

The Comparative Study of Interfering Factors Effect in learning Language

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Abstract: in the world scenario communication have an important role within the globalization. But this cannot be successful unless education. As we know all the people are not able to learn foreigner second languages during a long term process so they need to choose an institute as a replacement for schools or university education in order to learn language as short as he/she can. So it is important to choose the successful institute but how he can choose the successful institute? By which factor he is able to realize this institute? So I decided to study on the interfering factors which affect the learning languages process. According to my last paper "Alarm! Language Learning Institute or sales room" we suppose some factors including: teacher, facilities, student, manager, space, methods, and learning/teaching strategies in this study in order to evaluate the effect of these factors in learning language as a whole. According to the results the aim of the examiners of learning language was obligation (15%), the role of the teachers and her/his methodology (53%), the facility of the institutes and schools/universities were 46% and 0% respectively, 92% of teachers of schools and universities just try to teach grammar and structure alone without any new methodology.

Keywords: Interfering Factors; second language learning; Learning Foreign Languages; Institute.

1. Introduction

The study of modern languages did not become part of the curriculum of European schools until the 18th century. Based on the purely academic study of Latin, students of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences. Oral work was minimal, and students were instead required to memories grammatical rules and apply these to decode written texts in the target language.

This tradition-inspired method became known as the 'grammar-translation method'(1).

No one has ever been studied on this subject and this is the first time that someone tries to study on it so we have no enough references except results of the questioner. And the aim of this study is to give a view of the learning and teaching languages (SL and FL) in schools, universities and institutes. So we introduced some factors which affect the learning language process as interfering factors. At the beginning of the study, we decided to ask a question to know the main factor which causes the learner decide to start learning language and continue the course. Secondly we divided questions which were similar in items but differed in the place where the learning process was happening (questions:3,4,5,6,7 and 8) in order to compare the results with each other which leads to have a clear view on the effect of facility, main goal and teachers' methodology respectively. And finally we ask 2 questions to know the role of institute on learning language and the idea of student on the time of starting learning language.

2. Overview

History of foreign language education: Although the need to learn foreign languages is almost as old as human history itself, the origins of modern language education are in the study and teaching of Latin in the 17th century. Latin had for many centuries been the dominant language of education, commerce, religion, and government in much of the Western world, but it was displaced by French, Italian, and English by the end of the 16th century. John Amos Comenius was one of many people who tried to reverse this trend. He composed a complete course for learning Latin, covering the entire school curriculum, culminating in his Opera Didactica Omnia, 1657. He was who write systematically about how languages are learned and about pedagogical methodology for language acquisition. He held that language acquisition must be allied with sensation and experience. Teaching must be oral. The schoolroom should have models of things, and failing that, pictures of them. As a result, he also published the world's first illustrated children's book, Orbis Sensualim Pictus. The study of Latin diminished from the study of a living language to be used in the real world to a subject in the school curriculum. Such decline brought about a new justification for its study. It was then claimed that its study developed intellectual abilities, and the study of Latin grammar

became an end in and of itself. Grammar schools" from the 16th to 18th centuries focused on teaching the grammatical aspects of Classical Latin. Advanced students continued grammar study with the addition of rhetoric.

The study of modern languages did not become part of the curriculum of European schools until the 18th century. Based on the purely academic study of Latin, students of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences. Oral work was minimal, and students were instead required to memorize grammatical rules and apply these to decode written texts in the target language. This tradition-inspired method became known as the 'grammar-translation method'. Henry Sweet was a key figure in establishing the applied linguistics tradition in language teaching.

Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each trying to be a major improvement over the previous or contemporary methods. The earliest applied linguists included Jean Manesca, Heinrich Gottfried Ollendorff (1803-1865), Henry Sweet (1845-1912), Otto Jespersen (1860-1943), and Harold Palmer (1877-1949). They worked on setting language teaching principles and approaches based on linguistic and psychological theories, but they left many of the specific practical details for others to devise.

3. Statement of the problem

Nowadays all the people try to learn English as well as they can. They try to speak, listen, write and read a text as well as a native. In this study we decided to study on the schools and universities effects on teaching English.

4. Significant of the study

According to the aforementioned discussion and considering the importance of teaching English as an international language is so important. So it needs to be studied to find the best condition for teaching that for our child. This study is done to find the effect of one the most popular place (institutes) and schools or even university which leads to identify the position of teaching English in these places and recognize the problems.

5. Research question

As I discussed above there are some question which are lit in my mind and need to be answered as follows:

- 1- Do English language institutes have important role in teaching and learning English?
- 2- Are there some factors which have not been considered in teaching language in schools and universities?

5.1 Research hypothesis

According to the importance of the research and based on the research question, I assume the following hypothesis:

- English language institutes have important role in teaching and learning foreign and second languages such as English.
- There are some factors which have not been considered in teaching language in schools and universities.

6. Definition of key terms

Foreign language institutes' job\ responsibility: According to the meaning of institute, FL institutes are places that give a useful space for learner and realize his talent in order to improve it and use his capacity. In these institutes teachers are working on 4 abilities including listening, writing, speaking and reading.

Learning and teaching in words: The word "learning" in Babylon English to English dictionary means "knowledge gained through study"; and "Teaching" in this dictionary means "process of acquiring knowledge". "Learning & Teaching" is a cultural phenomenon which leads to improve human abilities including intellectual, emotional and even physical abilities and skills through complex process in order to propagate this important phenomenon.

Institute in meaning: Institute: The word "institute" in Babylon English to English dictionary means "organization which provides a certain service or supports a particular cause". (quoted in Janfaza, 2012). According to the meaning of institute, FL or SL institutes are places that give a useful space for learner and realize his talent in order to improve it and use his capacity. In these institutes teachers are working on 4 abilities including listening, writing, speaking and

reading (Janfaza, 2012).

In this paper language learning institutes is a replacement for both languages as a second language and foreign language. Interfering factors: there are factors which affect the learning and teaching languages which are collected under the title "interfering factors". In this study we suppose teachers methodology, facility, books and etc as interfering factors.

7. Methodology

This study is done by designing a questionnaire including 9 questions which have been chosen by the authors as "interfering factors" in order to show the level of importance of these factors among the examiners that were chosen randomly including students of universities and schools that have been used any institute at the beginning of the study. Among 52 learning language institutes, we chose institutes with more than 100 students and which have all the levels during each semester and exclude others. Then we randomly chose 3 institutes.

All the examiners were chosen randomly from different levels and all were students in schools or universities. In this study, we just study on the English learning institutes because there are some other language institutes which do not have qualification of the institute. But some of the examiners have tested any other language learning institutes too; but we asked them to talk about the present institutes where they are learning language. Also we asked them to choose the best and proper answer and answer to the questions honestly. In question 3 and 4, there are some antithesis information; but this is not intentional because in some classes there were some limitation for using lab, or some cassette players needed to be repaired. The questions of the questionnaire were as follows:

Q1: what is your goal of learning English?

Obligation (family force, job, living in foreign country); my favor; institute; other

Q2: which factor in the institute affected you to learn English?

Teacher and his/her methodology; book; facility; other

Q3: the level of facility in your institute:

So much (including lab, computer); good (cassette player); relatively good; poor

Q4: the level of facility in your school/ university

So much (including lab, computer); good (cassette player); relatively good; poor

Q5: the teachers of the institute improved which one of your skills?

Listening & speaking; reading & writing; grammar and structure; all

Q6: the teachers of the school/ university improved which one of your skills?

Listening & speaking; reading & writing; grammar and structure; all

Q7: the teacher of the institute uses which factor in order to improve your abilities of leaning English?

Games/ short stories; amazing behavior; a and b; non

Q8: the teacher of the school/university uses which factor in order to improve your abilities of leaning English?

Games/ short stories; amazing behavior; a and b; non

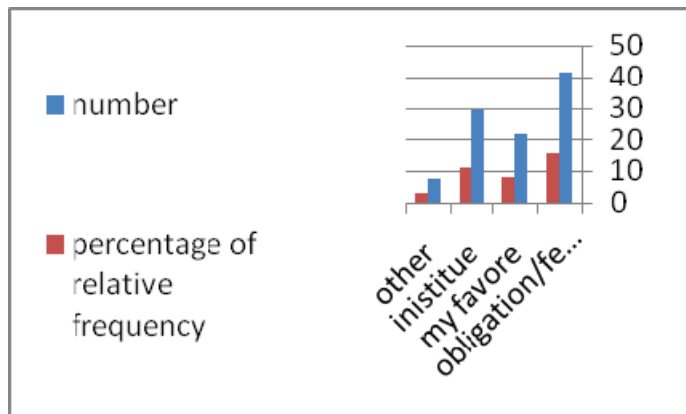
Q9: how much effective was the institute in your English learning skills?

So much; low; no effect; negative effect

Q10: it is better to start learning English language....before school; after school; during the school

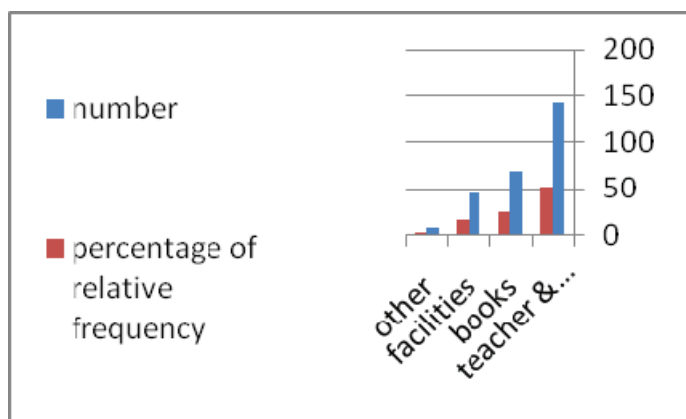
8. Findings

In this study we wanted to get some information on the interfering factors which affected the learning language in institutes and schools/universities. But during the study we faced with the intricate statement of learning language in schools and universities. This is the time to know about the results of the study which are derived from the answers of the examiners. The aim of the examiners of learning language were obligation (future, having job and living in foreign countries) with 15% and secondly own favor with 11 %.(see figure 1)



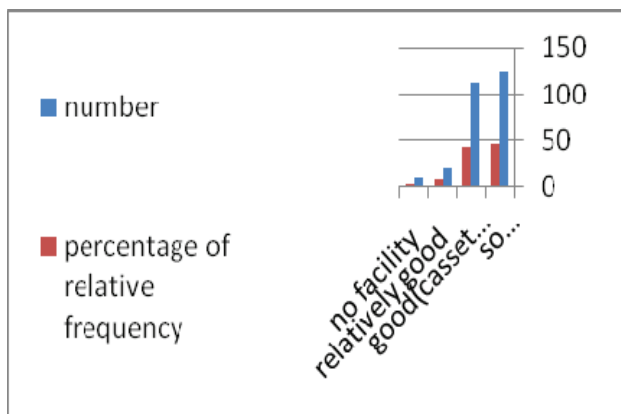
Q1: what is your goal of learning English?

As the results of figure 2 shows, 53% of examiner marked the teacher and his/her methodology in teaching language as a motive, and then types of the books with 26%. The facility was in the third step (17%).

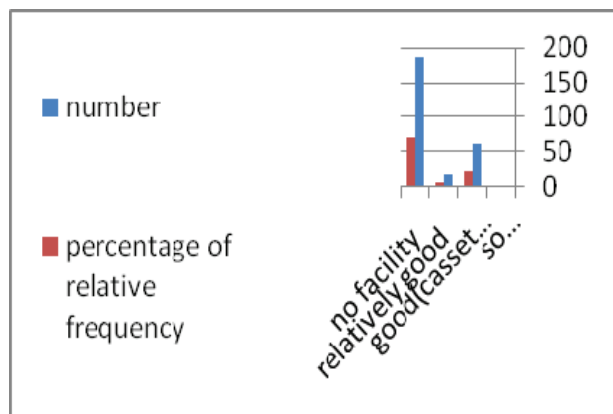


Q2: which factor in the institute affected you to learn English?

In the third step we decided to ask the examiner to give us a whole information of their institute and the results shows that 46% of the institutes have a high level of facilities and 42% were in a good manner while the results of forth question shows that unfortunately 70% of schools and universities have no facility for learning language. (See figures 3 and 4)

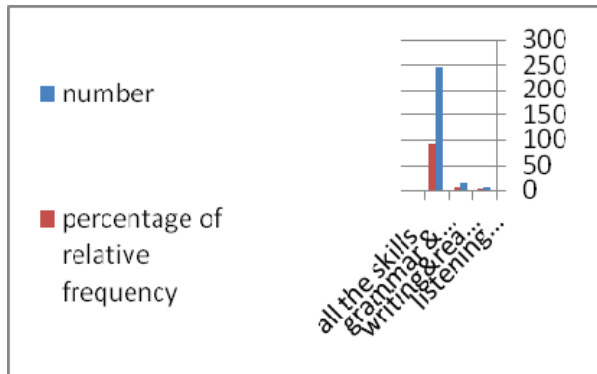


Q3: the level of facility in your institute

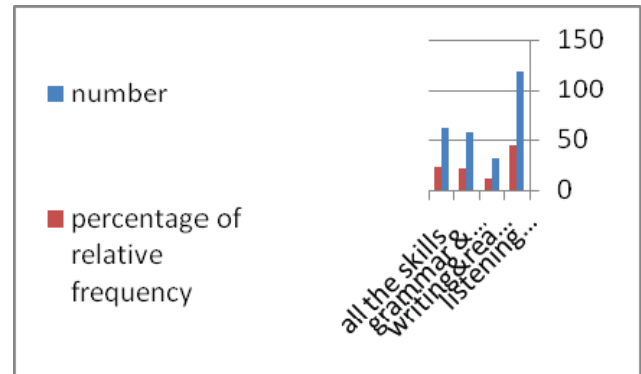


Q4: the level of facility in your school/ university?

It was so tragic that in 23% cases, all the skills were being emphasized in institutes while none of the schools and universities gives a value to the students learning language skills which needs an urgent decision. (See figures 5 and 6)

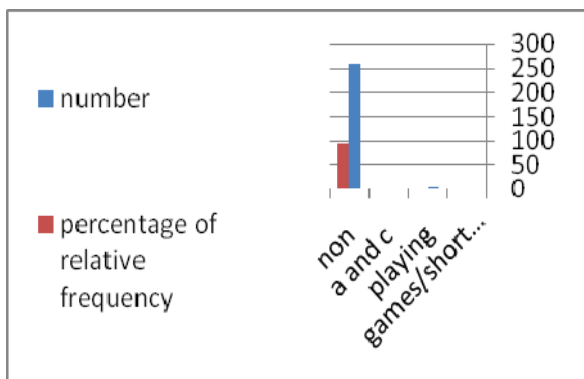


Q5: the teachers of the institute improved which one of your skills?

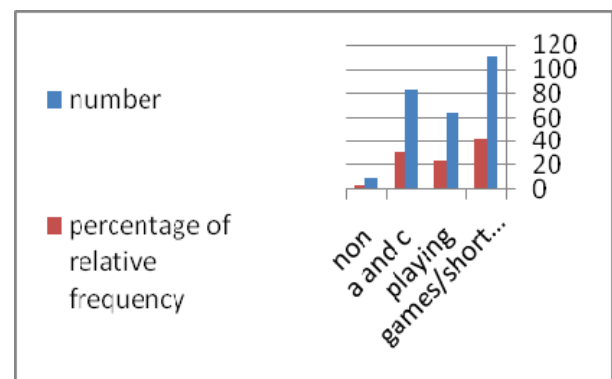


Q6: the teachers of the school/ university improved which one of your skills?

Also 41% of the teachers of institutes use some methodology in order to be successful in their jobs while 96% of teachers of schools and universities had not been tested any way and methods during the learning language process. (See figures 7 and 8)

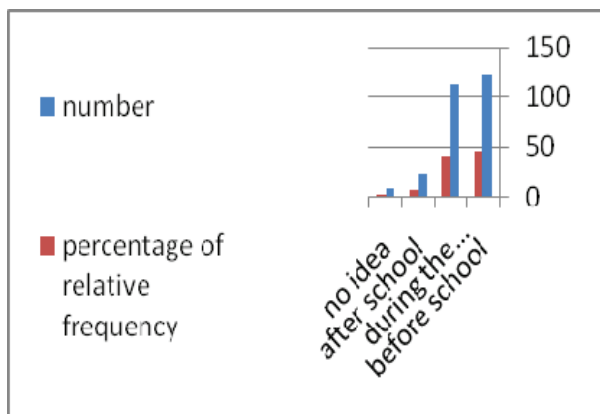


Q7: the teacher of the institute uses which factor in order to improve your abilities of leaning English?

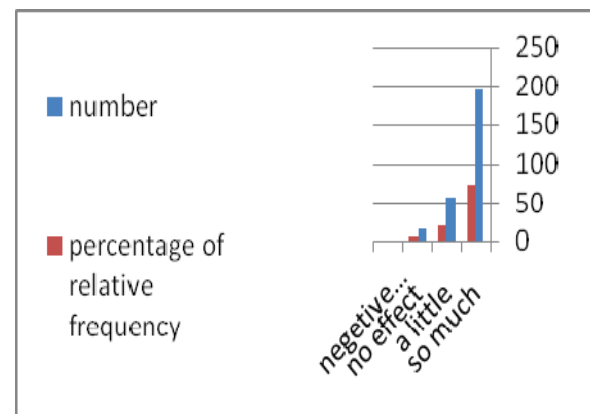


Q8: the teacher of the school/university uses which factor in Order to improve your abilities of leaning English?

Finally we asked the idea of examiner about the role of institute in learning language and the results show that 73% evaluated the role of the institute in learning language so much (see figure9) and at last 46% and 42% of examiners were agree to start leaning language before the school and during the school respectively.(See figure 10)



Q9: how much effective was the institute in your English learning skills?



Q10: it is better to start learning English language

9. Conclusion

According to the results, it is important to pay more attention to learning languages in institutes and schools/universities; Institutes as a complementary to the schools/universities and schools/universities as a basic place with important and fundamental roll in leaning language especially learning English language as an international language which plays an important role in science production. Yes science production, let's explain by an example: nowadays the language of the most international conferences and journals is English and according to the results of this study, can we claim that we as a student are able and professional in speaking, writing, reading and listening skills of language?... as I said before it is a tragedy. Some may say that this study is not the state of other institutes of other places of this or any other countries, or this study cannot be popularized to all. Yes, but this is the study which is done on the base of worry!! Yes, worry of the future of teaching and learning language all over the world. I mentioned all the figures in order to make you to think about the interfering factors and this criticism.

Some may say that these results are not true in the entire institute because some of them have no facility or there is no surveillance on their acts. Yes according to my last paper "Alarm! Language learning institute or salesroom" I had discussed about factors which affect the act of this institute. But be honest, what is happening in our schools and universities? Are we really productive? No

We know that we need surveillance. But during the collecting the data we randomly chose the 3 institute with normal states but these examiners were studying in different schools and universities so the data of questions 4, 6 and 8 were very randomly chosen. Of course, every problem has its own difficulties at the first time it is introduced but there is no problem because it is going to be shown, solved. Unfortunately just 2% of teachers of schools and universities use games, short stories or any other methods in his jobs; it shows that they may forget their mission, teaching language, and for that reason they just read a book, plenty of words and rules, without paying attention that language is not just language. Language is world of communication and communication is the secret of human beings.

10. Acknowledgment

Our mom and dad are both teachers and they are who encourage us to write about what we make us worried. So we trend this study to our mom and dad (Khosro Janfaza and Khadijeh Balaly) and then to all the teachers.

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