Psychological and Educational Approach in Teaching and Learning Foreign Languages

Yabancı Dil Öğreniminde ve Öğretiminde Psikolojik ve Eğitsel Yaklaşım

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Öz

Okullar, çocukların bütünsel gelişiminde merkezi bir rol oynar; entelektüel, sosyal, duygusal ve fiziksel gelişimlerini destekleyen yapılandırılmış bir ortam sağlar ve her çocuğun okulda yaşayacağı deneyimler aracılığıyla onları gelecekleri için gerekli beceri ve bilgilerle donatır. Bunlar çocukların bilişsel ve akademik gelişimine çeşitli şekillerde katkıda bulunur. Her şeyden önce, okulun birincil amacı çocuklara pedagojik bir eğitim sağlamaktır. Bu bağlamda okul, çocukların bilgi edinebilecekleri, bilişsel becerilerini geliştirebilecekleri ve akademik yolculuklarını inşa edebilecekleri yapılandırılmış ve organize bir öğrenme ortamı aracılığıyla entelektüel gelişimi teşvik eder. Öğretmenler, etkili öğretim sunma, öğrenme deneyimlerini kolaylaştırma ve öğrencilerin farklı ihtiyaçlarını karşılamak için bireyselleştirilmiş destek sağlamada çok önemli bir rol oynamaktadır. Ayrıca okullar, çocukların akademik olarak ilerlemelerine yardımcı olan ve onları gelecekteki çalışmalarına hazırlayan kaynaklar, programlar ve değerlendirmeler sağlar. Ayrıca, çocuklar çok küçük yaşlardan itibaren çeşitli dillere maruz kalmakta, bu da dillerin edinilmesini ve bu dillere hakim olunmasını teşvik etmektedir. Çok dilli bir okulda birden fazla dilin öğrenilmesi, çocukların dikkat, hafıza ve yürütme işlevleri gibi bilişsel becerilerini geliştirmelerine yol açacaktır. Bu bilişsel beceriler aktarılabilir ve okuma, anlama, matematik ve problem çözme gibi alanlarda akademik yetenekleri destekleyebilir. İster dinleme, konuşma, okuma veya yazma olsun, tüm eğitim faaliyetlerinin temeli olan dil, bir okulun birçok önemli görev ve hedefinin yerine getirilmesinde çok önemli bir rol oynar. Okulda dil sadece öğretilen bir konu değil, aynı zamanda diğer dersler için de bir çalışma kaynağıdır, çünkü öğrencilerin çeşitli konu alanlarında veri toplamasını ve bilgi edinmesini sağlar. Sonuç olarak, ilköğretim tüm öğrencilere temel bir eğitimin yanı sıra Fransızca veya İngilizce gibi diğer dillere de erişim sağlar. Bu girişim, öğrencilere iletişim kurmalarını, kendilerini ifade etmelerini ve dil becerilerini akademik, kişisel ve sosyal faaliyetlerinde kullanmalarını sağlayan uygun bir dilsel yaklaşımın yanı sıra bilgi ve bilgiye doğrudan erişim sağlamayı amaçlamaktadır. Yabancı dil eğitimi, öğrencilere iletişim kurma, kendilerini ifade etme ve dil becerilerini okul çalışmalarında, kişisel yaşamlarında ve sosyal etkileşimlerinde kullanma becerisi kazandırmayı amaçlamaktadır. Ayrıca bilgi ve enformasyona doğrudan erişim sağlamalarına da yardımcı olur. Bu bakış açısıyla, aşağıdaki bilimsel makale aracılığıyla çocukların yabancı dil edinme ihtiyacının amacını ve bunları öğrenmeye başlamak için en uygun yaşı tartışmaya çalışıyoruz. Ayrıca, dillerin nasıl öğrenildiği ve öğretildiği ve bu alanda önerilen öğretim yöntemleri konusunda en önemli düşünürlerin ve araştırmacıların bilimsel görüşlerini sunmaya çalışacağız.

Anahtar Kelimeler: Psikolojik Yaklaşım, Pedagojik Yaklaşım, Öğretim, Öğrenme, Yabancı Dil.

Abstract
Schools play a central role in the holistic development of children, providing a structured environment that fosters their intellectual, social, emotional, and physical growth, and equipping them with essential skills and knowledge for their future through the experiences each child will have at school. These contribute to the cognitive and academic development of children in several ways. First and foremost, the primary objective of school is to provide a pedagogical education to children. In this regard, the school promotes intellectual development through a structured and organized learning environment where children can acquire knowledge, develop cognitive skills, and build their academic journey. Teachers play a crucial role in delivering effective instruction, facilitating learning experiences, and providing individualized support to meet the diverse needs of students. Furthermore, schools provide resources, programs, and assessments that help children progress academically and prepare them for their future studies. Moreover, children are also exposed to several languages from a very young age, which promotes the acquisition and mastery of languages. The learning of multiple languages in a multilingual school will lead children to develop cognitive skills such as attention, memory, and executive functions. These cognitive skills are transferable and can support academic abilities in areas such as reading, comprehension, mathematics, and problem-solving. As the basis of all educational activities, whether they involve listening, speaking, reading or writing, language plays a crucial role in the fulfilment of many important tasks and goals of a school. Language in school is not only a subject to be taught, but a source of study for other subjects as well, as it enables students to gather data and gain knowledge in a variety of subject areas. As a result, primary education provides all students with a basic education as well as access to other languages, such as French or English. This initiative aims to give students an appropriate linguistic approach that enables them to communicate, express themselves and use their language skills in their academic, personal and social activities, as well as direct access to information and knowledge. Foreign language education aims as well as to give learners the ability to communicate, express themselves, and use their language skills in their school work, personal lives, and social interactions. It also helps them have direct access to information and knowledge. From this point of view, we seek through the following scientific paper to discuss the purpose of the need for children to acquire foreign languages and the most appropriate age to start learning them. We will also try to present the scientific opinions of the most important thinkers and researchers on how languages are learnt and taught and the proposed teaching methods in this field.

Keywords: Psychological Approach, pedagogical Approach, Teaching, Learning, Foreign Languages.

Introduction

Language is one of the important means by which a school achieves its multiple functions and primary objectives. It is the foundation upon which every educational activity depends, whether through listening, speaking, reading, or writing. In schools, language is not confined to being merely a subject of study but also serves as a tool for studying other subjects, allowing learners to gather information and acquire knowledge from various fields of study. Consequently, the primary education stage undertakes the responsibility of providing basic education to all learners and, in addition to teaching Arabic, offers French language learning.

Acquiring foreign languages require more cognitive application and technical expertise, So it's worth looking into. In a nutshell, it is based on a clear distinction between the acquisition of the first language and that of foreign languages. It associates the acquisition of the first language with general educational objectives, and the learning of foreign languages with narrow, more functional objectives. In the sphere of teachers of language as a subject, it is commonly accepted that language plays a particular role in the personal and social development of the learner. It is seen not just as a tool for communication, but as a key axis for the development of thinking, the construction of identity and personal development.

The Imperative of Learning Foreign Languages:

Language constitutes a foundational pillar of societal life and an indispensable component thereof, serving as the cornerstone for interpersonal communication and fostering communal harmony. It is the conduit for expressing individual needs, desires, emotions, and perspectives. Through linguistic interaction, individuals become woven into the fabric of society, fortifying their bonds with both familial and societal members. This exchange and assimilation process facilitates the absorption of diverse experiences, thereby cultivating personal competencies and enhancing life quality, awareness, and both intellectual and cultural contributions (Abdulquawi, 2022).

Language's relevance extends beyond shaping thought processes and information dissemination; it also invokes emotional responses within varying contexts, enveloping individuals in an array of sentiments dictated by its multifunctional uses: pragmatic, aesthetic, and social among others. It propels the expansion of one's imagination and the flourishing of creativity. This has prompted psychologists to posit a fundamental connection between language and cognition, with the reminiscence process in humans being inherently language-dependent. Piaget established a correlation between cognitive development and linguistic progression, positing that societal interactions are the source of ideas and concepts, yet language remains the quintessential vehicle for their acquisition and the nurturing of intellectual capacities (Huston,1974).

Furthermore, Vygotsky's "social constructivism" theoretical framework underscores language as a pivotal element, deeming it a vital social medium for learning and a potent enhancer of communicative efficacy in the articulation and exchange of ideas. Hence, language functions as a catalyst for cognitive processes and the organization of meanings across various domains, effectively serving as a mediator for thought processes (Sinha, 2017, p. 123; Kasap, 2020).

Language encapsulates the essence of a people's heritage, chronicling their civilizational journey and safeguarding their collective consciousness, imbued with emotions, aspirations, and historical narratives. It symbolizes their identity and signifies their developmental strides. Mastery over a language and insight into its mechanics afford individuals a panoramic view of the historical trajectories of civilizations, acquainting them with

their intellectual legacies, beliefs, values, and cultural norms, thereby fostering a deeper understanding, broadening knowledge bases, and ensuring the transgenerational transmission of cultural wealth to both preserve its integrity and stimulate the creative dynamism of forthcoming generations.

Thus, language occupies a central role in individual existence, not only as a mechanism for thought and interpersonal communication but also as an instrument for cultural dissemination, persuasion, and the articulation of necessities. It emerges as a vehicle for civilizational advancement, a source of enrichment, and a conduit for diversity. Against this backdrop, the pursuit of foreign language proficiency emerges as a compelling imperative, garnering the attention of educational stakeholders across both the developing and developed worlds, irrespective of economic status.

Foreign language learning encompasses a comprehensive array of mental, psychological, and pedagogical activities that endow individuals with the linguistic and semantic competencies of a non-native tongue, thus empowering them to utilize, derive benefits from, and apply it across various domains including academia, society, economy, arts, and literature. It represents a gateway to personal growth and cultural engagement, offering insights into previously unexplored civilizations and facilitating a mutual exchange of ideas, traditions, and cultural practices, while simultaneously highlighting the cultural wealth of one's own heritage, thereby serving as an optimal medium for expanding perspectives and enriching personal and professional experiences.

1.   The Appropriate Age for Learning Foreign Languages:

The debate over the ideal stage to commence foreign language learning is intricate, drawing attention from numerous scholars and researchers like Chomsky (1957), Lenneberg (1964), Krashen (1985), and Singleton & Lengyel (1995) (Al-Damigh, 2011). Advocates of generative grammar argue that language acquisition transcends mere imitation, as posited by behaviorists, incorporating a generative element that leverages the innate linguistic capability of humans to devise new linguistic patterns previously unencountered.

They underscore that a child's cognitive apparatus is inherently equipped to generate an extensive array of new linguistic structures, absent from their antecedent linguistic repertoire. This inventive capacity aids in the synthesis and assessment of sentences for accuracy, contingent upon this innate linguistic creativity being nurtured within a conducive social environment. (Zeljko& Lidija & zeljiko, 2015, p. 12).

Thus, the process of learning and teaching language should unfold within authentic and functional contexts, embedded in life, amidst an atmosphere of encouragement, positive reinforcement, and directional feedback, underpinned by a robust linguistic foundation. This innate proficiency empowers the child to autonomously and inventively unearth linguistic norms, mastering conversational skills in multiple languages simultaneously before reaching six years of age.

Lenneberg (1964) posited that there exists a 'critical period' for language acquisition, a window during which the child must be exposed to linguistic stimuli to avoid subsequent difficulties in language mastery if this timeframe is exceeded (Al-Damigh, 2011). Chomsky (1957) concurred on this critical period, delineated from the age of seven through to adulthood. Findings suggest that the aptitude for language acquisition begins to decline post-six years, with a biological shift in brain function from language learning to knowledge acquisition occurring after this age, having previously been predisposed to naturally learn and master one or more languages before the age of six (Al-Damigh, 2011, p.179).

Accordingly, language acquisition methodologies are bifurcated into:

1.1 The Innate Method:

This precedes the age of six, wherein the child intuitively discerns and applies linguistic rules absent of explicit awareness. This method may transition into the semi-innate method, commencing post-six and persisting until the age of ten, wherein the child's unique linguistic learning capability can be invigorated, assimilating the language instinctively (Al-Damigh, 2011, p. 180).

2.2 Cognitive Method:

Initiated post-ten years, this approach is consciously directed, in contrast to its antecedent, wherein the learner is exposed to and practices the explicit rules of the target language within a structured curriculum. The scientific fascination with language acquisition extends beyond its own domain to encompass second language learning enthusiasts, who advocate for the 'critical period' hypothesis, positing that earlier learning yields better and quicker results, predicated on the cognitive superiority of the younger learner's mind (Al-Damigh, 2011, p. 764).

Early dual linguistic exposure facilitates precocious recognition of phonetic, syntactic, and morphological language features, tracing back to Léopold (1949), who first observed his bilingual daughter's capacity to narrate a story in two languages simultaneously, adeptly switching vocabularies between them (Ahrashaw, 2010, p.70).

Michèle Garabedian's (1996) research on pre-primary foreign language instruction underscored the pivotal role of nurseries in nurturing an affinity for foreign language learning during early childhood (Garcia, 2013). Similarly, Daniel Gaonac'h, in his discourse "*Should one learn a foreign language as early as possible*?" presented at a Dijon conference (1996), aligned with Lenneberg's insights on the 'critical period,' underscoring the imperative to capitalize on this phase and its efficacy in stimulating early foreign language learning.

This signifies that even if an adult achieves proficiency in a foreign language, their pronunciation and the structural integrity of their language use often remain inferior compared to someone who learned the language at a young age.

Consequently, the concept of a critical period has emerged as a scientific axiom in the realm of language learning. Recent decades have seen a growing emphasis on initiating foreign language education at early educational stages. For instance, several educational systems in Arab countries, including but not limited to the United Arab Emirates, Qatar, Kuwait, Oman, the Hashemite Kingdom of Jordan, and the Arab Republic of Egypt, have started to introduce English language instruction starting from the first grade of basic education (Al-Damigh, 2011).

According to a study by Al-Damigh in 2011 concerning the appropriate age for foreign language instruction in the Kingdom of Saudi Arabia, which surveyed a sample of ten thousand participants from teachers, parents, educational supervisors, and students, the findings revealed that three-quarters of the student participants preferred to commence foreign language learning during the primary stage. Half of the parents expressed a desire for this initiation to occur in the first grade. Teachers demonstrated more favorable attitudes towards early foreign language education in primary school, particularly in the first grade, than parents did. Among educational supervisors, it was found that 80% perceived the primary stage as the most suitable for foreign language instruction.

European countries have also demonstrated similar interest, with many nations beginning foreign language instruction from the primary level, including Greece, Portugal, Spain, Germany, Norway, Bulgaria, and Finland (Al-Damigh, 2011). It is evident that the majority of the world's countries have recognized the importance of introducing foreign language education at an early age to elevate learning standards, premised on the belief that

proficiency in a foreign language serves as a means to keep pace with progress and engage with various civilizations and peoples.

Algeria, like other nations worldwide, has acknowledged the significance of foreign language education in its schools from the primary stage to enable Algerian learners to become proficient in at least two foreign languages. According to the clauses of the National Education Guideline Law No. 08-04 dated January 23, 2008, the Algerian legislature mandates that 'one of the school's missions is to ensure students master at least two foreign languages to open up to the world, considering foreign languages as a means to access documentation and exchange with foreign cultures and civilizations' (The Education Guideline Law, 2008, p. 63).

Thus, foreign language education has become an integral part of the Algerian educational curriculum across the three levels: primary, middle, and secondary. Algerian learners begin their foreign language education from the third year of primary school, with French as the first foreign language, followed by the introduction of English in the first year of middle school as a second foreign language.

It is noted that the introduction to foreign languages, particularly French, occurs at early educational stages due to the foundational role of basic learning in the foreign language teaching process. This stage aims to solidify the correct linguistic patterns acquired by the child before school enrolment by fostering a connection between the student and the printed word and offering the opportunity to engage with diverse linguistic and cultural communities. Primary education also strives to facilitate exposure to foreign civilizations and cultures, embodying the concept of diversity and peaceful coexistence with other cultures (The Education Guideline Law, 2008, p. 78).

Learning a foreign language instills in children the desire to explore the world and connect with others, as language learning should occur within its natural functions in life. This includes asking and answering questions, understanding, and providing instructions within various social contexts, thereby serving the learner as effectively as their native language. A child who learns a foreign language develops the ability to communicate in new linguistic ways, enhancing metalinguistic awareness. Having previously felt, thought, and expressed in their mother tongue, they become capable of perceiving, remembering, and speaking in a foreign language.

From the discussion presented, the increasing significance of foreign language in the future of school-aged children is evident, given the challenges posed by globalization. This underscores the necessity of learning and engaging with foreign languages, whether through formal or informal educational settings.

2. Scientific Models Explaining Foreign Language Learning:

The field of language learning has garnered significant attention from sociologists, psychologists, linguists, and even neuroscientists. This interest indicates the complexity of the language learning and teaching process on one hand, and its importance in an individual's life on the other. Ibn Jinni (392 AH) defines language as "sounds through which every people express their purposes" (Al-Samarrai, 2009, p. 123).

In this definition, Ibn Jinni emphasizes first on the phonetic nature of language and elucidates its social function in expressing and transferring thought, asserting that each people have their language through which they express their intentions and needs. In the "Dictionary of Arabic Terms in Language and Literature," language represents "a set of speech vocabularies and their generation rules that distinguish a specific human group through which they exchange their ideas, desires, and feelings" (Wahba & Muhandis, 1984, p. 318).

According to Edouard Sapir (1921), language is tied to a purely human feature and not instinctive, aimed at conveying ideas, feelings, and desires through a system of symbols chosen by society (sapir, 2014).

Finocchiaro (1988) asserts that language has two functions: the interactive function follows the communicative function, occurring among speakers of this language within their culture, and between these speakers and those learning this language from another perspective (Finocchiaro, 1988, p. 35).

The linguist Mario Pei views language as composed of words forming complete sentences, each carrying a specific meaning to the listener, and that words are symbols of thought that we must control and adapt for use (Lederer, 1980).

From the aforementioned definitions, it's clear that the concept of language varies according to the theoretical orientations of scientists; some summarize it as a system of sounds, others consider it a human process, and some focus on the communicative function between the sender and the receiver, while others emphasize the interactive aspect in language and foreign language learning.

This interest has led to the evolution of the field of language learning, gradually crystallizing into an independent discipline known as "applied linguistics" in the mid-twentieth century, covering topics of first language learning and teaching, foreign languages learning, multilingualism, and language planning, etc.

Accordingly, various theoretical perspectives, especially in the field of psychology, have accumulated to scientifically address the topic of language learning.

We will present the key ideas of scholars in the psychological field concerning language learning:

3.1 Ibn Khaldun's Perspective:

The process of language acquisition and teaching is highly complex and cannot occur in isolation from social factors. Ibn Khaldun was a pioneer in this view in his work "Al-Muqaddimah," where he emphasized that language learning and teaching should not be separated from its social dimension (samarah, 2011)(Binti Hussein &Sulaiman ,2022).

He believed that language learning occurs as a child listens to words in their meanings, first receiving them, then hearing structures and receiving them as well. With repeated exposure to linguistic structures at every moment and in every situation from every speaker, by repetition, it becomes a deeply ingrained skill and quality in them (Hatamla, 2006).

Ibn Khaldun preceded Western scholars by centuries when he referred to skill as a deeply ingrained quality, achievable only through repetition, provided that this repetition occurs in natural and vibrant situations, or else it becomes a mechanical skill that does not aid its owner in facing new situations. By "skill," Ibn Khaldun means the speaker's ability to master speech (Hatamla, 2006).

In discussing the topic of language, Ibn Khaldun states that it changes and evolves, affecting humans negatively or positively, and can be a factor in conflict, either dominating and triumphing or being defeated and vanishing.

On the importance of learning foreign languages, Ibn Khaldun recognized the benefits of linguistic interaction, considering the adoption of vocabulary from foreign languages not as a corruption of language but as an openness to new social groups, facilitating trade, scientific, and cultural exchanges, etc. He states in his introduction, "Know that all languages are skills similar to crafts, as they are skills in the tongue, for expressing meanings and their quality and deficiency" (Ibn Khaldun, 1984, p. 721).

Ibn Khaldun's awareness of the importance of borrowing words from one language to another and his insistence on the necessity of linguistic borrowing is noted. In the same context, John Calvet emphasizes that

mixing has always been a fundamental resource for the lexicon, and languages thrive through mutual borrowing among them. All attempts to purify the language by rejecting foreign words and spontaneous generation within it only create a discrepancy between science and nationalistic fervor (Calvet, 1998, p. 339).

 Ibn Khaldun also sees language learning as needing to be gradual, moving from generalities to the stage of solidifying mastery. It seems that the principle of gradualism referred to by Ibn Khaldun is the same principle adopted in general learning and specifically in the didactics of foreign languages.

Ibn Khaldun was among the first theorists to highlight the virtue of teaching languages in the early years, i.e., during childhood, and the importance of this period in solidifying teachings, where a child can acquire more than one language without much effort and hardship—a fact that was later proven by psycholinguists.

Reflecting on Ibn Khaldun's ideas about language, we find he was ahead in addressing some concepts such as repetition and imitation of behaviors and interaction with social situations akin to Vygotsky, and the linguistic competence that Chomsky referred to with the concept of "linguistic mastery" (Samarah, 2011).

3.2 Skinner's Perspective:

The behaviorist movement began in the early 20th century by John Watson in 1912 in the United States, with Skinner being among the leaders of the new behaviorist school and one of the developers of programmed learning based on follow-up, gradation, and motivation (Defays & Deltour, n.d, p. 8).

In his explanation of the language learning process, Skinner considers language in his book "Verbal Behavior," published in 1948, as a form of human behavior, relying on concepts: stimulus, response, and reinforcement (skinner, 1948, p. 03).

From this logic, Skinner sees humans as beings born completely devoid of language, and through interaction with the surrounding environment, linguistic elements are acquired. Therefore, he "reduces language to an 'I' projection behavior" (Ahrashaw, 2003, p. 16) and also considers it a set of responses resulting from external environmental stimuli, which are either supported and reinforced, thus strengthening their occurrence in the future, or their likelihood of occurrence decreases if they do not receive support from the learning environment.

Behaviorists focus on observable and measurable overt behavior and pay no attention to mental processes and the subconscious dimension in their explanation of language learning, which is but an overt behavior sought from oral skill where words are sensory stimuli.

Their ideas dominated from the 1950s and continued into the 1970s, significantly impacting educational systems and all professionals working in the educational field.

Foreign language teaching employs the same procedure as language learning, where words are external sensory stimuli received by the auditory system and responded to, transforming into linguistic habits through external stimulation and reinforcement by parents, friends, and teachers. Encouragement from these individuals helps the learner acquire correct linguistic habits at the level of language skills: listening, speaking, reading, and writing (Hatamla, 2006).

Thus, from Skinner's perspective, foreign language learning is dominated by a reductionist tendency governed by the same operant conditioning model used in studying animal learning.

Skinner's approaches to explaining language learning have been met with considerable criticism, beyond his exaggeration in using reinforcement as a key factor in learning and highlighting the environment's impact on

the learner, who is seen as a blank slate upon which the teacher inscribes whatever knowledge desired without consideration for the learner's inclinations, feelings, or desires.

The learner's role is limited to listening and receiving knowledge, and anything emanating from them in the educational situation is confined to imitation. Skinner entirely ignores the creative property of language, representing children's ability to invent new words when needed based on their previous linguistic inventory.

3.3 Noam Chomsky's Perspective:

Noam Chomsky is among the most critical of the behaviorist theory, especially the works of Skinner, where he rejects its premises used in explaining language learning and sees that this theory does not differentiate between human and animal behavior. He believes that applying behaviorist principles to language transforms humans into something machine-like, while language is the unique feature distinguishing humans from animals (Helmy, 1986, p. 30).

Chomsky, the founder of generative grammar in 1957, emphasized in the mid-20th century that humans possess a particular kind of mental capacity that cannot be attributed to external factors, represented in the creative aspect of the human mind.

He strongly criticized the concept of habit, showing that individuals do not use language in response to a specific and clear behavioral stimulus. Instead, what they actually learn are transformational rules that give the learner the ability to generate countless new grammatically correct sentences (Hatamla, 2006).

Due to the innate predispositions and specific linguistic skills with which he is born, a child constantly seeks to reconstruct his language knowledge, meaning he is born equipped with a specific structure consisting of innate properties, enabling him to acquire language through the analysis of the linguistic data he utilizes, known as the "Language Acquisition Device" (Hatamla, 2006).

Therefore, he finds himself prepared to form linguistic rules creatively through the speech he hears, not limited to imitation as Skinner claimed. This innate ability cannot function in isolation from the social structure, where it plays an active role in language learning and its elements directly contribute to developing his linguistic capabilities.

Noam Chomsky expressed this by considering that linguistic ability is of two types: the first he called "linguistic competence" or "innate linguistic knowledge," available to all individuals, and the second represents "performance" or "actual speech," referring to the ability to linguistically express oneself in various situations (Bernard, 1992).

In teaching a foreign language, according to generative theory, the focus should be on enriching the learner's existing structural knowledge by the teacher, as among the axioms of generative theory is that an individual is born prepared with a device that qualifies him for language learning, unlike the behaviorist theory that considers him a blank slate.

Thus, this logic changes the view of the learner from a receiver who possesses no knowledge to an individual with an innate faculty, possessing a set of general linguistic rules that aid in learning the rules of another language, while the teacher takes the role of a facilitator and corrector of these speech capabilities.

Despite the mental explanations provided by Chomsky's theory in the language learning process, it has been criticized for focusing on the mental aspect when addressing the concept of competence but simultaneously

excluding the social and interactive dimensions of language. The theory's proponent focused on the mental side and neglected the social and functional aspects of language.

This view is inappropriate as it excludes the other party from participating in conversational and dialogical situations, who also possesses his own linguistic competence, allowing both parties of the communicative process to interact through language.

3.4 Jean Piaget's Perspective:

Jean Piaget, a pioneer of cognitive development theory, made significant contributions to our understanding of child cognitive evolution during the 1940s and 1950s in Europe. Contrary to centring his scientific endeavors purely on language learning, Piaget dedicated his focus to exploring the intricate relationship between language and thought processes.

Regarded as a leading figure in cognitive theory, Piaget proposed that cognitive development unfolds through a series of overlapping and integrative stages. During these stages, children gather information from their environment through sensory experiences, forming the foundational aspect of knowledge. This information is then internalized, stored, and adapted, undergoing a process of mental scrutiny and assimilation. This process is contingent upon the presence of fundamental genetic elements and a certain level of mental maturity within the individual (Piaget ,1964; Al-Nashif, 2007; Ahrshaw, 2015).

Piaget emphasized the significance of deferred imitation, symbolic play, and mental imagery in a child's language learning process. Within what he termed the 'symbolic function', these capabilities emerge from the child's psychological progression, facilitating the learning and generalization of language.

The cognitive theory diverges from Skinner's behaviorist learning theory and Chomsky's mentalist perspective, particularly in how it views the child's role in transitioning from performance to linguistic competence. It challenges Chomsky's assertion of inherent structures facilitating language learning and contrasts Skinner's view that language acquisition is through imitation and reinforcement of specific verbal expressions by the child in certain contexts (Al-Nashif, 2007, p. 33).

Piaget posited that the process of language learning is inherently creative. The acquisition of the ability to name objects and actions begins with imitation; through reinforcement, the child continues to repeat and perform these actions, a process Piaget describes as "performance". Meanwhile, "competence" arises from internal constructs that initially form and then are reorganized based on the child's interaction with their external environment through assimilation, gradually developing their capacity to engage with linguistic concepts.

According to Piaget, language does not merely represent thought but serves as a tool for the development of thinking processes. The construction of thought is linked with sensorimotor mechanisms that transcend the linguistic event itself. Without language, which signifies a system of symbolic expression, it would be impossible to initiate logical operations that elevate to abstract reasoning controlled by symbols. Without such a system, an individual cannot achieve a collective communicative level (Piaget, 1964 ;Ahrshaw, 2015; Al-Nashif, 2007).

Thus, Piaget's theory posits that language and thought are intimately connected within a formative cycle, making each indispensable to the other.

3.5 Lev Vygotsky's Perspective:

Lev Vygotsky's theory is among the interactionist theories in language learning. Focusing on the field of language, this school addressed the psychology of thinking and mental processes and connected them with social aspects.

Language is considered one of the fundamental concepts addressed by the social constructivist theory, deemed one of the social media for learning and its most powerful, as it enhances the social communication process in expressing and transferring ideas, being "a means for thinking among humans and for storing and distinguishing meanings from one another" (Saleem &Kauser & Deeba , 2021,p.406).

Vygotsky sees the basis of language learning as stemming from social interaction, where he states in his book "Thinking and Language" (1934) that any learning related to a child's cultural development appears twice: once at the social level, resulting from the child's interaction with peers and adults around him, and again at the individual level, resulting from the individual's interaction with himself.

Language learning occurs as a result of the child's social interaction with adults and peers. In this regard, the psycholinguist researcher Ana Maria suggests that the ability to learn language is a trait inherited by humans, not the language itself.

From this, we understand that language is a process acquired from the individual's environment, which quickly forms the cognitive structure for the thought process because it is a fundamental factor for mediation between the individual and environmental and social contexts, relying on it in many situations. Both language and thought are essential for the social adaptation process with others, and the skills of listening, speaking, reading, and writing are linguistic patterns based on the thought process, leading the individual to understand and assimilate reality.

In foreign language learning, Vygotsky emphasizes developing the learner's Zone of Proximal Development (ZPD), where the teacher acts as the expert and guides the learner from general primary knowledge to deeper scientific knowledge, gradually directing them towards understanding and mastering it.

The basis for evaluating the development level of the learner's ZPD and the degree of benefit from learning is recognizing the difference between what the learner knew before learning and what they actually learned during the process. .(Lantolf & Kurtzand &Kisselev, 2017)

From this logic, Vygotsky's theory presents a picture of the role of the social and cultural environment in developing psychological processes, showing that the development of higher mental functions in the learner occurs only through interactions and established relationships between the teacher and students or among the students themselves and the prevailing social life within the class.

Vygotsky considers language as a tool leading to the ability to think and organize meanings in various forms, acting as a mediator for the thought process and facilitating it.

3.6 Jerome Bruner's Perspective:

According to Bruner, the child is a social being possessing a vast repertoire of social behaviors and actions. Bruner starts from the idea that the child learns much about language in the context of interactive relationships and communicative social exchanges with his mother.

The child learns language for personal purposes, using words and phrases to produce meaningful things in the real world, beginning when scenarios of interaction and communication between the child and the mother are established within a social context.

Learning achievement requires a set of unique abilities with which the child is equipped to acquire language, which cannot be exploited in isolation from the mother's assistance, who engages in a relationship of interaction and exchange that generates what Bruner calls *"the permanent system for language acquisition."* (Ahrashaw, 2015, p. 15)

The child's engagement in the linguistic community and his acquaintance with the culture of the learned language occur only through the interaction between the Language Acquisition Device mentioned by Chomsky and the supporting system for language acquisition. Bruner emphasized the necessity of learning more than one subject through his suggestion of the exploratory learning approach. (Ambridge & Lieven, 2011)

Discovery is seen as the method and process by which the learner arrives at information, ultimately becoming a mental ability resulting from training in problem-solving in formal or informal situations. According to his theory, the learner is considered an agent in his learning.

It appears that the effectiveness of teaching, according to Bruner's scientific orientations, depends on providing opportunities for the learner to learn according to his capacities and mental skills.

3. Main Methods in Teaching Foreign Languages:

The history of language teaching has seen the emergence of several language teaching methods, each based on one or more philosophies to shed light on the structure and nature of language. Finochiaro and Brumfit define foreign language teaching as "a coordinated set of teaching methods and procedures related to a common set of assumptions about the nature of language teaching and learning" (Finochiaro & Brumfit, 1988, p. 10).

The main goal of teaching a foreign language is to develop the four skills in the learner, encompassing listening comprehension, speaking, reading, and writing.

This section will cover the most widespread methods in teaching foreign languages around the world.

4.1 The Traditional Method:

This method is known as the "*Grammar-Translation Method*," one of the oldest approaches in foreign language teaching, dominating the field of language education for about a century from the fifth decade of the 19th century to the fifth decade of the 20th century.

It focused on studying Latin and Greek languages and translating them, following the decline of these languages and their distancing from playing a communicative role. It was called the "Grammar-Translation Method" because it consists of a grammar book where learners find the language rules they are learning and detailed explanations of words and vocabulary, in addition to a bilingual dictionary (target language/learner's language) containing extensive lists of nouns, verbs, adjectives, and their equivalents in the spoken language, enabling learners to perform the translation process from the target language to the mother tongue and vice versa. (Gamage , 2020)

According to this method, learners are expected to learn the foreign language by recognizing and memorizing grammatical rules and then applying them in language use, especially in reading and writing skills. This approach relies to some extent on mental training and prominently on memorization and recitation, emphasizing writing and reading skills at the expense of listening and speaking skills.

The most common exercises focused on morphological and grammatical forms to the extent that foreign language teaching seemed restricted to that, while its use in oral skills remained neglected. The traditional method does not sufficiently focus on teaching the foreign language as a tool for communication in real-life situations, as much as it focuses on teaching rules, definitions, forms, and classifications contained in textbook language.

4.1 The Direct Method:

By the 20th century, Europe witnessed a movement among linguists and language teachers to move away from the Grammar-Translation Method towards a method that aims to establish direct communication of the learner with the foreign language through its use in meaningful and purposeful situations. (El-Hilali, 2007)

Named the Direct Method for its reliance on oral language teaching, it drew its principles from the natural way children learn their native language. Thus, it is also known as the Natural Method in foreign language learning, considering the mechanism of a child learning his native language as a model for teaching foreign languages because it focuses on communicative oral skills of listening and speaking.

The learner should first understand spoken language and then speak, followed by reading and writing after some time. The method centred its interests on the teacher, whose native language is the same as the language to be taught, to avoid all means of using the mother tongue inside the classroom due to its idealistic view emphasizing the similarity between teaching the mother tongue and the foreign language. It did not pay attention to the learner's element, especially given the strictness of its rules. (Bernard, 1992).

The sentences and phrases presented to students were representations of the morphological and grammatical structures intended to be elaborated and taught. It also did not consider the reality of the educational environment given the difficulty of having teachers with sufficient expertise in controlling the target language skills and not using the study language (mother tongue) to clarify some points that might be unclear to their level.

4.3 The Audiolingual Method:

The theoretical foundation for the emergence of the audiolingual method lies primarily in two fields: structural linguistics and psychology, particularly the behaviorist school. Linguistically, structural linguists were studying languages of Native American tribes and other lesser-known and widespread languages, leading to a reconsideration of the mechanisms of living languages and focusing on what people actually speak. (Bernard, 1992).

At the same time, behaviorists scientists focused on using language in a way that makes it a set of habits formed through reinforcement following a stimulus-response process, or as a reward in social situations.

According to El-Hilali (2007), the audiolingual method emerged to meet the needs of foreign language teaching during World War II for military purposes.

In its teaching, this method emphasizes the necessity of starting with oral training within well-prepared situations that facilitate the ability to employ the language. The learner receives the target language through hearing, then pronounces and practices it through repetition, and finally uses the acquired information in a real situation until it develops into a skill.

This means that the process of linguistic learning of a foreign language begins with receiving sounds from auditory sources, such as the teacher or a radio, and then working on imitating them and fixing their pronunciation correctly through practice and repeated training, ending with using the foreign language in real-life situations so that it becomes a set of linguistic habits manifesting in the ability to employ the language without thinking about its correctness.

This method emphasizes learning spoken and heard speech before the skills of reading and writing because presenting reading and writing before oral skills during foreign language teaching completely contrasts the nature of acquiring the mother tongue and hinders learning foreign language skills.

4.4 The Audiovisual Method:

The advancement in educational technology during the 1950s led to the emergence of audiovisual media. Stern (1983) mentions that the audiovisual method appeared during the same period in France through a team led by Guebrina.

The visual presentation scenario is the main means of involving learners in meaningful expressions and contexts, leading to the introduction of images, video films, tapes, CDs, etc., in the field of language teaching, becoming known as the audiovisual method in foreign language teaching. Behaviorists consider the audiovisual method in training derived from their theory (Raiyn, 2016).

However, the ideas proposed by Chomsky did not serve this method, as it rejects the notion that language is a repeated behavior and an acquired habit, as advocated by behaviorists, and strongly opposes the mechanical aspect of language learning. Chomsky (1959) criticized the concept of habit, stating that what is actually learned are transformational rules that give the learner the ability to generate countless new sentences of grammatical nature (Bernard, 1992).

Therefore, it emphasizes the generative, creative aspect, or what Chomsky called "linguistic competence," focusing on teaching the foreign language without resorting to the mother tongue and studying rules in an inductive rather than a direct and detailed manner, presenting them implicitly through the use of skills.

Despite the popularity of the audiovisual method, it faced criticism, including the requirement for special training and expertise for teachers, as well as specific equipment and language laboratories. It remained prevalent in foreign language teaching until the 1980s, but this spread did not prevent other attempts in foreign language teaching from emerging, most notably the communicative approach.

4.5 The Communicative Approach:

The Communicative Approach first appeared in 1981, developed by Stephen Krashen and Tracy Terrell. (Krashen & Terell, 1998).

This method aims to achieve mastery of the communicative function, drawing its ideas from the functional theory in linguistic education, distinguishing itself from Noam Chomsky's generative theory. It is based on three aspects:

- ✓ **The functional aspect of language:** It is considered a means for individuals to meet their diverse needs.
- ✓ **The social and cultural aspect:** Language is a means of communication and interaction with people within a context containing social elements and cultural contents.
- ✓ **The emotional aspect of language:** It serves as a means to establish affectively enriched human relations with others. (Valenzuela , 2010 , P81-82)

These three aspects intertwine in a system to facilitate the communicative process between the sender and the receiver. The Communicative Approach gained widespread popularity in foreign language teaching because it focuses on real, meaningful communication instead of concentrating on artificial topics and situations removed from the learners' lives. It relies on communicative competence, emphasizing grammatical rules and the fundamentals of language use in social contexts.

Despite acknowledging the importance of structures and vocabulary, proponents of the Communicative Approach believe these are not sufficient to prepare learners for communication. When we communicate with others, we use language to fulfill functions such as persuasion, discussion, dialogue, etc., within a social framework. Additionally, speakers express themselves based on their intentions and emotions and according to the person they are speaking to and the nature of their relationship.

In the realm of foreign language teaching, this method aims to propose short dialogues related to familiar experiences recognized by the learner within an encouraging educational environment for communication, linking language learning with communication learning. Unlike the audio-visual oral method, the Communicative Approach can start foreign language teaching with reading and writing activities.

4.6 The Task-Based Approach:

The task-based approach was proposed as a method in foreign language teaching based on the works of linguists Stern and Rubin (Rubin & Stern, 1976), Carroll (Carrol,1981), and Bachman (Bachman,1990) (Talbi,1997). This approach differs from the Communicative Approach in that it focuses on tasks within projects, aiming to develop the learners' receptive and interactive skills, considering the learner as a social being with meaning.

The task-based approach also takes into account mental, emotional, and communicative abilities, as long as the learner is a social being, employing these abilities in diverse contexts and situations to overcome challenges for language activity completion, enabling mastery over texts and control of them (Kasap, 2021)

This method is based on the idea that language is a tool for communication among individuals and for strengthening social bonds between them. To achieve this, it emphasizes the rules of movements and actions and the interaction present in the educational situation through the organization and structuring of foreign language teaching content focused on interaction rules within the encompassing context.

Our review of the main teaching methods in the field of foreign language learning highlights the diversity of their approaches to foreign language and the lack of consensus on the roles of the teacher and learner in the teaching process, differing in the degree of utilization and reliance on educational means. It's important to note that the complexity of the teaching situation and the continuous interaction of its participants inevitably lead teachers to use a mix of the aforementioned methods as required by the educational context.

Rather than relying on a single method for teaching a foreign language, teachers should adopt a variety of teaching styles chosen from different learning and teaching philosophies, focusing on the learner and selecting the method or methods that best suit their students' needs and the educational situation they are in.

Conclusion:

In summation, the trajectory of national advancement across diverse sectors is intrinsically linked to the scale of scientific and technological progression achieved. Staying abreast of developments in the realms of science, technology, communications, media, education, and the economy necessitates proficiency in at least one foreign language. This linguistic proficiency not only equips individuals with the tools needed to remain informed about global occurrences but also facilitates adaptation to swiftly evolving global landscapes and fosters cross-cultural interactions.

A pivotal objective within educational institutions is to equip students with a comprehensive mastery of the four cardinal foreign language skills: listening, speaking, reading, and writing. The imperative of foreign language education transcends the mere acquisition of linguistic proficiency; it serves as a bridge across cultural divides, fostering a milieu of tolerance and mutual understanding among diverse civilizations. Concurrently, it plays a vital role in broadening the intellectual scope of learners, enriching their cognitive capacities, and enhancing their ability to assimilate and apply knowledge across various domains.

This discourse has endeavoured to underscore the critical importance of foreign language acquisition within the tapestry of individual development and societal progress. By spotlighting the insightful perspectives of eminent theorists—ranging from sociologists such as Ibn Khaldun, to psychologists including Skinner, Jean Piaget, Vygotsky, and Bruner, and to linguists like Chomsky—this article illuminates the multifaceted nature of language learning and teaching. Through this exploration, we affirm the indispensable role of foreign languages in cultivating global citizens capable of navigating the complexities of an interconnected world.

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