A Case Study on the Problems and Suggestions in Foreign Language Teaching and Learning at Higher Education

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Abstract

This study explores and identifies some reasons for the problems of foreign language learning (English) and teaching from the perspective of instructors and learners using the case study model. The data of the study was gathered by a semi-structured interview form, and the study group of the research was composed of English language instructors and graduate students at Ahi Evran University. Random sampling method was used to determine 15 instructors and 20 graduate students to face-to-face interview, and the data of the study was analysed by content analysis method, which the students and instructors agreed on students who have been problematic in language learning process. In addition to students, examination systems, instructional programs, language teachers' qualifications and learning environments have been considered as barriers to language learning. On the other hand, students and instructors suggested starting learning/teaching English earlier, much more practice and exams on all four skills; elective courses; more practice and communication; revisions in teacher training system, considering individual differences; motivating and encouraging students; and designing well equipped language environment and teaching materials.

The article deals with the problem of «case» in methods of teaching foreign languages. Considerable attention is paid to finding out features of using case studies during training law students a foreign language in order to maximize communication approach of classes. So, a problem in a training case is a prerequisite for creation of such a case at the lesson of foreign languages. Case studies at foreign language lessons in higher education is the most common type of training because they are not only communicative directed but also serve for training monological and dialogical speech, for learning grammar and vocabulary. 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
This study explores and identifies some reasons for the problems of foreign language learning (English) and teaching from the perspective of learners. In many language learning contexts, learners may struggle to understand the relevance of learning English, as they have little contact with speakers of the language (Ho, 2003; Li, 1998), which causes negative attitudes towards foreign language learning. The actual teaching of a language may differ in the analysis of what is to be taught, in the planning of lessons, in the teaching techniques used, in the type and amount of teaching done through mechanical means and finally, in the testing of what has been learned. Basic Categories of Methodology. Hence, aims are planned results for pupils in learning a FL. The aims are stipulated by the syllabus and other official directives. They are: practical, instructional, educational and developing (formative). Practical aims cover habits and skills which pupils acquire in using a foreign language. A habit is an automatic response to specific situations, acquired normally as a result of repetition and learning.