

## APPROACHES TO LEARNING ENGLISH AS THE SOURCE OF ALL SUBJECTS

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### ABSTRACT

English has already become a widely used language, and through it, one can participate in a variety of social activities, because language is more than simply a way of expression, it helps people form relationships and know how to interact in different social contexts depending on sociolinguistic situations. English is one of the most important languages of the world. The article highlights the significance and reasons of learning English.

**Keywords:** Learning English, globalization, EFL, reasons, sources, communication, internationalism.

### INTRODUCTION

It is commonly believed that English has already become a widely used language, and through it, one can participate in a variety of social activities, because language is more than simply a way of expression, it helps people form relationships and know how to interact in different social contexts depending on sociolinguistic situations. English is one of the most important languages of the world.

The goals and means of language study, however, continue to be hotly debated. At one end, language is considered to be principally instrumental, a skill to use for communicating thought and information. At the opposite end, language is understood as an essential element of a human being's thought processes, perceptions, and self-expressions; and as such it is considered to be at the core of translanguing and transcultural competence. Language is a complex multifunctional phenomenon that links an individual to other individuals, to communities, and to national cultures. This kind of foreign language education systematically teaches differences in meaning, mentality in the target language. In the course of acquiring functional language abilities, students are taught critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception.

### LITERATURE REVIEW

According to [www.elc-schools.com](http://www.elc-schools.com), there several reasons of learning English including communication, business, access of entertainment and access to more internet. Rajathurai Nishanthi claims that these reasons can be internationalism, education, internet and press, travel and business, language of multimedia resources and etc.

Through English, you can discover entertainment from around the world. Many of the most famous movies or songs are written in English. You'll be able to understand them. If you learn English, you'll be able to visit most websites. There are so many great books, films and music from many counties around the world. A translation or dub is just not the same as many

elements of language simply can't be translated literally from one language to another. To be able to access the world's great wealth of literature, music, film and theatre you should do them justice and enjoy them in their original form. Learning English as a foreign language will certainly open your eyes to amazing things.

McKay argues that some people are defining an international language as being equal to a language that has a large number of native speakers. If that is the case, Arabic, Hindi, Mandarin, Spanish which together with English are the five most spoken mother tongues in the world, could be international languages as well. However, McKay states that unless those languages are spoken by a great number of native speakers of other languages, the language cannot function as a language of international communication. Looked upon from that perspective, English is the international language used for wider communication to an extent that no other language can be compared. In many areas, English is the tool of communication between people from different countries as well as between individuals from the same country.

English language is the fact that the world around us is changing and turning more multicultural than it was before. There are many foreigners everywhere, travelling has become so easy that it possible nearly for everyone and finally, being able to communicate in English with overseas is rather necessary.

## **RESULTS AND DISCUSSION**

There are many reasons to learn English, but because it is one of the most difficult languages to learn it is important to focus on exactly why it is you want to learn English. Here we will look at some reasons why English is so significant.

- a) English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate.
- b) Knowing English makes you bilingual and more employable in every country in the world.
- c) Despite China, the United States is still a leader in technical innovation and economic development. English is used in the United States and in each of these fields. English is commonly spoken throughout much of the world due to Great Britain's expansion during the colonial age. People in Australia, New Zealand, Canada, parts of Africa, India, and many smaller island nations speak English. English is the commonly adopted second language in Germany, Norway, Sweden, Denmark and the Netherlands. Speaking English opens these countries and cultures up to you.
- d) Another reason why English is so important is that it is the language of science. To excel in science, you need to know English.
- e) English is based on an alphabet and, compared to Chinese, it can be learned fairly quickly.
- f) English is also the language of the Film Industry and English means you no longer have to rely on subtitles.

There have also been moves in several institutions towards increased use of the target language as the medium of instruction and towards broadening the range of activities employed to include oral presentations, group discussions, debates, précis, summaries, letters, reviews and reports.

Second language acquisition has been the focus of considerable research in recent years. There is still no coherent agreed model, owing to the difficulties involved in separating out and evaluating the diverse elements which contribute to second or foreign language acquisition and disagreements over the role of a learner's mother tongue in this process. The traditional assumptions of language teaching that learners must master new forms in a conscious manner when they are first presented to them, that error should not be tolerated and indeed should be avoided at all costs, are misguided. Second language acquisition research reveals, on the contrary, that foreign language competence both generally and in specific grammatical instances is by its very nature developmental, that it grows as a function of both conscious and unconscious learning and that error plays a major part at all stages of this process.

Speaking English nowadays could be understood as the act of being able to stay in contact with the outside eclectic world. Jazyky.com claims that while the globalization has become widespread (in terms of speaking and using coinages), the English was and still is the most preferential language from which the new words are adopted. Those words occur in lots of different spheres of our lives and as was stated before, they are fully understood by the target group of people thus translation is not needed (e.g. workfare, management, marketing, benefit, hacker, cracker, spam, e-mail, merchandising, budget, piercing, surfing, etc.)

Higher education institution language teachers need to respond both to recent changes in the understanding of how languages are learned and to developments in the secondary education system which provides their raw material. Perhaps the most significant change of focus in recent years has been towards content-based, meaning-driven language learning within which students are encouraged to explore topics relevant to their needs and interests via mixed skill activities. They acquire a basic knowledge of the history, geography, culture, and literature of the society or societies whose language they are learning; the ability to understand and interpret its radio, television, and print media; and the capacity to do research in the language using parameters specific to the target culture.

In the sphere, the following practical suggestions, which were researched by Fiona Lawtie, can be given:

Transferring L1 strategies	When preparing for a spoken task, make students aware of any relevant L1 strategies that might help them to perform the task successfully. For example, 'rephrasing' if someone does not understand what they mean
Formal/informal language	Give students one or more short dialogues where one speaker is either too formal or informal. Students first identify the inappropriate language, then try to change it. Also show students how disorganised informal speech is
Vague language	Using tape-scripts of informal speech, focus on examples of vague language
Different spoken text types	Draw up a list of spoken text types relevant to the level of your class. Teach the language appropriate for each text type
Interactive listening	Develop interactive listening exercises. Face-to-face listening is the most common and the least practised by course books. Any form of 'Live listening' (the teacher speaking to the students) is suitable
Transactional and interactional language	Raise students' awareness by using a dialogue that contains both. It could be two friends chatting to each other (interactional) and ordering a meal (transactional).
Real interaction patterns	Teach real interaction patterns. Introduce the following basic interactional pattern: Initiate, Respond, Follow-up. This is a simplification of Amy Tsui's work. <i>The following interaction could be analysed as follows:</i> A: <i>What did you do last night? (Initiate)</i> B: <i>Went to the cinema (Respond)</i>

	<p>A: <i>Oh really? (Follow-up)</i>  <i>What did you see? (Initiate)</i>  B: <i>Lord of the Rings (Respond)</i>  <i>Have you been yet? (Initiate)</i>  A: <i>No it's difficult with the kids (Respond)</i>  B: <i>Yeah of course (follow-up)</i></p>
Understanding spoken English	After a listening exercise give students the tape-script. Using part of it, students mark the stressed words, and put them into groups (tone units). You can use phone numbers to introduce the concept of tone units. The length of a tone unit depends on the type of spoken text. Compare a speech with an informal conversation. In the same lesson or subsequent listening lessons you can focus on reductions in spoken speech, for example, linking, elision and assimilation.
Preparation and rehearsal	Before a spoken task, give students some preparation and rehearsal time. Students will need guidance on how to use it. A sheet with simple guidelines is effective.
Real-life tasks	Try to use real-life tasks as part of your teaching

Table 1. Practical suggestions.

In this regard, Teaching English especially to non-native speakers is not an easy task to do. It is a long process which may be influenced by different issues. However, the effective teacher is the one who knows what to teach, how to teach and how to react to any educational situation. To teach English as a foreign language, one needs first to consider his/her learners as social beings because each learner is an individual, who is characterized by a personality and by social traits which may influence the process of learning.

## CONCLUSIONS

English is not hard to learn, compared to many other foreign languages. Learning a language, especially English, is rewarding when you see you're improving. Learning English takes time and dedication. The reasons above may help to convince you to take the plunge, if such persuasion is needed. Some reasons are practical, some aspirational, some intellectual and others sentimental, but whatever your reasons, having a clear idea of why you're learning a language can help to motivate you in your studies. The English language plays an important role in all aspects of society, and therefore learning and mastering it would greatly give advantage to the person concerned. It is equally important, not just to teach creatively but also to teach for creativity, to teach learners to see differently, to take risk to do things differently, to take decision, to be different. Changes in society over the past decades require a review of the established educational system, oriented mainly to conservative pedagogical experience. General introduction to productive models of teaching a foreign language can not only contribute to improve pedagogical activity in this area, but also stimulate the formation of non-standard professionals capable of creatively refracting knowledge gained in practice. A productive model of learning involves the formation of a creative personality capable of independent creative search for solutions to professional problems. From this very point we have to distinguish the role of the teacher inside the class. Teacher can play the role of instructor, tutor and sometimes become friend. So this is the matter of the establishment in which the teacher is operating. Higher education institution teachers' play the role of instructor because the classes are formed in student – centred way, that triggers the full participation of student from the beginning to the end of the lesson. That means teacher at this institution only gives direction the rest of the actions are done by the side of the students.

To sum up, students can learn their specialties deeply through English language by reading and practicing new knowledge for them. But first, they should have high English levels. For the reason that almost all bachelor programs included English lessons, it's also teachers' tasks to raise their English learning motives. If students are taught systematically within three academic years, a teacher and students can have expected high results.

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