students (37% female) of the Science faculty of the RUDN University studying the English language as part of their curriculum. In this study, we use traditional empirical methods: description, content analysis, comparison and synthesis. The average age of the participants was 21 years old. These students had both the experience of studying on and offline. All the students participated in the study during classes in Practical English Language and Professional Translation disciplines, as one of the additional tasks, for which they received additional points. They were advised that participation would be free and voluntary.

Results

According to the conducted survey, 62% of the respondents mentioned the lack of facial communication with their teacher as a factor that plays an important role in decreasing their results. 55% stated that the contact with their teacher in face-to-face education helps with the understanding of any learning material, because, if you have a problem, you may discuss it with the teacher. 45% name the impaired human interaction as one of the main drawbacks/obstacles in studying a foreign language online. 33% of the respondents complained of not getting enough feedback or having to wait quite a long time for feedback online and 20% spoke about the difficulty in asking the teacher questions about the explained material. And only 10% of the students who took part in the survey mentioned among the benefits of the online type of education that it became easier to contact the teacher, to make an online appointment with the teacher, and that the communication between the students and the teacher outside of classes became faster.

Conclusion

In conclusion, it should be noted that education, its value and meaning seems easy to obtain these days, but it is also difficult to remain perseverant and motivated through all the years of studies without support and encouragement of teachers. The role of teachers is becoming more and more important, as the value of education is growing. Teachers help students to realise their ambition and make their dream come true. The encouraging kind words, the corrections that are not tactless, the assessment that is exact, but at the same time giving hope that just a bit more effort and the necessary progress will be made. All these helps both students and teachers achieve good results. The teachers' organizing role should also be mentioned. While encouraging students to do better in mastering the subject, the teachers make a team out of a group of separate students. Their friendship and mutual understanding enhance their learning experience even when they are taught online, but with face-to-face interaction both teachers and students comprehend each other perfectly. Another thing should be remembered that it takes more time for students to understand and memorise the new grammar material online. Teachers should help students feel motivated in order to work effectively. Encouragement is the only way to do it. Both in class and at home students should feel that any effort will be appreciated and by and by they will make progress in their studies and achieve good results. Good progress can be ensured in another way by developing a routine in their self-study time including a to-do list in order not to forget what should be accomplished that day and what their attention should be focused on to ensure the next

lesson's good results with guidance and support of their teacher and their own comprehensive knowledge.

References

1. Bowers J. (2016) Psychology, not educational neuroscience, is the way forward for improving educational outcomes for all children: Reply to Gabrieli (2016) and Howard-Jones et al. *Psychological Review*, 123(5), pp. 628-635. <https://doi.org/10.1037/rev0000043>
2. Hardacre B. (2020) Second Language Learning Anxiety. In: *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons, Inc.
3. Harvey J. et al. (2019) Transforming spaces: Fostering student-centred learning through the intentional design of formal and informal learning spaces. In: *Learning Connections 2019: Spaces, People, Practice*. University College Cork. P. 114-121. doi: 10.33178/LC.2019.24
4. Howard-Jones P. (2019) *Engagement for learning*. Available at: <https://solportal.ibe-unesco.org/articles/engagement-for-learning/> [Accessed 02/02/2022]
5. Johnston H. et al. *Engaging students: encouraging success*. Available at: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.525.9600&rep=rep1&type=pdf> [Accessed 02/02/2022]
6. Krupnov A. et al. (2019) Initiative and second language acquisition in linguistics and non-linguistics students. In: *EDULEARN19 Proceedings. 11th International Conference on Education and New Learning Technologies*. Palma: IATED. P. 4635-4642. <https://doi.org/10.21125/edulearn.2019.1153>
7. Liuolienė A. (2006) Second Language Learning Motivation Santalka. *Filologija. Edukologija*, 14, 2, pp. 93-98.
8. Novikova I.A. et al. (2020) Personality Traits and Foreign Language Proficiency in Russian Linguistics and Non-Linguistics Students. *RUDN Journal of Psychology and Pedagogics*, 17, 3, pp. 426-439. doi: 10.22363/2313-1683-2020-17-3-426-439
9. Staff A.I. et al. (2021) Effectiveness of Specific Techniques in Behavioral Teacher Training for Childhood ADHD: A Randomized Controlled Microtrial. *Journal of Clinical Child & Adolescent Psychology*, 50 (6), pp. 763-779. DOI: 10.1080/15374416.2020.1846542.
10. Sediqi Z. (2020) Influence of encouragement on students learning at fifth grade in Kabul city. TATA institute of social science of India.
11. Ying Y. et al. (2021) Using Technology-Flashcard to Encourage Students Learning Mandarin. *Journal of Physics: Conference Series*, 012138, p. 1764. doi:10.1088/1742-6596/1764/1/012138

Поощрение как основной метод обучения иностранному языку

Кожухова Юлия Владимировна

Старший преподаватель,
кафедра иностранных языков,
Российский университет дружбы народов,
117198, Российская Федерация, Москва, ул. Миклухо-Маклая, 6;
e-mail: kozhukhova-yuv@rudn.ru

Кушлейко Валерия Николаевна

Старший педагог,
кафедра теории и практики перевода,
Институт иностранных языков,
Российский университет дружбы народов,
117198, Российская Федерация, Москва, ул. Миклухо-Маклая, 6;
e-mail: kushleyko-vn@rudn.ru

Аннотация

Важность знания иностранных языков, которые объединяют людей во всем мире, способствуют развитию различных отраслей науки, требуют от педагогического общества обновления своих методов обучения и подхода к изучению иностранных языков студентами. Необходимо понимать, что студенты нуждаются в поощрении в учебе. Цель этой работы – помочь педагогическому сообществу понять, что повышение привлекательности обучения для студентов поможет им легче получить необходимые знания. Поощрение может стать основой для того, чтобы студенты оставались мотивированными на всех этапах приобретения знаний. Сравнительный анализ результатов опроса показал, что хотя студенты и не против онлайн-обучения, отсутствие тесного общения с преподавателем, поддержки в их нелегком труде знаками одобрения и поощрения заставляют их тосковать по очному обучению. В результате поощрение должно быть основной частью оценки работы учителя.

Для цитирования в научных исследованиях

Кожухова Ю.В., Кушлейко В.Н. Encouragement as the main teaching method in second language teaching // Психология. Историко-критические обзоры и современные исследования. 2022. Т. 11. № 1А. С. 248-253. DOI: 10.34670/AR.2022.88.66.029

Ключевые слова

Поощрение, овладение вторым языком, обучение второму языку, онлайн-обучение, очное обучение, тревога, подкрепление, вознаграждение.

Библиография

1. Bowers J. Psychology, not educational neuroscience, is the way forward for improving educational outcomes for all children: Reply to Gabrieli (2016) and Howard-Jones et al // *Psychological Review*. 2016. 123(5). P. 628-635. <https://doi.org/10.1037/rev0000043>
2. Hardacre B. *Second Language Learning Anxiety* // *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons, Inc., 2020. 5824 p.
3. Harvey J. et al. Transforming spaces: Fostering student-centred learning through the intentional design of formal and informal learning spaces // *Learning Connections 2019: Spaces, People, Practice*. University College Cork. P. 114-121. doi: 10.33178/LC.2019.24
4. Howard-Jones P. Engagement for learning. 2019. URL: <https://solportal.ibe-unesco.org/articles/engagement-for-learning/>
5. Johnston H. et al. Engaging students: encouraging success. URL: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.525.9600&rep=rep1&type=pdf>
6. Krupnov A. et al. Initiative and second language acquisition in linguistics and non-linguistics students // *EDULEARN19 Proceedings. 11th International Conference on Education and New Learning Technologies*. Palma: IATED, 2019. P. 4635-4642. <https://doi.org/10.21125/edulearn.2019.1153>
7. Liuolienė A. Second Language Learning Motivation Santalka // *Filologija. Edukologija*. 2006. 14. 2. P. 93-98.
8. Novikova I.A. et al. Personality Traits and Foreign Language Proficiency in Russian Linguistics and Non-Linguistics Students // *RUDN Journal of Psychology and Pedagogics*. 2020. 17. 3. P. 426-439. doi: 10.22363/2313-1683-2020-17-3-426-439
9. Staff A.I. et al. Effectiveness of Specific Techniques in Behavioral Teacher Training for Childhood ADHD: A Randomized Controlled Microtrial // *Journal of Clinical Child & Adolescent Psychology*. 2021. 50 (6). P. 763-779. DOI: 10.1080/15374416.2020.1846542.
10. Sediqi Z. Influence of encouragement on students learning at fifth grade in Kabul city. TATA institute of social science of India, 2020.
11. Ying Y. et al. Using Technology-Flashcard to Encourage Students Learning Mandarin // *Journal of Physics: Conference Series*. 2021. 012138. P. 1764. doi:10.1088/1742-6596/1764/1/012138