# PSYCHOLINGUISTIC AND MOTIVATIONAL APPROACHES
# TO LEARNING SEVERAL LANGUAGES

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This article addresses the issue of identifying the learning and education needs of adults, primarily non-formal education and multilingual education. Different concepts and models are analyzed to identify the learning and education needs of adults. A concept is grounded and a methodology is developed in this regard. The factors that generate the learning and education needs of adults are described in detail: external factors – national educational policies, institutional educational policies, educational reform projects, etc.; internal factors – the need for compensation, recapitulation, complementary knowledge, the need for retraining, the need to realize one's own interests and options, the need to capitalize on free time, etc. At the same time, the place of foreign languages - whether world languages or heritage languages - within the education system is extremely complex Since there are many deficiencies in regard to the training of teachers for teaching these languages, teaching methods of the languages, updated study materials that match the context of language learning, assessment methods.

***Keywords:*** *psycholinguistic; bilingualism; motivational; languages; multilingual education; teaching methods; educational methodology; multilingual study.*

## ABORDĂRI PSIHOLINGVISTICE ȘI MOTIVAȚIONALE
## PENTRU ÎNVĂȚAREA MAI MULTOR LIMBI

Acest articol abordează problema identificării nevoilor de învățare și educație ale adulților, în primul rând educația non-formală și educația multilingvă. Sunt analizate diferite concepte și modele pentru a identifica nevoile de învățare și educație ale adulților. Se întemeiază un concept și se dezvoltă o metodologie în acest sens. Sunt descriși în detaliu factorii care generează nevoile de învățare și educație ale adulților: factori externi – politici educaționale naționale, politici educaționale instituționale, proiecte de reformă educațională etc.; factori interni – nevoia de compensare, recapitulare, cunoștințe complementare, nevoia de recalificare, nevoia de a-și realiza propriile interese și opțiuni, nevoia de valorificare a timpului liber etc. În același timp, locul limbilor străine - fie că limbile mondiale sau limbi de patrimoniu – în cadrul sistemului de învățământ este extrem de complex. Întrucât există multe deficiențe în ceea ce privește pregătirea profesorilor pentru predarea acestor limbi, metode de predare a limbilor, materiale de studiu actualizate care se potrivesc contextului învățării limbilor, metode de evaluare.

***Cuvinte-cheie:*** *psiholingvistic; bilingvism; motivaționale; limbi; educație multilingvă; metode de predare; metodologia educațională.*

**Introduction**

Psycholinguistic and motivational approaches to learning several languages. The approaches and processes that characterize foreign language learning in the field of ‚bilingualism' have undergone drastic changes in the last half century. In general, part with the old position that bilingualism is harmful to the speaker. There is a certain consensus that, under favorable circumstances, the use or mastery of two or more languages may have a positive effect on the social and cognitive aspects of human development. Many studies, conducted before 2009, stated that bilingualism caused damage to the child's development. These studies ignored the qualitative biographical data, which pointed to the advantages of bilingualism. Furthermore, in these studies, the lack of adherence to a correct and accurate methodology stands out, such as: a comparison of bilingual subjects with monolingual subjects of different socio-economic status. It is evident that the researchers then started from the assumption that bilingualism is the property of immigrants only without language tests or a clear definition of bilingualism. This position changed, claims Cummins [1] when Canadian researchers, Lambert & Peal pointed out methodological deficiencies of many of the early studies, which were done on second language acquisition. A decade after the publication of this study, a

study was published that accompanied English-speaking students who attended a French-speaking school in Montreal for 7 years. The researchers followed the cognitive, linguistic and emotional development of the students, and compared them with their monolingual peers. They refuted the claims of the previous studies, and showed that bilingual students have many advantages in the areas of language and thinking from it and testified to the linguistic and social advantages of learning additional languages [11].

There are many approaches and processes that characterize learning a foreign language in a school setting. I will refer to the most accepted approaches today to teaching foreign languages [2]. Each approach gives room for the creation of different learning and teaching methods, which apply the principle of optimal learning. In examining the approaches, we can notice the gradual progress of the different methods and approaches to language teaching, since the sixties. These resulted from changes and developments in linguistic theories dealing with language acquisition. At the beginning of the field, the understanding of ways of acquiring a second language was based on behavioral theories in psychology. Language acquisition was a learned behavior, through conditioning and repetition. Also, the focus on learning the language on its various components, resulted to apply knowledge from these components of language teaching and acquisition. The teaching was based on detailed grammatical explanations, and there was an expectation that the learner would master the material, as an essential element for the ability to function in the target language. Later, as the processes in the field of linguistics progressed and were refined, they came to the conclusions that the theory of behavior could not explain their ability of the students, to express an idea that had not been heard before, or to create a sentence, which was not part of the repertoire of the course they studied as a result of the above conclusions, which were mixed with a feeling of dissatisfaction with the existing teaching methods, began What about turning to and looking for new channels for language teaching? Then arose the need to expand the learner's knowledge to communicative abilities, in addition to the formal knowledge of the language. Diverse and new approaches and methods have been developed to answer this need, and in each a different degree of emphasis on communication and the structure of the language. In the first stage, there was a sharp shift to an emphasis on the content and the message, assuming that the language structure would be acquired naturally, but over the years, professionals, linguists and teachers, saw the need to find a balance between all the essential elements of the curriculum, in additional language instruction. The main approaches, which have taken shape over the years, are listed below:

**The structuralist approach**

This traditional approach sees language as a system of elements used to encode meaning. Learning the language is seen as controlling the structure of the language in order to convey messages: grammar, vocabulary, phonology, the sounds of the language and more. According to this approach, the curriculum is built according to grammatical structures, such as verb tenses, prepositions, etc. Also, this approach claims that knowledge of the structure of the language, in all its aspects, will lead to the acquisition of the language in its entirety and that the structural approach is among the first approaches on which language teaching was based [7].

**Language teaching through grammar and translation**

In professional literature, the terms method and approach appear interchangeably, when discussing language teaching through grammar and translation. Whether we treat grammar and translation as a method based on the structuralist approach, or whether we treat it as a separate approach, the message will be similar. Teaching through grammar and translation originated in Europe in the 21st century, and was used by teachers and students in learning classical languages. Grammar was studied as a subject, and was used to understand classical texts. The learning experience was limited to reading comprehension and writing in foreign languages, without any emphasis on speaking and listening comprehension. The lessons were conducted in the mother tongue and translated into the target language. There was no attempt to use language to create communication. The teachers in the language courses were usually people of spirit and literature, and they had no education as language teachers. Such a situation often exists in Arabic classes in Israel. In many cases, in the study of the Arabic language, in compulsory classes in grades 7-9, the grammar of the language is studied, the scriptures are learned to be translated, but the lessons are conducted in Hebrew. This is because the language being studied is not the language used for everyday communication. Starting in the

2010s in the USA, the grammar and translation approach gave way to the new communicative approaches to language teaching. In fact, you can still see classes that are conducted according to the grammar-translation approach, despite the fact that this approach is less suitable for teaching modern languages, although there are currently many methods, which developed according to the media approach [7].

**Teaching through hearing and speaking**

According to this method, the student hears the language, by a demonstration from the teacher or from some audio device, and immediately repeats what is heard. The method is based on the fact that the student repeats orally the words of the teacher, when these constitute an example of a collection of grammatical structures. For example, the teacher will say: ,,Danny went to kindergarten" and the students will usually repeat in chorus: ,,Danny went to kindergarten". Immediately the teacher will say ,,grocery store", and the students will say: ,,Danny went to the grocery store". The method focused on providing models to imitate the exact grammatical structures that are heard and was based on the assumption that the grammatical knowledge will be assimilated indirectly through repeated practice. Reading and writing abilities also develop by practicing grammatical structures and reading comprehension exercises [7].

In general, when it comes to language acquisition, there is general agreement among linguists that the essential component in the process of acquiring a mother tongue, or a second language, or additional languages is exposure. A child learns his mother's language by being exposed to the language from infancy. This method is based on the theory that there is interaction between parent and child as needed, and children speak among themselves, but they are exposed to proper language due to being surrounded by adults who speak the language. This exposure is the basic element for acquiring a mother tongue. There are clear implications from this theory for the issue of acquiring additional languages. In this area too, the role of exposure is clear. Many theories in the field of second language acquisition are based on this premise [7].

**The Communicative Approach**

The communicative approach places emphasis first and foremost on communication and the transmission of messages. According to this approach, the structure of the language is not the main subject of the lesson, but is taught for communicative needs. In addition to this, the ultimate goal of learning is successful and fluent expression on the part of the learner, which can come at the expense of linguistic accuracy. At the same time, among teachers and researchers, the definition of the communicative approach is not clear and unequivocal. The main difference is the reference, or the lack of reference to focus on grammar in teaching. The definitions of the professionals move on an axis, in which there are different emphases on the teaching of grammar. At one end of the axis is a foreign language teaching that focuses on the meaning, the fluency of speech and the message only - meaning on focus - without any treatment of the various language components, that is, in the form - form on focus which is at the other end of the axis. There are several approaches to teaching and acquiring foreign languages that are considered communicative. Spada [8] cites Krashen and Long who paved the way for the communicative approaches prevalent today.

Krashen [4] developed the Comprehensible Input Hypothesis according to which the process of acquiring a second language is fundamentally similar to the process of acquiring a mother tongue. He claimed that a native speaker manages to acquire a language in its entirety, even though he does not learn grammatical rules, while in teaching a second language, there are few learners who manage to reach a high level close to that of a native speaker, despite the focus on grammatical rules. Therefore, in order to learn a second language, the speaker must be involved in communication that is meaningful and relevant to his life, at a level of difficulty, somewhat higher, above his linguistic ability. Thus, similar to acquiring a mother tongue, the learner will acquire a second language relatively naturally. Krashen [4] claims that in order to learn a language, the learner must be able to understand messages. The role of the teacher is to provide comprehensible input - at a level slightly higher than the learner's level of knowledge. The measured effort to understand adds to the developing linguistic repertoire of the learner. He also points to a more comprehensive theory of language acquisition, which includes, in addition to the exposure element, the learner's readiness, the learning context, a series of mental operations that transform input into linguistic knowledge, and what happens in the acquisition process, that is, everything related to creation [4].

In a similar vein, there is the Output Hypothesis, which holds that the act of expressing speech or wri-

ting is, under appropriate circumstances, part of the language acquisition process [9]. According to this approach, output has three main roles: First, there is a situation in which, while trying The expression, the learner notices what he does not know in the target language. In other words, the output functions as a cause for noticing - and for raising awareness about gaps in linguistic knowledge, and in the field, or fields, in which enrichment or deepening of the material is required. This awareness provides leverage for cognitive actions of research and the creation of new linguistic knowledge. Another function of the output according to Swain [9] is hypothesis testing - the claim here is that the output from the learner's point of view may constitute an „experiment" and test of theories, regarding how an idea can be transformed into a clear verbal message. This test occurs, even when the recipient does not understand the learner's message - which encourages him to improve and change his expression. This process, related to discovery and investigation, helps to acquire the target language. Finally, the third function of the output is meta-linguistic, that is, it refers to the use of language, as a mediator for thinking about the language of the others, or in the language of the learner himself. This role Is based on Vygotsky's socio-cultural theory, according to which learning arises from social experience, and mediates actions of the learner with peers, or with himself. This is an adequate theoretical basis for inculcating the use of the target language, in pair and group work, in additional language classes [10].

*The second central theory*, which formed the basis of many communication approaches, according to Spada [8] is the Interaction Hypothesis - According to this theory, processes related to expression and not only understanding are the main factors that promote the acquisition of a second language. During a conversation, the more experienced speaker adjusts his speech to the learner's level, thus creating a comprehensible input that encourages language acquisition. It is the process of creating meaningful messages that will bring the learner to acquire the grammar of the target language. Teachers, who sided with communicative methods for teaching a second language, believed that creating opportunities for interaction would be enough to bring the learner to full control of the target language. According to his theory, myths and misconceptions have developed regarding the implementation of the communicative approach in the classroom. Despite the clear emphasis on conversation and conveying messages, Spada [8] wishes to emphasize that the communicative approach does not ignore the elements of language, but may also include:

**A.** Focus on linguistic forms and grammar. A mistake in perception led teachers to focus exclusively on meaningful communication, while omitting the teaching of linguistic rules, structures and grammar. Communication approaches should combine content and form, and not highlight one at the expense of the other.

**B.** Feedback and error correction. One of the prevailing myths according to the media approach, is that correcting mistakes will be done only indirectly. As usual according to this approach, the teacher will repeat a sentence that included an incorrect linguistic form - in its correct form. But the media approaches do not necessarily dictate this, but indicate that it is important to repeat the sentence, drawing the learner's attention to the error.

**C**. Putting the teacher in the center. Although teaching according to communicative approaches requires a lot of work in groups, the approach encourages a combination of these, with frontal activities and lessons.

**D.** Development of reading and writing skills. Complete communication skills also include mastery of reading and writing skills. Again, a combination of accents is the one that will lead to the acquisition of a second language. A communicative approach avoids focusing on separate aspects of language. But she puts the emphasis on the combination of a variety of elements for the purpose of creating meaningful communication. Also, according to the communicative approach, the extensive reading method is indicated for the purpose of acquiring reading in a second language approach. The goal is to bring reading for pleasure, without tests and without reading comprehension exercises. The proposal is based on the saying, according to which „you learn to read by reading" [3]. Measured and controlled use of the speaker's native language as needed. Perception that the mother tongue can be used in a second language class. The difference from other approaches is that you learn the second language and not about the second language in the mother tongue. That is, you learn English in English and Arabic in Arabic, but you can use a language familiar to the students for clarification, grammatical explanations, etc.

It is not impossible that we will notice differences of opinion regarding the very definition and applications of the approach, after so many years of research and discussion on communicative approaches in fo-

reign language teaching. Some state that communicative teaching is not a collection of methods, but rather an approach. Others emphasize that communicative teaching is not an approach, but rather a philosophy. There are disagreements among the researchers regarding different teaching methods, which are considered as communicative approaches. Larsen-Freeman, for example, reviews different foreign language teaching methods [5] she classifies only some of the methods as a communicative approach, and due to various subtleties, another part she claims is not compatible with this approach. In contrast, other authors definitely consider the approaches that are not appropriate, in her opinion, to be communicative Spada[8], in a comprehensive and up-to-date look at the concept of „communicative teaching", emerges a broad picture that offers a combination of emphases - an emphasis on the content as well as an emphasis on the form. It is possible to apply Communicative approach through multiple methods. The focus of the method, that is communication, must be in the center, alongside reference to the linguistic knowledge base. Details of traditional and accepted teaching methods, which are included under the heading „communicative approach".

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