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A FOREIGN LANGUAGE EDUCATION JOURNAL

NATIVE VS. FOREIGN LANGUAGE PATHS

FIRST LANGUAGE ACQUISITION AND SECOND
LANGUAGE ACQUISITION:
A COMPARATIVE PERSPECTIVE

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NOTE TO THE READER

Dear readers,

We are happy to greet you with the first issue of LangMark journal, which we prepared with great excitement and dedication! As English Language Teaching students, we set out with the idea of creating a platform where we could publish academic articles on language teaching. Now we are taking the first step towards making this dream a reality.

The journal features a diverse range of academic articles on foreign language teaching and acquisition, linguistic studies, teaching experiences, and classroom practices. Our aim is to create a space where we can learn from each other both as students and teacher candidates, discover new ideas, and discuss current approaches to language education.

We would like to thank our academics who supported us in this process and our friends who contributed to our journal with their articles. We would like to see you among us as writers and opinion holders in the upcoming issues of our journal...

Enjoy reading!

Yağızhan Akgül
Editor-in-Chief

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GENDER AND LANGUAGE ACQUISITION

Görkem Çankaya

One of the most important tools that influences how people express themselves, communicate, and fit into society is language. But language acquisition is neither neutral nor solely cognitive; social institutions, cultural norms, and gender expectations all have a significant impact. The natural process by which people acquire their mother tongue from birth is known as first language acquisition (FLA), whereas second language acquisition (SLA) is the process of learning a second language later in life, frequently through formal schooling or social interactions. Even though linguistic and cognitive development are a part of both processes, gender has a big impact on how people learn, use, and profit from language.

Gender-based patterns in the acquisition of languages start in FLA and persist in SLA, impacting social mobility, communication styles, educational chances, and career prospects. According to research, girls often acquire linguistic skills before boys do, and social and economic considerations seem to push women more to study a second language. Furthermore, gender-based power dynamics are frequently reflected in language norms and structures, which further affects how men and women experience language. By contrasting the ways in which socialisation, motivation, and power dynamics affect language acquisition at different phases of life, this study examines gender roles in FLA and SLA.

Preschool age is when FLA starts, as the development of language is influenced by gender-based integration patterns. Girls often develop their linguistic abilities earlier than boys, according to studies, and exhibit higher levels of vocabulary, sentence structure, and expressive communication. Because carers tend to speak more to female newborns, developmental psychology research shows that socialisation techniques have a significant impact on these differences. Girls' stronger language abilities are a result of the frequent encouragement they receive to ask questions, share stories and communicate their feelings.

Boys, on the other hand, are typically socialised to engage in physical activity rather than speak. Boys may exhibit different communication patterns as a result of parents and other carers reacting more to their behaviour than to their words. For example, boys may be encouraged to be more direct, aggressive, or even domineering in conversation, whereas girls may be trained to use language that is courteous, cooperative, and emotionally expressive. These early encounters influence how people interact in social, intellectual, and professional contexts by forming gender-based methods of communication that last into adulthood.

Theoretically, language usage in operations differs by gender and social status. For example, boys typically choose shorter, simpler sentences, whereas females typically employ speech patterns that require more in-depth explanations and extensive narration. Their growth, social interactions, and transitions are influenced by these gender-related distinctions.

There are clear gender-based language usage standards in many societies. In general, men are supposed to use harsher language, whereas women are expected to communicate in a kind and appropriate manner. Because of this social status gap, men and women learn languages in different ways, which are influenced by customs of society and communication patterns.

Men and women have very different motivations, learning styles, and educational opportunities while learning another language. According to research, women are more motivated than men to pick up a new language. This urge is especially noticeable when acquiring language skills is necessary to rise in social standing and become financially independent. In order to interact with the community, communicate with locals, and enhance their employment opportunities, women who go abroad frequently start learning a new language.

On the other hand, if learning a new language does not directly relate to their employment or financial benefit, males might not have the social motivation to do so. According to certain studies, women tend to place a higher value on communication and social skills, emphasising more on speaking, pronunciation, and cultural specifics, whereas men tend to approach language learning more methodically, concentrating on grammar and rules.

Gender's impact on academic achievement can affect how effectively people engage with and perform in language acquisition. According to research, girls participate more actively in language lessons than boys do, often participating in discussions and developing their speaking abilities. The distinction can be explained by societal norms; women are typically urged to be less quiet and cooperative, whereas males may feel pressured to avoid mistakes or circumstances that could make them seem vulnerable.

Furthermore, previous beliefs of gender roles may be reinforced by gender stereotypes in language learning materials. In many bilingual textbooks, women are shown in roles that include caregiving and household chores, while males are portrayed in leadership and professional roles. Students' perceptions of gender and language ability may be considerably influenced by this representation. A more inclusive approach to language instruction is required in order to recognise and correct these misconceptions.

Some women are highly motivated to acquire a second language, yet many have a difficult time getting access to language instruction. Women may not acquire formal education in traditional societies, which can limit their capacity to pick up a new language and jeopardise their financial and social independence. On the other hand, through job networks, men usually have easier access to language resources.

These differences demonstrate how languages can worsen gender inequality since women who have limited access to language instruction may find it more difficult to get employment, participate in public life, or stand up for their rights. Policies that improve language learning access for both genders and encourage the development of language proficiency without prejudice must be put in place in order to address these disparities.

Although FLA and SLA happen at distinct stages of life, both are impacted by societal expectations and roles associated with gender. In FLA, early language development and the methods in which boys and girls express themselves are greatly influenced by the gender-based socialisation that children receive. Adults' interactions in multilingual environments and SLA are subsequently influenced by these underlying communication methods.

Because of their greater support network, girls typically acquire their initial language more quickly, although women typically perform better in second language acquisition (SLA) due to their greater motivation, engagement, and social context adaptation. However, educational obstacles and cultural conventions may hamper women's language acquisition.

On the contrary, men face particular difficulties when learning a language and frequently choose unstructured social learning strategies over conventional teaching methods. These variations in learning styles emphasise the necessity of individualised language instruction to prevent gender from posing unnecessary barriers to language acquisition. Research on gender in FLA and SLA shows how social structures, power relations, and cultural norms are all strongly related to language learning. Children's language development, communication styles, and social interactions are influenced by their gender-based socialisation from an early age. These differences also have an impact on SLA, where gender-related expectations frequently determine elements like motivation, participation in class, and access to school.

MULTILINGUALISM AND ITS COGNITIVE ADVANTAGES

Kemal Kağan Açık

The procedure of developing the ability to perceive, comprehend, and produce language is known as language acquisition. It is a methodical process with unique challenges. Researchers frequently make a distinction between second language acquisition (SLA), which is frequently a lifelong process including efforts stored in permanent regions, and first language acquisition (FLA), which is frequently perceived as a natural and effortless mastery in early childhood. In the fields of linguistics, psychology, and education, both types of learning are significant subjects of study.

The distributions and distinctions between FLA and SLA have been the subject of in-depth research, but the larger phenomena of multilingual knowledge, the ability to speak and understand two or more languages, is gaining attention. It is now commonly acknowledged that multilingualism has benefits for health and functioning that go beyond linguistic proficiency. The purpose of this study is to compare FLA and SLA before having a conversation about multilingualism therapies.

Generally believed to be a perinatal process, first language acquisition is a purely intuitive process of growth that starts in infancy and happens as a consequence to the fetus's processes. It starts to advance quickly in early life under the direction of communication and a language environment. Because of the rich and extensive interaction they acquire, children typically learn their native tongue without obtaining formal education.

Numerous theories can be found via the FLA's plugin links. Emphasising reinforcement, imitation, and conditioning, behaviourist theorists, particularly B. F. Skinner has maintained that children pick up languages by mimicking their speech and getting feedback. Numerous experts, particularly Noam Chomsky, who supported children's linguistic abilities, have challenged this viewpoint. According to Chomsky, children can now acquire languages without being exposed to a particular language environment because of the development of the Language Acquisition Device (LAD) and Universal Grammar, which have made some language patterns an inevitable component of the human mind.



Furthermore, Vygotsky's ideas have impacted social interactionist theories, which place a strong emphasis on the use of language in social interactions. This viewpoint holds that language is rich in meaning and development and that it develops via communication, particularly as carers and ages.

The fact that FLA develops during a vital time, typically around puberty, is one of its distinguishing characteristics. The brain is more malleable during this time, enabling the learner to pick up native-level vocabulary, grammar, and pronunciation. But beyond this time, it gets extremely harder to become proficient at the native level.

In contrast, second language acquisition typically occurs after the first language has been established and is often characterized by a higher degree of conscious effort. While SLA may happen in a variety of contexts, including formal instruction, immersion, or self-directed learning, it differs from FLA in several key ways.

An essential component of language acquisition is age. According to research by Johnson and Newport (1989), young people are more neuroplastic, which makes it easier for them to learn syntax and pronunciation like native speakers. However, by generally providing more sophisticated mathematical procedures, more thorough understanding can assist faster learning phases, particularly in areas like grammar and vocabulary. Open learning possibilities and metaphysical factors play a part in making this possible.

Another important component that guarantees language administration is motivation. Gardner and Lambert (1972) distinguished between instrumental motivation, which emphasises practical information like professional development, and integrative motivation, which targets and directs the target language towards the desire for participation. Although the learning process can be combined by both motivational styles, integrative motivation typically leads to higher skill levels and more lasting language use.

Additional factors that set second language education apart from first language instruction are cognitive and emotional. Although children typically pick up their native tongue in some form, second language learners participate in intentional learning activities such as rule-making, analysis, and memorisation in the classroom. Furthermore, the process can be aided or hindered by elements like attitudes towards the target language, self-confidence, and language anxiety. According to Krashen's (1985) Input Hypothesis, meaningful exposure is essential for language development and highlights the preservation of exposure to a summary language input that is marginally above the learner's present language level.

Selinker's (1972) definition of interlanguage is another key idea in studies on second language learning. This concept describes a linguistic system that is free of flaws and incorporates the traits of both the first and second languages, and from which second language learners are developed. Although interlanguage offers a long-term benefit, it can also lead to fossilisation, which, if ignored, can result in some faults continuing to exist.

There are notable distinctions between first and second language acquisition, despite the fact that both of his methods strive to improve language ability. First language acquisition happens spontaneously, mostly at birth, and is accomplished through implicit learning and extensional participation with almost complete achievement at native-level ability. Individual motivation, language exposure, and the sociocultural environment are the main drivers of second language acquisition, which is a complex process that involves a number of factors, including age, success rates, and healthy practices.

The most visible signs of the shift between these two processes are communication and fluency. Second language learners, particularly those who start after the critical time, retain certain aspects of their first language accents, whereas first language learners typically attain phonological correctness at the native level. Additionally, learning a second language makes one more susceptible to interference from the first language, which might result in mistakes in first-language vocabulary or grammar that are not seen in multiple language acquisitions.

Particularly when children are raised in bilingual or multilingual households and are proficient in both FLA and SLA, there are points where the two modalities of acquisition overlap.

A growing number of scholars have discovered the theoretical advantages of multilingualism in addition to the mechanics of language acquisition. Being multilingual offers a number of cognitive benefits in the given circumstance, going much beyond just being a practical talent.

Enhancement of mental abilities is one of the significant therapeutic advantages of multilingualism. According to a 2012 study by Bialystok and colleagues, multilingual people routinely outperformed monolingual people on tasks involving problem-solving, healthy flexibility, and attention control. Stronger executive control systems and the capacity to use and transition between different languages are believed to be the result of brain cells. People who speak multiple languages have better inhibitory control skills, which enable them to suppress more successfully.

The aesthetic getting older issue is another noteworthy benefit. Bialystok, Craik, and Freedman's 2007 study discovered that bilinguals postponed dementia and other age-related impairments by several years when compared to monolinguals. Through the lifetime transmission of different languages, these systematic reserves guarantee the preservation of technological integrity.

Additionally, multilingual people have a high degree of metalinguistic awareness, or the capacity to consider the structure and purpose of language. This talent promotes better literacy and analytical abilities overall, in addition to making learning other languages easier. Multilingual learners have a distinct understanding of how languages function, which improves their capacity to pick up new language systems, according to Jessner (2006). This skill not only helps them continue learning new languages, but it also improves their overall literacy and critical thinking. Multilingual nations benefit from a special sense of permanency that comes from languages being widely spoken, according to Jessner (2006), which makes it easier for them to pick up new language systems.

Furthermore, being multilingual is linked to improved creativity and problem-solving skills. Multilingualism promotes alternative thinking by addressing the topic from a range of viewpoints through interactions with people from different languages and cultures. According to Kharkhurin (2010), bilinguals routinely score higher on tests of creative thinking; in this instance, it appears that speaking many languages at once facilitates the use of herbal treatments more readily.

Additionally, being multilingual has been associated with improved creativity and problem-solving skills. Divergent thinking is fostered by exposure to many linguistic and cultural frameworks, which enables multilingual people to approach issues from a range of angles. Kharkhurin (2010) discovered that bilingual people routinely performed better on tests of creative thinking, indicating that learning more than one language fosters creative brain processes.



From a socioemotional point of view, being multilingual makes people more empathetic and culturally distant. In today's globalised society, the capacity to communicate with people from different languages and cultures is becoming more and more crucial since it promotes increased social competence, openness, and adaptability.

These groups, which take into account the acquisition of first and second languages, are known to differ greatly in terms of age, systematic participation, and results. Second language acquisition necessitates a more covert effort and is continuously influenced by numerous external influences, whereas first language acquisition happens spontaneously and uniformly during childhood. Despite the diversity of both processes, this differentiation enables profound medical health services by incorporating multilingualism into the larger phenomenon.

It is common for multilingual people to have higher levels of problem-solving skills, delayed systematic regression, enhanced metalinguistics, and more sophisticated executive control. It is becoming more and more obvious that encouraging linguistic diversity is not just an objective but also a health benefit as studies continue to reveal the variety of benefits multilingualism gives. Whether via formal schooling or immersion, creating circumstances that support language management will help both individuals and groups, and it will essentially provide the modern world with necessary therapeutic and cultural care techniques.

WORKING MEMORY IN LANGUAGE ACQUISITION

Betül Muezzin

THE COGNITIVE LOAD OF LANGUAGE LEARNING

Human language acquisition is a unique process shaped by the interaction between innate cognitive abilities and environmental factors. In this process, the mind's capacity to store and manipulate information, commonly referred to as working memory, serves as a critical factor. In first language (L1) acquisition, children learn language mostly through automatic mechanisms, while second language (L2) learning typically requires conscious effort and the use of deliberate strategies. This essay will offer a clear discussion starting with the definition of working memory and its functional differences in L1 and L2 acquisition, the significance of these differences, and their possible implications for language teaching, especially in communication-based classroom practices that support working memory during L2 acquisition.

Working memory is defined within contemporary cognitive theories as the capacity to temporarily hold, process, and, when necessary, manipulate information. In the context of language acquisition, it plays a central role in holding, interpreting, and rehearsing new vocabulary and grammatical structures in real-time. In L1 acquisition, children naturally use this capacity by imitating the speech in their environment and repeating language patterns. At this stage, components such as the phonological loop and central executive interact without the need for conscious intervention, so that grammatical rules become automatic.

In L1 acquisition, the capacity of working memory increases in parallel with neurological development. For instance, a young child holds phrases encountered in daily conversations for a few seconds through the phonological loop and transfers them to long-term memory as they are repeated. During this process, the child forms an unconscious learning cycle by connecting the word with its related meaning. Therefore, L1 acquisition is based on the internalization processes developed by the automatic learning mechanisms of the brain, rather than directly on the maximum capacity of working memory.



Second language acquisition typically occurs later in life, as a result of conscious, goal-oriented effort. Adult L2 learners actively use their working memory to make sense of new words and grammatical structures they encounter. At this stage, increasing vocabulary and complex sentence structures put extra load on the phonological loop and central executive. When learners attempt to understand or produce a new sentence, they have to manage both extracting meaning and recalling information at the same time. This situation increases cognitive load, especially for individuals with limited working memory capacity, leading to potential difficulties.

The fundamental difference between the L1 and L2 acquisition processes lies in the balance between automaticity and the use of conscious strategies. Children acquire L1 primarily through listening and imitation, allowing working memory to function as a supportive tool for internalizing rules. In contrast, adults in L2 learning reinforce new structures and words through conscious strategies such as taking notes, memorizing, and repeating. As a result, L2 learning requires more intensive use of working memory resources compared to L1 acquisition. This difference directly affects both the duration of the language acquisition process and the level of difficulty.

The role of working memory capacity in L2 fluency is closely related to how effectively we can automate the acquired information. Individuals with higher working memory process both new words and grammatical structures more quickly and store them permanently in the brain. Over time, these elements become automatic and reach a level where they no longer require conscious effort, thus improving speech rate and fluency. On the other hand, limited working memory capacity may result in the inability to transfer new items adequately to long-term memory, leading to pauses in speech fluency.

In second language acquisition, communication is not only a space for practicing learned knowledge but also an environment where cognitive processes are activated. When communicating, learners are required not only to recall the form of linguistic structures but also to evaluate the appropriateness of these structures within a given context. This real-time language production and inference of meaning engage both the phonological and semantic components of working memory simultaneously. For example, when a student gives directions to a classmate, they must choose the correct word and place it accurately within the sentence. During this process, information is briefly held in working memory, processed, and quickly converted into production. This provides L2 learners an opportunity to internalize the language by using it in meaningful contexts.

Communicative classroom practices are an effective way to reinforce language input naturally without overloading working memory capacity. Activities such as role-plays, guided group discussions, or information-gap tasks help students learn not only the language itself but also how to use it properly. During these activities, learners engage in real-time thinking and responding processes, which require working memory to simultaneously store and process information. This dynamic interaction also improves learners' ability to retrieve language structures more quickly and use them more fluently over time. In addition, the social and interactive nature of such tasks promotes motivation and lowers anxiety, which further supports cognitive engagement. Unlike traditional repetition and memorization-based approaches, this ensures active student participation and facilitates the transfer of linguistic input into long-term memory. Therefore, communicative learning environments are extremely valuable from a pedagogical perspective, both in the L2 acquisition process and in terms of the effective use of working memory.

In conclusion, working memory plays a crucial role in both first and second language acquisition, yet its function and demands differ significantly across the two contexts. While L1 acquisition relies heavily on automatic and unconscious processes supported passively by working memory, L2 learning often takes place through conscious strategies that require active manipulation of linguistic input. These differences not only shape the way learners acquire vocabulary and grammar but also influence their ability to use the language fluently in real-time communication. Given the cognitive load L2 learners face, especially in tasks involving meaning-making and production, it becomes essential to design instructional practices that support and strengthen working memory. Communicative classroom activities, which promote meaningful use of language in context, offer a particularly effective way to achieve this goal. By aligning teaching methods with the cognitive realities of L2 learners, educators can create learning environments that not only improve accuracy and fluency but also empower students to use the target language with greater confidence and independence.

AFFECTIVE FACTORS IN SECOND LANGUAGE ACQUISITION

İclal Usanmaz

Language learning is not solely a cognitive process; it also involves significant emotional and personal dimensions. Although grammar, vocabulary acquisition, and structured practice are fundamental to second language acquisition (SLA), affective factors play a crucial role in determining a learner's success. Among these factors, motivation, anxiety, and attitude emerge as key determinants of language learning outcomes. This paper examines these three factors in detail, analyzes their impact on second language acquisition, and discusses their implications in real classroom contexts.

Motivation is widely regarded as one of the most influential affective factors in SLA. It serves as a force behind language learning, and without adequate motivation, even highly capable learners may struggle to achieve proficiency.

Motivation in SLA is generally categorized into two types: intrinsic and extrinsic. Intrinsic motivation occurs within the learner and is influenced by personal interest or the satisfaction derived from learning a language. Learners with high intrinsic motivation often push themselves by setting personal goals and finding fulfillment in their progress. Intrinsic motivation is often reinforced by recalling past achievements, personal strength, or long-term aspirations.

In contrast, extrinsic motivation comes from external sources such as teachers, peers, or family members. It is driven by external rewards or pressures rather than internal satisfaction. Learners are motivated by praise, academic grades, gifts or privileges, such as a family vacation or a new computer, to reduce stress, and to demonstrate the support. While extrinsic motivation can be effective in initiating language learning, research suggests that intrinsic motivation provides sustained and long-term engagement.

Both forms of motivation play a crucial role in SLA, and rather than considering them two different aspects, they should be seen as complementary. A balanced combination of intrinsic and extrinsic motivation can enhance language learning outcomes by supporting both immediate engagement and long-term engagement. Educators should aim to build intrinsic motivation while also using external rewards to help students in their language learning.

Language learning anxiety is a common and significant barrier for many learners. It often occurs in the classroom environment, where it is frequently referred to as foreign language anxiety. This anxiety can appear in various forms such as fear of speaking, fear of making mistakes, or fear of not being prepared to speak in front of the class. These are just a few examples, and many foreign language learners experience various fears related to speaking in the target language. Educators have a responsibility to help students manage these negative emotions.

Krashen's Affective Filter Hypothesis explains this very well. According to his theory, when learners feel anxious, nervous, or stressed, their 'affective filter' rises, filtering the input. In simpler terms, even when learners are exposed to the language, they are unable to absorb it effectively if they are tense or scared. It is similar to trying to understand a conversation in a noisy environment; even though you hear words, their meaning does not register in your mind.

Many language learners tend to freeze when asked to speak in front of others, even though they know the answer. This reaction is particularly common in classroom settings, where learners feel pressured to perform flawlessly. Their fear of being judged or making a mistake causes them to stay silent. Interestingly, this is more common in high-achieving students who are worried about losing their 'perfect' image by making small errors.

As educators, it is important to be aware of this issue and create a low-anxiety classroom environment. Activities such as friendly pair work, games, and positive reinforcement can help students feel safer and more willing to participate. After all, mistakes are inevitable and essential part of the learning process, and, as the saying goes, no one learns to ride a bike without a few falls.

Attitude refers to learners' feelings toward the target language, its culture, and even their own language learning journey. Learners' attitudes can generally be classified as either positive or negative, both of which significantly influence their progress. A positive attitude towards the language with a belief in one's ability to succeed, greatly increases the chances of progress. On the other hand, negative attitudes, such as thinking English is 'too difficult' or 'useless in real life', can lead to demotivation and hinder learning.

Learners bring in attitudes shaped by previous experiences. Early negative experiences in language learning may contribute to long-term negative attitudes. For instance, a student who encountered a strict or uninspiring English teacher in primary school may carry that negative perception for years.

Changing attitudes can be more challenging than teaching grammar; however, small interventions have a significant impact. Introducing engaging learning materials, incorporating authentic songs, or showing how English relates to students' hobbies are some of the ways to shift attitudes and make learning more enjoyable.

Motivation, anxiety, and attitude are not isolated; they constantly influence one another. A motivated learner tends to maintain a positive attitude and experience lower anxiety. Conversely, high anxiety can reduce motivation and lead to a negative attitude over time.

Consider a student who initially feels motivated because they aspire to study abroad. However, when they struggle to speak in class, their anxiety increases. As a result, they start avoiding participation, their confidence diminishes, and their motivation starts to decline leading them to lose their initial enthusiasm. This negative cycle is common among language learners.

However, the reverse is also possible. A shy student may gain confidence after a few successful experiences, leading to reduced anxiety, increased motivation, and a more enjoyable language learning process. Recognizing and addressing these interconnected factors is essential for supporting an effective learning environment.

Language teachers play a crucial role in shaping learners' affective experiences in the classroom. Research and classroom observations suggest several effective strategies:

- Foster positive teacher-student relationships.
- Integrate student interests into class materials, such as music, films, games, and real-life topics.
- Establish a supportive environment where mistakes are seen as a natural part of learning.
- Implement cooperative learning techniques to encourage peer support.
- Recognize and celebrate students' achievements, regardless of their scale.

Ultimately, language learners are not merely acquiring a skill; they also bring emotions, fears, and aspirations into the learning environment. By understanding and addressing their affective needs, teachers can help students not only improve their English but also develop more positive and enjoyable learning experience.

In summary, affective factors like motivation, anxiety, and attitude are as important as cognitive factors in second language acquisition. Each learner carries a unique emotional background into the classroom, which significantly impacts their ability to acquire a new language. Therefore, language learning should not be considered solely through test and textbooks. Instead, educators must acknowledge the emotional dimension of learning and create supportive environments that foster confidence, motivation, and a positive attitude toward the target language. Thus, addressing affective factors in SLA is not just beneficial but essential for fostering an effective and supportive language learning experience.

LANGUAGE LEARNING THEORIES AND ITS INFLUENCE ON SLA

Esila Yakın

Language is a special human ability that one starts learning from infancy. Every language spoken in the world has different characteristics. Although its parameters change, its principles do not. However, learning your first language versus picking up a second one, are completely different experiences. While both processes include using language, how, when, and why are pretty distinct. This study examines language acquisition, theories, and influence on second language acquisition.

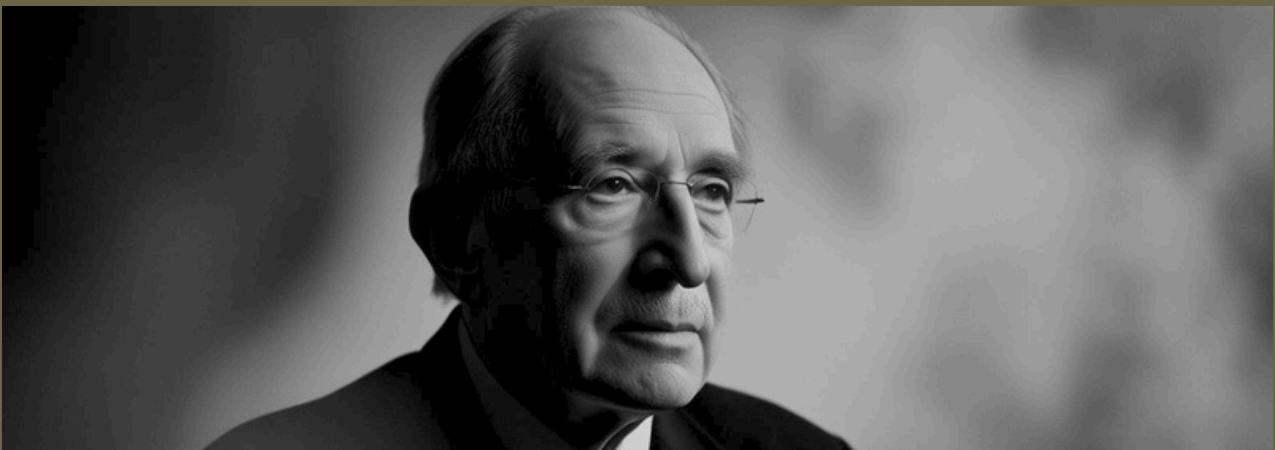
First language acquisition occurs naturally and effortlessly in early childhood. Children acquire their native language through exposure to their environment. This process is considered unconscious, unfolding during what is commonly referred to as the critical period. On the other hand, second language acquisition (SLA) is a more conscious process and requires effort. SLA is influenced by several factors. These are motivation, exposure, cognitive maturity, and most notably, interference from the learner's first language. The realm of language acquisition, either first or second language, has been under the influence of three major theories, namely Behaviorism, Innatism, and Interactionism. The key figures in these schools of thought are Skinner, Chomsky, and Vygotsky respectively. Each theory has contributed to the field by highlighting a specific aspect of the language acquisition process.

The first of them is the Behaviorist Theory by Skinner. Behaviorism suggests that a child learns to mimic speech from adults. Language acquisition is a process of forming habits. In this theory, Transfer is prior learning that is carried over into a new learning situation. Once said by Wilga Rivers (1968); "The behaviorist theory of stimulus-response learning, particularly as developed in the operant conditioning model of Skinner, considers all learning to be the establishment of habits as a result of reinforcement and reward", is an important view on the topic. The impact on second language acquisition can be seen in how repetition and positive reinforcement can aid learning, especially in classroom settings. In Behaviorism, the input is given directly without any addition, however, when the child creates a sentence, and s/he adds words that are not included in the input, it is called poverty of stimulus. Behaviorism is not enough all alone. Therefore, Nativism comes out. Behaviorism highlights the importance of practice, repetition, and environmental influence. However, it cannot explain creative language use or rapid acquisition of complex structures with limited input. It influences SLA in terms of teaching methods based on repetition and drills

Nativist Theory by Chomsky emphasizes that there is an innate ability for language learning through a hypothetical "Language Acquisition Device" (LAD). Nativist Theory is separated into two parts: General Nativism and Special Nativism. While General Nativism is the principle of learning, Special Nativism is a specific mechanism for language learning. According to Chomsky, There is a Universal Grammar that affects all languages. O'Grady defines Universal Grammar as "a system of linguistic categories and principles that are shared in some form by all human languages" (1999, p 158). This idea has influenced SLA by suggesting that language learning is a natural ability, but can weaken with age. Nativism accounts for the universality and speed of language acquisition and the ability to produce novel sentences. However, it downplays the role of social interaction and fails to explain language variation across different environments. It emphasizes the importance of exposure to natural language input and supports the idea of a critical period for SLA.

Interactionist Theory by Vygotsky and Bruner suggests that language acquisition does not only depend on biological and environmental factors. It requires the interaction of both of them. Scaffolding and Zone of Proximal Development (ZPD) are prior concepts. Scaffolding makes language learning easier and caregivers help children. ZPD is an area of learning in which children succeed with support, but they fail without the support of a competent person. Communication with a competent person improves language and children do not need scaffolding. Vygotsky, a psychologist responsible for the foundation of the social interactionist theory, states that meaningful interaction with others is the basis of new knowledge acquisition (Vygotsky, 1987). In this view, social interaction provides not just an interactional frame within which developmental processes can take place; as a social practice, it involves the learner as a co-constructor of joint activities, where linguistic and other competencies are put to work within a constant process of adjustment vis-à-vis other social agents and in the emerging context. This position is typically adopted by conversationalist or sociocultural approaches to L2 acquisition. Interactionism emphasizes the importance of communication, context, and social support in learning. However, it does not fully address innate biological structures and may underestimate internal cognitive processes. It informs communicative and task-based approaches, focusing on interaction, group work, and authentic language use.

Although behaviorism, nativism and interactionism have immensely helped Second Language Acquisition theories to develop, Cognitive Theory offers a more up to date aspect. This theory sees language learning as a continuing and respectively developing mental process, instead of only environmental reinforcement or innate capacity. It was initially developed by field workers such as Jean Piaget, then was expanded by McLaughlin (1987) and Anderson (1983). Cognitive theory claims that Second Language Acquisition has some processing stages, which are attention, memory storage and retrieval. Learners firstly rely on controlled processing, implicitly carrying out rules and structures, but after some time, language learning becomes automatic due to repetition and practice. This theory also presents the topic interlanguage, a linguistic system that evolves as much as learners progress toward proficiency as possible. One of the key issues is that recognition of noticing, proposed by Schmidt (1990), which implies awareness of language learning input is critical. Moreover, unlike behaviorism, focusing on repetition and or nativism, Cognitive Theory emphasizes the seriousness of structured input, problem solving and metacognition. This perspective encourages impactful learning experiences that promote cognitive engagement on communicative and task-based language acquisition.



In conclusion, Behaviorism, Naturalism, and Interactionism have each influenced different aspects of SLA and shaped second language teaching practices. Behaviorism inspired structural models of teaching by emphasizing repetition and reinforcement; naturalism emphasized the importance of early learning by emphasizing the age factor and biological capacity; interactionism has become the most widely accepted approach today, focusing on communication, interaction, and task-based learning. Modern language teaching approaches blend the strengths of these three theories to develop balanced and effective teaching models.

POSITIVE AND NEGATIVE TRANSFERS IN LANGUAGE LEARNING

Ayça Kızılkulak

The process of acquiring a new language is influenced by various cognitive and social factors, one of which is the learner's native language (L1). The interaction of the L1 with second language acquisition (SLA) is often described in terms of language transfer. This transfer can be either positive or negative, depending on the similarities and differences between two languages. This article describes the effects of positive and negative transfer in SLA, provides examples, and discusses their importance for language learners.

First, similarities between L1 and L2 generally facilitate learning, which is known as positive transfer. This occurs when structures (e.g., grammatical structures, vocabulary, or pronunciation patterns) that are compatible between the two languages make it easier for learners to grasp new concepts. For example, since English and German are both of Germanic origin, some words and linguistic structures are similar. For instance, the words "water" (English) and "Wasser" (German) have the same meaning and similar phonetic features. In addition, phonetic similarities can help with pronunciation. The 'th' sound, although pronounced slightly differently in each language, exists in both, making it easier for native German speakers to acquire English pronunciation. In addition, some consonant clusters are similar in the two languages, which makes it easier to pronounce words. As a result, languages with common or similar syntactic structures or similar phonetic features allow learners to transfer their L1 knowledge to their L2 knowledge without difficulty, facilitating language acquisition through positive transfer.

While positive transfer can be beneficial, negative transfer creates some difficulties. Negative transfer occurs when structural and phonetic differences between the L1 and L2 cause grammar, pronunciation, or meaning errors. A common example is differences in word order. For instance, Turkish generally uses the subject-object-verb (SOV) word order, while English follows the subject-verb-object (SVO) order. Consequently, Turkish learners of English may produce incorrect sentences such as 'I an apple eat' instead of 'I eat an apple. Pronunciation confusion is another challenge. Turkish learners of English have difficulty pronouncing the English sounds /θ/ and /ð/. The "th" sounds in words like "think" and "this" do not exist in Turkish. Turkish speakers often pronounce these sounds as /s/ or /z/. As a result, words containing these sounds can be confused and lead to misunderstandings. In addition, incorrect synonyms or incorrect word choices can lead to serious errors. For instance, in Turkish, a single verb is often used for actions covered by both 'do' and 'make' in English. However, "do" usually refers to actions, while "make" refers to creating something. For example, a common mistake is saying "I made my homework" instead of "I did my homework," as Turkish learners may misinterpret the distinction between "do" and "make."

The influence of first language transfer changes as learners progress in their second language. In the early stages, learners tend to rely on their L1, which can lead to frequent errors due to negative transfer. However, as they become more proficient, they start distinguishing between L1 and L2 structures more effectively, reducing these errors over time. For example, a beginner Turkish learner of English might struggle with word order differences and place the verb at the end of the sentence, just as they would in Turkish. In contrast, an advanced learner becomes more aware of this difference and applies the correct word order in English more consistently. This gradual adaptation shows that while negative transfer can be a challenge in the beginning, it also pushes learners to develop a deeper understanding of the L2 as they progress. With continued practice in the second language and effective learning strategies, these challenges can be overcome over time, allowing learners to communicate more fluently and accurately.

The comparison between positive and negative transfer shows that although both have an impact on L2 acquisition, how they affect language acquisition is significantly different. In contrast to negative transfer, positive transfer accelerates learning and promotes self-confidence by allowing learners to apply their prior knowledge to the L2. Negative transfer, on the other hand, slows down the learning process by causing errors that require correction and often leads the learner to feel that they have failed in the process. The extent to which positive or negative transfer occurs depends on the relationship between the L1 and L2. For example, native German speakers of English benefit from positive transfer due to grammatical and lexical similarities, while native Turkish speakers face more interference when speaking English due to structural differences. Although positive transfer may be seen as an advantage, learners who rely too much on it may struggle when faced with aspects of the L2 that are different from the L1 and may develop a false sense of competence. Conversely, negative transfer, despite its difficulties, forces learners to engage more deeply with the rules of the L2, which can ultimately lead to a better understanding of the language. From an instructional perspective, both types of transfer can improve language acquisition. For students who experience high levels of positive transfer, lessons can focus on moving beyond familiar structures. For those who experience significant levels of negative transfer, comparative analysis and targeted practice can help reduce errors and strengthen language acquisition.



To sum up, the role of the first language in second language acquisition is extremely important. While positive transfer facilitates learning through similarities, negative transfer requires a conscious effort to correct errors and understand the logic of a new language. Understanding these effects allows language learners to benefit from the advantages of the L1 while minimizing interference. Educators play an important role in guiding students through this process by emphasizing the differences and similarities between L1 and L2. Ultimately, a well-balanced approach that acknowledges both the advantages and challenges of language transfer leads to more effective second language acquisition. By recognizing both the benefits and challenges of language transfer, learners and educators can develop better strategies to enhance second language acquisition. Rather than viewing negative transfer only as a challenge, it should be considered as a natural part of the learning process.

THE CRITICAL PERIOD HYPOTHESIS

Büşra Bağcı

Eric Lenneberg first proposed the Critical Period Hypothesis (CPH) in 1967. According to this view, adolescence marks the end of the essential period for a language's natural acquisition, which starts at age two. Children exhibit a remarkable capacity for rapid and efficient learning throughout this time. However, learning a new language or becoming fluent in one's mother tongue becomes quite challenging after adolescence. If age has a significant impact on linguistic structure, then other significant factors like motivation, statistical advancements, and social and cultural influences also matter. It gives traditional features a way to be expressed. Real-world scenarios, like the cases of Isabelle and Genie, will be studied in order to gain a better understanding of the form of language development during the crucial time. The impact of additional factors, such as language exposure rates and requirements, on the distribution of learning will also be assessed.

According to the theory, it is essential to start learning a first language early in life. Growth is flexible, and it peaks throughout childhood, according to Lenneberg's theory. Children can naturally pick up language at this period and quickly become proficient in complex linguistic systems. However, growth slows down once puberty sets in, making native language acquisition challenging. New research indicates that language acquisition is not dependent on the Critical Period Hypothesis, which holds that language development declines with age. Even though they have noticeable accents and pronunciation issues, children who are exposed to a language at the age of seven or eight frequently read it. Although adults have acquired a second language as well, it is frequently challenging to take into account how children's fluency levels evolve. Although it is not the only issue, age does play a part in language maintenance. According to research, social freedoms, motivation, and regimes all have a significant impact on language proficiency. Furthermore, how well a language is learnt at different ages can depend on the teaching strategies used and the exposure to a language-rich environment.

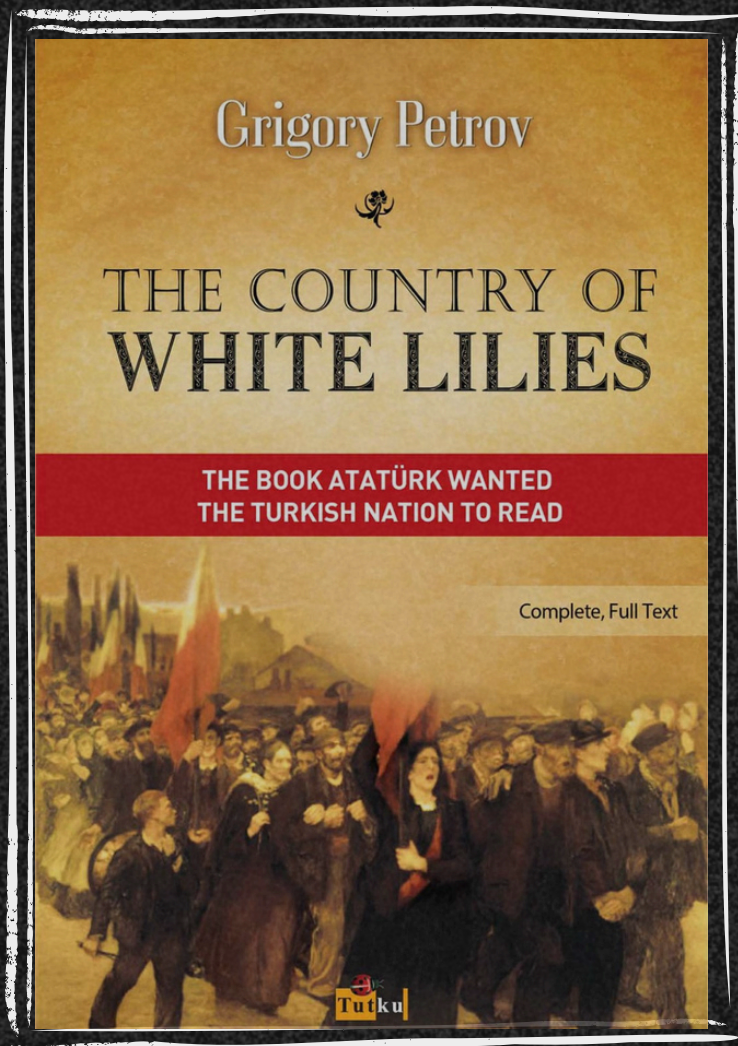
Language development is significantly influenced by cognitive development. Even outside of the crucial time, children who are fed adequately and have a healthy neurological system are more likely to learn to speak. Since motivated people can overcome some age-related limits, motivation is also a significant component. Independent language development in older individuals might be facilitated by a strong desire to learn. Furthermore, it has a significant impact on how both the amount and quality of social interactions grow. Even during the crucial stage, children who are raised independently may struggle with language. Specifically, young people with rich social connections are more likely to automatically develop their language skills. Isabelle and Genie's stories offer important insights into the complexity of language impairments. After her early years of living alone with her deaf and mute mother, Isabelle discovered at the age of six that she had not been exposed to language. But following intense language instruction, she picked up language skills fast, reaching a growing grammar and sentence structure in just two years. This implies that even after the usual crucial period, successful language learning can be maintained by early intervention. It also demonstrates that social interactions are crucial for successful language use and that language acquisition is not restricted to the adolescent years.

Genie was 13 years old and had experienced terrible abuse and loneliness as a child. She received a lot of language instruction, but she never became completely proficient, particularly in grammar. Every case is referenced as evidence in favour of the Critical Period Hypothesis. Language becomes considerably more challenging after teenage years, as seen by Genie's inability to properly learn languages despite her substantial learning. The degree of mental and social deprivation in language development is further illustrated by Genie's condition. Despite her linguistic input, the early years' lack of social engagement and emotional support severely hindered the development of language abilities. Despite their strength, these instances highlight the importance of other actions like those that promote social engagement and emotional well-being. Additionally, the disparity in language development between Isabelle and Genie implies that social, mental, and cognitive abilities are important factors in learning rather than age alone.



Although current research indicates that other components will continue to improve instantly, the Critical Period Hypothesis still plays a significant influence in language development. Learning a second language is also significantly impacted by age-related changes in the brain, reasoning skills, frequencies, and cultural relationships. Early intervention and crucial language acquisition periods are likely to be interrupted, as evidenced by the cases of Isabelle and Genie. However, the absence of social engagement, emotional support, and good health can significantly impede learning. Additionally, research on the economics of second languages shows that while young people are better at picking up a more natural accent, older learners can still become highly fluent if the right conditions are met. In conclusion, language has a vital role in its nourishment during this crucial time, but it must still be closely monitored. Language acquisition is not entirely explained by age, thus further research should focus on demonstrating the interactions between thinking, socialisation, and bursts in language development. A more comprehensive understanding of how language is learnt at various stages can be obtained by looking into changes over time in the neuroplasticity process and the role that intensive practice and training play in language improvement.

BOOK REVIEW



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THE COUNTRY OF WHITE LILIES

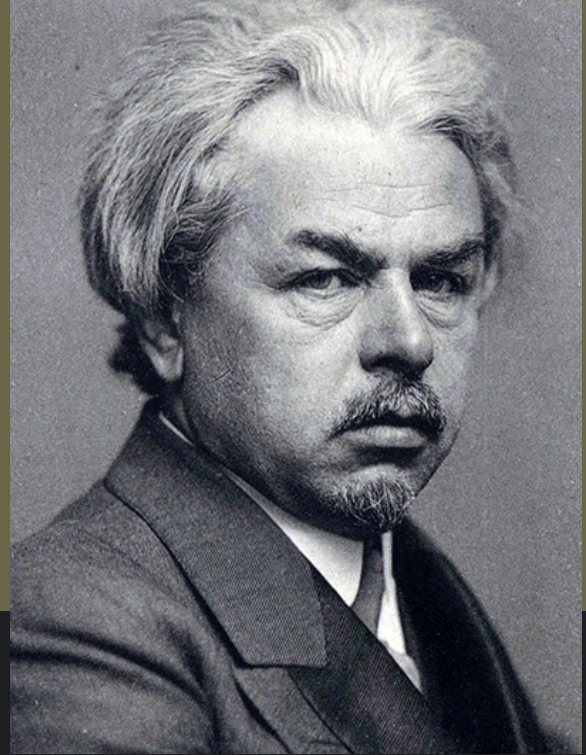
The real foundation of a strong nation is not in its army, its wealth, or its industries, but in the schools that raise generations of thoughtful, self-respecting, and civic minded citizens who feel responsibility for the future of their country.

LITERARY WORKS THAT EVERY TEACHER
CANDIDATE SHOULD BENEFIT FROM!

The Country of White Lilies

Yağızhan Akgül

Grigory Petrov's *The Land of White Lilies* is more than just a novel or a historical narrative; it is a profound reflection on education, social transformation, and national consciousness. Written in the early 20th century, this book has served as a significant source of inspiration for educators and has influenced various educational systems over time. Petrov's work meticulously examines Finland's transition from poverty and underdevelopment to a strong and conscious society. At the core of this transformation lies a combination of education, teachers, and the process of raising societal awareness. For any educator committed to the transformative power of learning, *The Land of White Lilies* is an indispensable read.



The book narrates Finland's transformation in the late 19th and early 20th centuries. Having spent many years under Swedish and Russian rule, Finland was economically and socially underdeveloped. However, under the leadership of intellectuals like Johan Vilhelm Snellman, a significant reform movement was initiated through education. Petrov highlights this process by centering Snellman's ideas and actions, demonstrating how societal progress is possible through education and awareness.

In the book, Snellman's educational philosophy is depicted as a holistic awareness-raising process that encompasses all segments of society. Education was not limited to schools but was considered a process involving the entire population. Teachers, clergymen, soldiers, workers, and statesmen played crucial roles in this transformation. The objective of education and cultural awareness was not merely individual improvement but the reformation of the entire society, leading to a national awakening.

Johan Vilhelm Snellman's reforms conceptualized education not only as knowledge transmission but as a tool for enlightening and transforming society. According to Snellman, for a society to progress, education must not be confined to a select few intellectuals; instead, it must reach the entire population. Consequently, these reforms aimed to make education accessible to all, rather than an exclusive privilege of the elite.

Snellman emphasized that education should not be restricted to schools but should extend to all areas of public life. Libraries were established for the masses, newspapers and magazines were published to encourage continuous learning, and efforts were made to make education an integral part of daily life. As a result of these reforms, teachers evolved beyond being mere instructors and became social leaders. Their role expanded beyond imparting knowledge to guiding the moral and intellectual development of future generations while fostering a sense of social responsibility.

These reforms significantly strengthened Finland's national identity and directly contributed to its independence. Snellman's educational policies instilled a sense of belonging in the Finnish people and encouraged them to embrace their culture and values. This process not only accelerated individual progress but also propelled national development, transforming Finland into a modern and enlightened society.

The Country of White Lilies underscores that education is not solely an instrument for individual growth but also a powerful catalyst for societal progress. The book's perspective on education offers valuable lessons for contemporary education systems. Education's role in societal transformation extends beyond transmitting information to fostering social consciousness and modernization. The educational reforms spearheaded by Snellman in Finland demonstrate that education has the power to alter a nation's destiny.

In the book, teachers are portrayed not only as information providers but as societal leaders. They do more than educate students academically; they infuse ethical values and help shape them into socially conscious individuals. Petrov emphasizes that educators must play an active role beyond the classroom, engaging with all aspects of society. Education should not be confined to formal institutions; it must reach every sector of society. The book highlights the importance of tools such as public libraries, lectures, and theatrical performances in making education accessible to the community.

Petrov also argues that education should serve as an instrument for fostering national identity and consciousness. In Finland's struggle for independence, education played a crucial role in strengthening self-confidence and shaping a collective identity. The book emphasizes that effective education requires a disciplined and systematic approach. Finland's transformation was made possible not only by educational reforms but also by their long-term and strategic implementation.

The book serves as a compelling testament to how a nation can rebuild itself through education, making it an invaluable source of inspiration for educators. By studying Finland's developmental journey, educators can refine their own educational philosophies. The book strongly emphasizes the impact and responsibility of teachers in shaping society. It helps educators understand the significance of not only fostering academic success in students but also nurturing socially responsible individuals. The educational model presented by Petrov is not exclusive to Finland; rather, elements of this model can be adapted to various educational systems. Educators can use this model as a foundation to contemplate educational reforms in their own countries.

By stressing that education must reach all individuals, not just a select group, the book provides contemporary educators with valuable insights. It advocates for an approach in which education is deeply intertwined with society. Additionally, The Land of White Lilies demonstrates that sustainable, systematic, and long-term planning is essential for educational success, rather than temporary solutions or short-term strategies.

The Country of White Lilies is a vital work that vividly illustrates the transformative power of education on individuals and society. Grigory Petrov's depiction of Finland's experience offers an inspiring model for educators, reinforcing the idea that education is not only crucial for personal development but also essential for national progress and the cultivation of social consciousness.

The role of group activity in the teaching/learning process of FLE

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Uludağ University

Language teaching has evolved throughout its history, leading teachers to rethink their teaching methods and find ways to meet new demands and deliver the desired results. Therefore, all foreign language teachers and learners have a desire to practice effective and sustainable teaching.

The concept of teaching/learning has also changed in meaning in today's didactics, which no longer gives all responsibility to the teacher but also to the learner. The latter now plays the central role in their learning, being considered as their own duty to fulfill. What more can group activity bring to the process of teaching FLE? Through group activity, not only does teaching require more attention from learners, but it also focuses on the social cooperation of learners in order to prepare them for non-predetermined tasks.

Then, interactive teaching based on group activity will reduce the fear of making mistakes because the teacher, by granting learners the right to make mistakes in their hypotheses, allows them to say everything they have observed and understood without being true certainly at first. Another thing to consider is the creativity that this teaching will be able to create in learners, each acting according to their own tastes. There are still other interests including more lasting learning, increased motivation and autonomy in learning. Regarding FLE (French as a Foreign Language), Iranian learners do not have enough real situations, if not very few, in which they can use the language to generate links with other subjects speaking French as their mother tongue or second language.

In this research, we will endeavor to show how the implementation of group activities in French language learning courses would lead to the autonomy of FLE learners. We will also see how this activity could correct learning conditions in order to improve collective interactions. To achieve these objectives, this research work will take the following approach.

First, we will study the definition of group activity. Then, we will focus on the advantages and disadvantages of group work, the difficulties of the task, and autonomy. Then, we will present the characteristics of the action-oriented approach. Finally, based on group activity among Iranian FLE learners and the degree of their success, we will present the results of interactive teaching. This is obtained on the basis of a data analysis that will lead us to the presentation of the grids for the multiple-choice questions of the questionnaire.

Group work is an interactive activity intended for groups of 3 to 5 learners with varying levels of performance. This type of work is characterized by its social aspect and aims primarily to improve pragmatic performance in French as a Foreign Language (FLE) courses.

The primary goal of group work is to achieve social learning. This can also lead, secondarily, to improved performance in French as a foreign language. This improvement will likely be less noticeable among "strong" learners, but more learners achieve the learning objectives of French as a foreign language based on interactive group work. Randomized group formation and learners working together within these groups are the best possible way to improve social interaction.

The conditions for interactive group work are as follows:

1. Interactive educational behavior;
 - a. Content that enables collaborative work, learner-centered communication, autonomy and interaction within the group;
 - b. Social learning through "tandem" work
2. Achieve self-learning, self-correction and self-assessment

Before starting to work in a group, one should practice working together in the form of "tandem responsibility," where two learners are closely involved in the work. If this last "formula" is such an important condition for interactive group work, it is because, thanks to it, learners learn, in parallel, in addition to their linguistic mission, to fulfill a social mission. This obliges the teacher to make them aware of this phenomenon and to provide them with the opportunity to practice this social mission.

Through interactive group work, the positive social relationships that have been created by the leadership teams can then be extended to the entire learning group.

Group work is likely to foster socio-cognitive conflict based on the confrontation of points of view, causing the imbalance from which a new structuring of knowledge and representations can arise. In this way, group activity could lead to each learner becoming aware of the processes of appropriation of learning. Through cooperative work and the social interaction it underpins, the skills that firmly place the individual within a collective are developed.

It is certain that the activities to be conducted, the classroom atmosphere, the classroom experience, and the time of year are all factors that determine the organization of the class into groups. But inevitably, the teacher is led to ask himself various questions:

- How many groups will I form?
- How many learners will I associate per group?
- Which learners can be brought together?
- How to distribute activities?
- What educational structure will I put in place?
- What benefits can I expect from it?
- What pitfalls should you avoid?
- What geographical, material and temporal structure should be adopted?
- How can we prevent group work from becoming an opportunity for some learners to be distracted or even do nothing?

The distribution of learners into classes, even if it is generally done by age groups, inevitably leads to heterogeneous groupings of learners. The causes of this heterogeneity are diverse: different sociocultural, socio-economic and sometimes ethnic origins; differences in development (physical or psychological) and rhythms; differences in the learning processes implemented; different school curricula; gaps in knowledge levels; different life histories, etc.

After studying and researching the Humanities, one realizes the importance of action and group work for learning. According to socioconstructivist approaches, to promote communication learning, the group is an essential means. In language acquisition as well as in learning and improving communication, the group can be considered a means of enrichment: attractive forces increase and repulsive forces that threaten interactive participation weaken.

Indeed, the simple fact of being among others, similar but different, of acting with them, of "cooperating" or of being in competition, induces particular behaviors. The group will allow each person to find their way, to situate themselves, to become aware of their similarities and differences, to learn what their rights and duties are. It will prepare the learner for their present and future life in society, within the framework of education in citizenship. Group work therefore has many advantages in the current educational context, however, as P. MEIRIEU points out, for such practices to be truly beneficial, learners must be sufficiently prepared for them while being informed of their purpose.

Advantages of group work:

- The learner must feel part of a community. When they are invited to work together with one or more partners, they may feel that they are not isolated in any particular way.
- Working together can have a decisive influence on learner motivation when they take on a role in the group. Thus, they realize that it can promote the success of group work.
- Some students are always silent in class not because of their weakness, but because they are very cautious and only raise their hands after careful consideration. Thus, they become active in small groups and contribute significantly to the group work.
- If the results that learners achieve in group work are correct, this creates a better emotional climate and strengthens bonds within the group.
- Students learn independent work, self-critical attitude, acceptance and use of criticism from others by cooperating with their partners.
- When learners do the correction themselves, that is, they correct their classmates during group work, instead of the teacher, this prevents the negative effects that teacher-made correction could have on some learners in terms of "motivation to produce." Classmate-made correction is less disruptive to the learner than teacher-made correction from an emotional point of view.
- Interviewing with one or more partners will be a necessary form of exercise to develop communication skills. Group work allows for intensifying training opportunities with an appropriate purpose.
- Ideas that learners come up with in a small group are more likely to be implemented than in a full class, stimulating language creativity. In fact, learners discover new variations of exercises or new situations on their own.
- In group activity-based teaching, the teacher is needed as an "assistant." But in frontal teaching, the teacher is the one from whom all the learning stimuli come, which, in many cases, lead the learner to make mistakes.
- Strong learners, who are often underemployed due to their superiority, become aware of their social role as assistants through integration into small groups. Thus, group work allows them to implement their performance superiority in such a way that their classmates see it as an advantage for themselves.

A significant disadvantage of group work—and unfortunately a determining factor in whether or not group work is practiced—is that good group work generally requires more intensive preparation than face-to-face teaching. Group work often requires providing learners with specific materials. But the greatest difficulty seems to lie in this: planning and organizing group work in such a way as to enable learners, within the given time:

- 1) independent development of the task;
- 2) reporting the results of the group work to the "plenary assembly".

A teacher without adequate training initially finds it very difficult to achieve this goal. Moreover, both teachers and learners need to practice group work.

When a class is accustomed to it, the evidence of self-organization and autonomous learning within the group strikes with astonishment the observer who has no experience of this pedagogical practice.

It may happen in a group that one or two learners, through their leadership role, do all the work of the group and the other learners languish in their passivity.

Many errors in group work in FLE remain uncorrected. This objection is common. It is certainly valid in the field of phonetics.

The most common objection to group work in FLE is that learners express themselves in the group in LM

Since the action-oriented approach considers both the language user and learner as social actors who have to accomplish tasks, it therefore promotes group work. Thus, this approach better meets the needs of Iranian learners who want to learn French through group work. Indeed, in the action-oriented approach, language is considered an instrument of action and social interaction.

Because our group-based approach places all responsibility not only on the teacher, but also on the learner, this approach prepares learners to perform tasks with each student playing an active role. Indeed, all learners work simultaneously, and much of the interaction is simulated.

First, we need to define the task so that we can then declare its relationship to group work.

A task is a form of mutual cooperation or intergroup interaction between learners. Therefore, it is a form of social activity that is free and interactive. Learners are the main actors, each of whom must play an active role in order to complete the task. Consequently, the task is almost impossible to accomplish without group work. However, learners face difficulties in completing it.

Depending on the individual, their skills (general or communicative) and personal characteristics, as well as the conditions and constraints in which the task is performed, the approach to the same activity or task can be significantly different. Therefore, the difficulty of a given task for an individual and the strategies for carrying it out are the result of the combination of these factors.

From this, it is difficult to predict with certainty the difficulty or simplicity of a task. We can therefore consider the difficulty of the task according to the skills and characteristics of the user/learner, including the learner's own intentions and learning style – the conditions and constraints that determine the learner's/user's performance and which, in a learning situation, can be adjusted to suit their own skills and characteristics.

Autonomy is "the ability to take responsibility for one's own affairs." In the context of language learning, autonomy is therefore the ability to take responsibility for one's own learning. This ability is not innate; it must be acquired, either "naturally" or (most frequently) through formal, that is, systematic and reflective learning.

Since in the teaching/learning process of FLE based on group work, this ability to take charge of one's own learning is given to the learner, it is therefore considered that the latter has become autonomous in his learning. By providing learners with appropriate means and materials, such as dictionaries and grammars, it is perfectly possible for the group to reach this judgment on its own.

Learners thus learn to use these teaching methods independently. Therefore, in group work, learners can learn to work independently under the supervision of those who cooperate with them, to have a self-critical attitude, and to accept and use criticism from others.

Since the interactive group activity, which is also called cooperative learning, and the degree of its effectiveness are the objective of this article, we would like to verify its degree of effectiveness among Iranian learners, who have a school habit of individual learning. Here, it will be a question of presenting the group activity in an experimental way. First, we participated as observers in a class where the teacher taught some sessions based on the group activity and some other sessions without group activity.

Then, he was given a questionnaire and based on this questionnaire, we presented our observations and remarks. In a second step, we taught two skills – reading comprehension and written production – to the three groups of learners from the Kanoun and Mojtama Fani institutes in Tehran, once with group activity and another time without group activity. Then, we compared the results obtained from a questionnaire addressed to these learners. In the third step, we prepared a questionnaire containing open-ended questions and multiple-choice questions, filled out by Iranian FLE teachers and then moved on to present their ideas based on their own experience. Then, we will look at the statistical results of the multiple-choice questions to better define the situation of FLE teaching in language institutes in Iran, according to the reaction of learners to the various attitudes of their teachers.

We taught two skills—reading comprehension and writing—to three groups of A2-level learners at the Kanoun and Mojtama Fani Institutes in Tehran, once with group activity and once without group activity. Then, we compared the results obtained from a questionnaire addressed to these learners. To teach reading comprehension, we chose a text. During the session where we used the group activity, we divided the class into several groups of four learners. Then, we gave each group a paragraph and asked them to read their own paragraph together. Then, each group explained their part to other groups, and so on. They answered the comprehension questions in groups and expressed their opinions about the topic of the text. And finally, we asked them to write a text on the topic together.

However, during the session where we taught without using group activity, the approach is different and quite simple. The learners did all these steps individually. In the questionnaire addressed to the learners, we considered some abilities such as;

- 1. Autonomy
 - 2. participation
 - 3. self-confidence
 - 4. motivation
- 5. performance

To determine which approach is more effective and practical, we selected a few questions for each. Finally, we aggregated the results by percentage. We found that in all cases, the percentage of group activity was higher than that of individual activity.

To better understand how to act to achieve everything discussed so far, without insisting this time on the textbook used, we prepared a questionnaire consisting of MCQs at the beginning and open-answer questions thereafter so that teachers could talk about their own experiences in teaching FLE to Iranian learners. The people concerned are some of the teachers of the Institute of Languages of Iran - "KANOUN" -. By asking questions requiring an open answer, we made sure to know the approach used by teachers and how they achieve the results sought by the group activity which are first of all: good learning and good acquisition, then motivation and autonomy which will lead to mastery of the language. The latter consists not only of having formal linguistic means, but also of knowing how to implement them adequately in a given situation. We will immediately move on to the analysis and development of the answers and comments that we have sometimes given and this is to add an opinion for or against. But overall, the answers show that teachers are, in most cases, in favor of interactive teaching, the degree of effectiveness of which we would like to verify among Iranian FLE learners. However, being afraid of being rejected by the learners, they prefer either to forget this approach or to use it with caution while considering other elements such as the level of the courses or the language element to be taught.

Among these 12 questions, we will only analyze a few of the most important ones and those that best answer our questions posed at the beginning of this article.

Ž Question No. 4

4- What is the result in the interactive learning of learners who learn FLE from the group activity?

1. They learn better.
2. They have difficulty keeping up with this learning and this takes away their motivation.
3. Interactive teaching based on group activity increases their motivation and therefore participation in activities.
4. This takes away their desire to be active in the course for fear of making mistakes.

47% of teachers chose the 3rd choice proposed, which speaks of the interest of the interactive approach, that is, the increase of motivation in participation in activities. Here, it should be said that this motivation, which the teacher tries to create in learners, will not be easy to acquire since the rejection felt by learners towards the interactive approach, not going with their habits, could make it very difficult to access motivation. Then, the 2nd choice, constituting 20% of the choices, occupies the second place and declares that this approach, presenting difficulties in its realization, removes motivation. But it should be said that when they follow well, they understand better. 13% of teachers think that this approach will lead to better learning. And finally, there is a share of 20% for the last choice which speaks of the fear of making mistakes among learners in carrying out activities; which is very common among Iranian learners and which prevents them in most cases from being active during the course. To remove or eliminate this fear, the teacher should choose strategies that do not directly reject the responses given by the learners.

10- How do you help your learners to be autonomous in their learning, as they progress through this process? (Explain in 2 to 3 lines)

Here are some tips, according to some FLE teachers, which help learners achieve autonomy in their learning:

- Allow learners to be creative in teaching:
- Ask them to create dialogues, to write texts where most of the skills are involved, because they use the vocabulary and grammar that they know and then by reading, it is reading and good pronunciation that improve, and finally, it is also listening comprehension that will be called upon.
- Suggest they do some research
- Ask them to watch cartoons or listen to songs (this way, when they encounter new things, they will look them up in a dictionary or on the Internet)
- Ensuring that their metacognition is activated, that is, by encouraging them to reflect on their own production
- Ask them to give presentations
- Give them activities to do in groups
- Suggest they write a lot
- Present them with additional books or websites for personal work and then they have to figure it out on their own.

11- For which level do you prefer the interactive approach based on group activity? (Justify your answer in 2 lines)

Among the FLE teachers, there are some who define a specific level to which interactive teaching based on group activity could better respond and this is due to the lack of knowledge of the language learners which prevents them from explaining the phenomena of the language. So, here we are talking about beginners. There are others who prefer this approach at the intermediate and advanced levels because they think that at these two levels, there is more autonomy in learning and that this approach requires this autonomy from the learners. From another point of view, it is thought that there would be less risk of misunderstanding and that at the advanced level the learners are more motivated and do not despair if the approach is incompatible with their school habits. And finally, there are some who do not consider the level among the necessary factors for interactive teaching. To conclude, we can say that the interactive approach is used at different levels, beginner or intermediate or advanced, by teachers while many do not take into account the level in the choice of the interactive approach.

Observations and remarks:

- At the beginning of this session, most of the learners in the class did not want to share the tasks and tended to want to do everything and answer, all alone, certainly due to a lack of habit (training). They did not easily accept that others contradicted them and did not agree with their hypotheses, their representations, their ideas. They tended to keep the "power" to write,
 - The presence of an adult is highly required in this activity in order to help learners manage their relationships, their confrontations, their cooperation.
 - Furthermore, through this approach, almost all learners were involved in one way or another within the framework of the didactic contract that had been specified at the beginning of the session. At the end of the activity, some told us that they had appreciated working in this way even if it had required some effort. This allows us to share P. MEIRIEU's opinion when he emphasizes the need to perceive the group work technique as a process of appropriation of knowledge.
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- learners performed better at the end of the session than at the beginning (awareness, progressive interest, motivation and gratification among peers, etc.). However, it is difficult to measure the progress made, the knowledge acquired or modified at the end of the session. It is thought that these skills take time to be acquired. Indeed, it is only over the long term (one year, one cycle) that we can see the effects on individuals and on the group. This leads us to ask another question: Wouldn't it be wise to accustom learners to working in groups as early as possible in their schooling?
 - Some learners who do not usually participate in group work were very active during this type of activity. The question that arises here is "Why this lack of participation in groups?" Inhibition, fear of ridicule, lack of security, self-confidence, relationship with adults...? Thus, another question arises: "How can these phenomena be avoided in group activities?"
 - We must admit that we encountered some difficulties during this session. For example, we had a little trouble, at the start of the session, motivating all the learners, capturing their attention, and provoking horizontal communication. We wondered if this was due to the lack of clarity in our instructions, or the lack of meaning of the activity in the eyes of the learners, or their lack of autonomy in working in groups, or... Furthermore, we were not able to respect the time we had planned for this session and we wondered if the cause was the fact of working in groups and/or our lack of experience.
 - To conclude on this very rich experience, we would say that such a pedagogical practice requires know-how but also interpersonal skills on the part of the teacher who must play many roles simultaneously: teacher, educator, coach, accompanist, guide, referent, regulator ... we would add that, having observed it in this session but also in other circumstances, we think more and more that group work, when it is not an end in itself and is articulated with individual and collective practices, is a response to the differentiation of learning and a concrete implementation of socioconstructivist theories. It is a pedagogical practice which, although punctual, cannot and must not be improvised.

The advantages of this interactive teaching based on group work in these courses are as follows:

- First of all, they learned how to organize joint work, to plan its stages, to find a place for each person that would allow them to integrate into the group and, more particularly, to free themselves from a negative image that others had of them.
- Second, learners felt responsible for their learning because it was not the teacher who was in charge of "teaching," but rather they were placed in the position of "monitor." In the strict sense of the term, there was no teamwork, as social interactions were dual relationships—as in the traditional classroom—between the instructor and each of the learners.
- In other words, because less information was being conveyed to learners, there was an opportunity to emphasize key ideas more, give more examples, and make connections with learners' prior knowledge.
- The use of interactive activities maximized learner participation, enhanced motivation and generated interest in the subject matter, developed critical thinking, integrated real-world and immediate situations with the content, and encouraged learners to delve deeper into the knowledge being taught.
- when learners had the same objective, participated equally and actively in the execution of the task, shared their knowledge, expertise and resources while respecting and helping each other. Thus, when the task proposed to them is structured in such a way that no member of the team can carry it out individually. In fact, it was noticed that positive interdependence had been created within the teams.
- To conclude, we would like to say that thanks to this internship, we truly and happily felt like we were in the "shoes" of a teacher. This facilitated the smooth running of the sessions we conducted, encouraged the increasingly warm and interested welcome of the learners, whom we must also thank, and confirmed once again our desire to become a teacher.

In this article, we have emphasized that in the teaching/learning process, which has evolved and been considered from a different point of view than in the past in didactics, it is no longer the teacher who plays the central role but it is the learner himself who is primarily responsible for the constitution of his knowledge. So, learning is no longer done by a simple transmission of knowledge by the teacher and the role of the learner is no longer to play the role of a receiver.

Furthermore, we noted that the new conceptions of learner/learning and teacher/learner relationships presented by this system require specific training on this subject. The role of the learner changes, becoming a social actor. The role of the teacher is also affected, becoming a facilitator. Then, we illustrated ways, among many others, of introducing the principles of this teaching in the classroom. We proposed interactive learning using a new methodology that is essential for the learner: the action-based approach.

Regarding the first question of this research, we see that research comparing the use of active learning techniques with more traditional methods shows that active learning can improve test and exam results. Students are more engaged than those who only take notes, participate three times more, and feel the need to delve deeper into the content to participate effectively in activities. In addition, this learning supports and facilitates knowledge transfer. Indeed, the social interactions that this learning allows encourage learners to verbalize their ideas, compare them, discuss, and compare their ways of learning. Creating a context favorable to the discussion of knowledge, within a cooperative group, improves the quality of learning by supporting knowledge transfer.

In this teaching, the emphasis is on the role of the learner. What remains to be considered is the textbook used. Thus, it is preferable to have a textbook that has chosen a learner-centered approach for its approach.

As for the second research question related to motivation, it is found that it is in the accomplishment of tasks that we could find an active role in all learners who act in interaction. Therefore, group activity helps learners achieve autonomy in their learning. By choosing an approach that includes tasks to accomplish, the learner can better control his learning.

We would like to say that the teacher can adopt active learning formulas in small groups in any course, with advanced or beginner students, and at different times in the teaching process. And finally, we have endeavored to demonstrate the place of group activity in the teaching/learning process of FLE. This study led us to the following findings:

First of all, regarding participation, they learned to organize joint work, to plan its stages, to find a place for each person that would allow them to integrate into the group and, more particularly, to free themselves from a negative image that others had of them.

Secondly, regarding responsibility, the learners felt responsible for their learning because it was not the master who was responsible for "teaching", but rather they themselves who were placed in the position of "monitor". Thirdly, it was a question of arousing contradiction and inter-argumentation in order to allow each person to test their ideas and to argue them. Each person was required to justify their point of view and was subject to criticism from others.

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"Teachers are the only ones who save nations. A nation deprived of teachers and educators has not yet acquired the ability to be called a nation."

- Mustafa Kemal Atatürk



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