



WHY ARE STUDENTS EAGER IN LEARNING FOREIGN LANGUAGES?

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ABSTRACT

This paper is devoted to showcase students` level of inclination and interest in language learning. The main issue is proven with practical and statistical data. The growing eagerness can be attributed to several factors that have made learning a foreign language both advantageous and exciting for learners. The following paper is also based on showing the importance facts as well as various theories and datas are given as a proof of the statements and also their consequences are discussed.

KEY WORDS: Eagerness, requirements, children, sound, improvement, word boundaries, knowledge, morphemes, questionnaires, tendency, enthusiasm.

INTRODUCTION

In today's modern era, learning foreign languages and applying them in practice is one of the most vital requirements. Over the past decades our world has become more interdependent and new technologies have allowed us to work in close contact with people all over the world. As relationships with countries grow, so does the need to speak a foreign language. We have an enhanced need for an enlightened citizenship that is both culturally and linguistically prepared to function in today's world. Even in our country, foreign languages, in particular, English, French, German and Russian, are taught as the main subjects in all secondary schools. The organization of these subjects by skilled teachers with modern technologies shows the high attention to be paid. We can list many positive aspects of learning foreign languages. In the last 10-15 years, we can see that the desire and attention to language learning has grown at a high level. The most gratifying thing is that the high interest among young people shows how perfect people they will be in the future.

The present study aims at explaining the principles of improving language skills based on different interest paths as a practical description of foreign language learning.



LITERATURE REVIEW

Among philosophers, empiricism and the psychologists, behaviourists believe that language is a social creature and like other social behaviours are acquired. This is perhaps the most complex and arguable question that have risen among linguists, psychologists and philosophers about language: how a child learns foreign language? Language learning is natural. Babies are born with the ability to learn it and that learning begins at birth. Research suggests that from birth through age 8 is the best time to introduce new languages to a young child. In this research the child will learn the language faster, retain it better and most often speak it with near-native pronunciation. Finally, this paper highlights advantages and disadvantages of foreign language learning in childhood. Many experts believe that learning language before the age of ten years allow children to speak correct and fluent as an indigenous person. Therefore, whatever the earlier children become familiar with foreign language, he have better chance to speak proficiency. As some researchers have pointed out, language learning is an innate ability, and this ability develops in a child from the day of his birth, and the level of affinity towards learning a second language increases.

One of the important advantages of mastering a foreign language is access to better job opportunities and the person will find deeper understanding to their own culture and other nations. Including the benefits of knowing a foreign language in today's society, enhancing economic competitiveness in the external surface, improving global communications and maintains and manage political and security interests of a country. Research has shown that, if languages learning in children before puberty, children are found more chances to speak a foreign language with a completely native pronunciation. In addition, familiarity child with the culture of other nations spread his views and attitudes and provides the opportunity for him to communicate with other people. We know now that studying a foreign language offers surprising benefits to children.

Research has demonstrated the improved ability to communicate, better cognitive development, richer cultural awareness and, ultimately, better job opportunities for those who know a foreign language Ferreira, F., & Morrison, F. J. (1994). What's more, today's children will all be required to have command of two languages by the time they reach college. Recent research indicates a young child up through age 5 can learn and process up to five languages! Many parents deliberate over how to bring a new language into their little one's life. Many experts agree the bilingual approach for the very young child is best. Today's parents know the



importance of being bilingual. Now they just need to know where to turn for assistance in finding fun and affordable bilingual products that will bring the target language into their child's life. The internet has made their search much easier than five years ago. Look for bilingual programs that allow you to sample their visual or audio products online so that you get a good feel for the content and style of the language learning within that particular program. As it is mentioned above a great number of parents prefer bilingualism and some useful programmes are suggested to boost language skills. The rate of bilingualism is increasing. It does not fit in with the way which used 6 years ago. It is a huge improvement in language learning field with the help of social networking.

THEORETICAL FRAMEWORK

Foreign languages are introduced in elementary school. Kids learn more easily than high school students. But current research says to really do it right, start even earlier. Start when the child is learning a first language. Babies have an astonishing ability to absorb. And in today's complex world, a foreign language is not a luxury – it's a necessity. We know now that studying a foreign language offers surprising benefits to children Bloch, C., & Edwards, V. (1999). Research has demonstrated improved ability to communicate, better cognitive development, richer cultural awareness and, ultimately, better job opportunities for those who know a foreign language. What's more, today's children will all be required to have command of two languages by the time they reach college. Children begin learning languages at birth (infants pay attention to their parents' voices, as opposed to random noises or even other languages), and haven't really mastered its subtleties before the age of ten years. Indeed, we never really stop learning our language. (David Singleton.) This isn't exactly the sort of behavior (like foals walking an hour after birth) that we call 'instinct' in animals.

But at least it's effortless, isn't it? Well, no, as we can see when children have a choice of languages to learn. What's found is that, to be frank, children don't learn a language if they can get away with not learning it.

Basic Stages of Language Learning:

Stage One – Learning Sounds

When babies are born, they can make and hear all the sounds in all the languages in the world. In this stage, babies learn which phonemes belong to the language they are learning and which don't. The ability to recognize and produce those sounds is called "phonemic awareness," which is important for children learning to read.

Stage Two – Learning Words



At this stage children essentially learn how the sounds in a language go together to make meaning. For example, they learn that the sounds m, ah, m, and ee refer to that “being” that cuddles and feeds them – mommy. That’s a significant step because everything we say is really just a stream of sounds. To make sense of those sounds, a child must be able to recognize where one word ends and another one begins. These are called “word boundaries.”

Stage Three – Learning Sentences

During this stage, children learn how to create sentences. That means they can put words in the correct order. For example, they learn that in English we say "I want a cookie" and "I want a chocolate cookie," not "Want I a cookie" or "I want cookie chocolate."

Children also learn the difference between grammatical correctness and meaning. Noam Chomsky created an example of this difference in the sentence “Colorless green ideas sleep furiously.” Children will know that although the sentence is grammatically correct, it doesn’t make sense. They know that green is a color and can't, therefore, becolorless.(Harrison, B., & Papa, R. (2005)

Children learn languages easily.

Imagine that you are faced with the following challenge. You must discover the internal structure of a system that contains tens of thousands of units, all generated from a small set of materials. These units, in turn, can be assembled into an infinite number of combinations. Although only a subset of those combinations is correct, the subset itself is for all practical purposes infinite. Somehow you must converge on the structure of this system to use it to communicate. And you are a very young child.

This system is human language. The units are words, the materials are the small set of sounds from which they are constructed, and the combinations are the sentences into which they can be assembled. Given the complexity of this system, it seems improbable that mere children could discover its underlying structure and use it to communicate. Yet most do so with eagerness and ease, all within the first few years of life.

Young children are uniquely suited to learning a foreign language. The developing brain is hard-wired to acquire language – never again will it be this natural or this easy!

Children learn a foreign language naturally.



Exposing your child to a foreign language young allows a child to optimize his or her learning potential, helping to shape the brain at its most flexible stage. Young children are uniquely suited to learning a foreign language.

Learning a foreign language at a young age is cognitively as easy as learning the first language.

Young children can acquire native-like fluency as easily as they learned to walk. Where adults have to work through an established first-language system, studying explicit grammar rules and practicing rote drills, the young kids learn naturally, absorbing the sounds, structures, intonation patterns and rules of a foreign language intuitively, as they did their mother tongue. The young brain is inherently flexible, uniquely hard-wired to acquire language naturally.

METHODOLOGY

The participants

The total number of 50 pupils were selected so as to practice in the present study. All participants were the pupils of the secondary school who were at the 5th grade. In order to identify the reasons why they are interested in learning a second language some survey questions were distributed. The survey included 5 questions related to the interests of children towards language learning. Pupils wrote the answers according to their desire. Survey questions were about the involvement of learning language, especially English because they were learning English at their school. Furthermore, the effect of this language for their future career, why they consider this language so essential for their study were given as a question.

The data

As information, we should note that the conducted survey shows that pupils' enthusiasm for language learning is evaluated based on various reasons. Through different answers, we can know that the desire to learn a language in some way determines the social role of them in society in the future. They mentioned their hobbies, as well as future career opportunities, as well as pressure from their parents, as the main reasons that motivated them to learn a language.

Data analysis

50 pupils (25 girls, 25 boys) who participated in the survey answered a total of 250 questions. Their answers are different and show their desire for a foreign language. The collected data were divided into different groups in terms of content and analyzed. The results were shown in a table and their amount was calculated in percentages.



RESULTS

Responses

The data which we collected based on the survey method portrait that 250 responses were received. Many students (mainly, boys) indicated the desire to study abroad and travel to different English speaking countries as the main reason for learning a foreign language. The role of language learning in professional processes was explained as the main means of language learning for girls. In addition, we will explain other reasons which shows lower percentages based on the table below.

EXACT STATISTICS OF THE REASONS FOR PUPILS CURIOSITY IN LANGUAGE LEARNING PROCESS

PUPILS	Career prospects		Travel and study abroad		Parental demand		Only for social interaction	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
The number of girls	14	56%	7	28%	2	8%	2	8%
The number of boys	8	32%	14	56%	2	8%	1	4%

According to the analytical results of the given table, we can learn that 14 female pupils learn a foreign language according to professional opportunities and requirements, and this show 56% of the result. For boys, the figure based on this interest is 32%, which includes 8 boys. When it comes to the next step, the rate of traveling and studying abroad is the highest among boys, exactly 56%, while among girls, this figure represents half of them with 28%.The parental demand part reflects the same result in both trends, the exact statistic points 8% respectively(2 boys and 2 girls). The last section is simply called social interaction and this piece is chosen by 2 girls with 8% and only 1 boy (4%) as a means of interest. As we witnessed foreign language is the basis of job opportunities for girls. In these developing years we can see a great importance of foreign languages(especially English) in every job.Learning languages open many doors of opportunitinies.And also most boys preferred learning foreign languages in order to study overseas and travel in different part of the world.It will be highly helpful for their future and boosts their personal status. If we pay attention to the statics, only 3 pupils learn the second language as a



means of communication at lessons or with their friend. It is just interacting as a passive learner. They do not have many demands to learn the language. They use their languages if it is necessary but not constantly.

DISCUSSION AND CONCLUSION

In summarizing and analyzing the data, according to the findings we witnessed the huge differences between girls and boys in the type of purposes on language learning process. In the research paper every aspect was identified with some supportive examples and reasons. This kind of surveys is beneficial for parents and also teachers to give an appropriate direction to the pupils.

Every response was analyzed and categorized as a table. In this paper both pupils and teachers role are essential. Because teachers motivate students to study hard and they can wake the great enthusiasm to learn languages. As it's being worldwide demand, to make an improvement in language learning process is highly crucial.

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