

CREATIVE APPLICATION OF APPROACHES AND METHODS IN ENGLISH AS A FOREIGN LANGUAGE TEACHING IN PRIMARY EDUCATION

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“The best educators change the trajectories of those they serve. “(George Couros)

Abstract

The current article aims to outline certain ways of applying innovative, creative approaches to teaching English as a Foreign Language in Primary education. Sharing the view that a teacher cannot apply just one method in the classroom, but chose from a variety of teaching methods and strategies, create a modern, satisfactory hi-tech environment for the students to benefit from the Foreign Language acquisition, as the learners, who were born in the digital era have high expectations. That requires enriching and upgrading the teacher’s profile, improving their digital competence and FL proficiency. The teacher’s role is of a consultant, moderator, tutor, advisor, supposed to apply imagination, love, and zeal to influence and motivate the learners from the respective age group, considering the specific for their age group neurological, emotional, psychological developmental necessities. Keeping in mind certain successful methods and approaches in Foreign language teaching internationally, the current study emphasizes the upgraded usage of the traditional methods in the Bul existing methodologies, the article is devoted to searching for innovative solutions and educational strategies based on the learners’ interests and strengths by the specific demands of the target group. The usage of Internet resources, educational software, digital games, toys, adapted e-reading, role-play are emphasized. Thus, we intend to provide a satisfactory framework for modern teachers to develop ideas on methodology and build up a new, creative application of existing and new teaching approaches, which are to satisfy the needs of learner-centered education. Hopefully, that will improve the discipline taught-English as a foreign language and raise its educational quality and efficiency.

Key words: *methodologies, strategies, approaches, learning environment, toys, games, English as a Foreign Language teaching, learner-centred attitude, methods, students’ interest and strengths.*

Introduction

In the Bulgarian context, English is one of the most important subjects on the curriculum in our primary schools, which interacts with other disciplines. As it is closely related to Communication-Information Technologies, psychology, music, the mother tongue, cultural studies, and their interdisciplinary dependence is valuable. Its popularity reinforces its importance, and as a school subject, it is gaining momentum. Real-life imposes the need for its usage, as, for example, is the necessity of sustaining international relations and communication.

How to teach EFL efficiently in Primary School, and what educational quality do we aim at? Led by the educational programs and regulations required by the syllabus, the teacher should be able to incorporate the hard skills acquired at the university, the knowledge of EFL with the learners’ soft skills (sustaining eye contact, the way one moves, smiles, sits down, greets colleagues and learners). Further, with the application of the different approaches and methodologies, the teacher can design a course in the discipline and plan the lessons based on different methods already known, experienced, and taken advantage of, incorporating all their positive features available. Yet, applying various methods might prove not fruitful since the teacher encounters different situations regarding diversity, language level, cognitive knowledge, various intelligence coefficients, learning styles specifically for the age group. Therefore, his/her ability to pick up the most appropriate method from the bank of methods, depending on the circumstances, gives information on how good, creative and proficient in English a teacher is.

How can Primary students best learn English? How should they be taught? Is it challenging for a non-native speaker to teach English as a Foreign Language, or is it creative? These are exciting questions, and researches are still seeking ways to answer them. Undoubtedly, there are challenges the FL teachers face concerning the teacher's newly adopted role: recently, no more Authoritarian or Paternalistic teaching style would be suitable for a good teacher’s presentation, one would find that the application of the Democratic style only, even with young learners, can be appropriate, if the teacher can take advantage of his/her teaching style, use the latest digital technologies, still managing the classroom. As learning a foreign language may cause

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stress and anxiety, the teacher's approaches and attitude towards the learners matter. To cope with the unique learner's personality, the teacher should know his/ her students well, preferably keep a learner's portfolio, supervise their primary studies, teach them how to learn a foreign language. A good teacher should consider the neurologic, cognitive, psycho-motor, emotional characteristics of the age group taught. It is up to the teacher to set up an EFL learning environment that can either be attractive for the learners or so repulsive that it could deprive the child of developing FL learning desire for a lifetime. A successful teacher can choose the best methods, approaches, and strategies from a cluster to suit the target age group, their social background, interests, motivation, and learning styles. The modern teacher is supposed to be flexible, adaptable to the learning situations, involve the learners in the educational activities, and quickly change the dynamics of the class.

We often ask: Does English as a Foreign Language Learning in Bulgaria happen in a language environment, circumscribed to the classroom? How can the teacher broaden the limited scope of the classroom? Nowadays, with the Internet all around us, with the social media and the ICT, the usage of English leaves the frontiers of the classroom and continues in students' daily routine with their participation in chats, games, quizzes, and communication, belonging to a community/group/team/cast/ band, purchasing on the Internet, using the face-book, Instagram or any social media. If we consider language acquisition a subconscious process that leads to language usage in a way similar to how we learn the first language, then language learning is a conscious, mental process during which teachers provide learners with an educational environment, using the foreign language for communication. Ausubel's cognitive theory of learning "accounts for several phenomena: the acquisition of new meanings (knowledge), retention, the psychological organization of knowledge as a hierarchical structure, and the eventual occurrence of forgetting. [1]. By contrasting "rote and meaningful knowledge," Ausubel explains cognitive learning, the significance of the distinction between which we best understand when we consider the relative efficiency of the two kinds of learning in terms of retention, or long-term memory."

Scientific Relevance

English has occupied an important part of the curriculum in Bulgaria for the last 30 years, so new psychological, cognitive, and learning theories were appointed to change constantly the teaching methods and approaches. After Bulgaria became a member of the European Union, FL acquisition was considered an important competence for young people to gain, one of the 8 key competencies, as literacy in the mother tongue, mathematics, digital competence, etc. [2] The labor market competitiveness requires skills and knowledge of at least two foreign languages, the first of which should be necessarily English, because it is the international language of business, communication, politics, the language used by the globalized world. Young people's future employment and status in society depend greatly on their fluency in more than one foreign language. The demand for multilingual specialists requires competence in English for Specific Purposes in the respective field one is employed in. Actually, the labor market is dynamic and constantly heightens the requirements according to the needs of businesses and society.

In summary, learning English efficiently is essential for youths' presentation, successful professional and social inclusion, interpersonal communication. It will remain essential in the future since English is the official language of the world wide web and the language used for business and international relationships. Therefore, EFL teaching is one of the most discussed topics in Bulgaria, in the EU, and worldwide, since our globalized world demands learning foreign languages since childhood.

Historical and Modern Development of Foreign Language Teaching in Bulgaria

The history of FLT in Bulgaria shows that educators overemphasized certain factors during a definite period of time by giving priority to a definite method over others; "educators prioritized certain educational aims, knowledge of grammar, language correctness, and literature was over accentuated; by a certain linguistic school or a dominating educational theory at a certain period; general educational approaches, made for a definite group of learners were represented." [3].

FL Education in Bulgaria dates back to 1840, before the Liberation from the Ottoman Yoke. French, Russian and German were taught in urban schools, influenced by the trends in FLT all around Europe. Firstly, FLE was dominated by the GTM- The Grammar Translation method, based on grammar and words, using the translation as the main approach. A practical approach arises almost immediately, as Turkish and Greek were the main Foreign languages studied to apply their practical application in real communication for various economic, commercial, agricultural, industrial reasons. In 1903 the Direct Method was initiated due to the needs of social development, the international relations for Foreign Language communication, switching from educational to practical aims. Teachers introduced visualization, images, pictures, exercises; dictations were

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introduced into the classroom. Hristo Uvaliev's "Education in French" in 1915 enriches the Direct Method with his own original pedagogical solutions. In 1915 the Mixed Method was introduced, aiming at "students' foreign language acquisition in speaking and writing skills and knowledge of the target literature." In 1931 Manol Mihaylov turned the FLT to communication, including: "main skills as listening and speaking, as well as reading and writing." Later on, the Audio-lingual Method, the Total Physical Response, the Communicative Language Teaching are applied in Bulgarian FLT. The aims accentuated by Nikola Tumparov are culture studies, the Foreign language is studied to gain cognition, shaping new features in the students' personality and foreign language skills- educating habits for further autonomous work and self-assessment" (Tumparov: 1938). Grounded by the political and social changes, the ministry of science and education changed the FL program in 1945. Foreign languages were taught then mainly in Secondary schools, with practical, cultural, and educational aims for communication.

After the victory of democracy over the ex-socialist regime of the Communist government in 1987, FLT was directed towards acquiring and improving the four skills and the ability to use literature, authentic texts. The old textbooks, written and censored by Bulgarian authors and editors, were replaced by textbooks designed for foreign language students in Europe; dictionaries, encyclopedias, news, films in the original were released. Both teachers and learners were given access to cultural studies, including civilization, history, geography, customs, related to the target language taught and the Internet.

In summary, the development of the FLT in Bulgaria follows the European order of methodologies applied in education. However, the Ministry of Science and Education initiated Communicative Language Teaching almost simultaneously with the GTM; teachers never used the mere transfer of methods, they approached the foreign language educational process creatively. The new methods were adapted to the Bulgarian educational environment, and never a single method had dominated the educational scenarios.

Modern Development of Foreign Language Teaching and Learning in Bulgaria

In Modern FLT, there is a marked trend for applying a few methods and experimenting with various approaches. The theory of Creativity is largely used; there is a constant strive after combining all the requirements of successful communication, innovation, improvement, and efficiency in education. The concept of the Multilingual student has been applied. The European Framework has emphasized the importance of the Communicative Approach for the last 30-35 years. Children are taught English as a first foreign language in kindergartens at the age of 5+ to 7+ studying orally; the educational objectives include acquiring listening and speaking skills. In 1993 the Ministry of education introduced early Foreign Language Teaching, and since then, the first graders learn predominantly English. At the age 8-12, we start teaching children the four language skills- reading, writing, listening, and speaking. English is further taught in Secondary school. At Vocational schools, colleges, and Universities, both General, and English for Specific Purposes are taught. Adult learning courses have also been top-rated so far, which involve General and Business English. There are no restrictions concerning the choice of methods and approaches in terms of Methodology, but the communicative, functional approach and ICT usage have been widely applied in modern times.

Undoubtedly in FLT, there are some areas, which badly need improvement. By increasing the popularity of studying EFL in Bulgaria, we face the need for employing teachers. There is a continuous lack of English teachers, who are never enough to suffice the needs of the free vacancies and the growing population of learners. On the other hand, we need proficient, well-educated, devoted teachers. The educational process of learning and teaching is quite demanding, and it requires knowledge in EFL, methodology, psychology, pedagogy, and last but not least, creativity, as well as the ability to react quickly, adequately, and accordingly to any educational environment and specific teaching situation reality imposes. Moreover, it requires participation in professional organizations, exchanging experience with colleagues on national and international levels, improving one's qualification. Potential English teachers in primary education should be interested in finding strategies to transmit their knowledge and skills of English and their passion for FL learning to 6-12-year-olds. Their positive attitude and attention should demonstrate their love to the child and make English a much favoured subject, attract children's attention and interest, making them keen on learning.

Thus, assuring quality in education, aims at making progress and success in FL acquisition, achieving FL competence on the definite level, it involves teaching English through culture and using the most suitable for the age and social group methods, based on individualization and differentiation of the FL learners. We need teachers who are experienced in digital skills and able to consider the advantages and the disadvantages of the methods chosen, so as to apply the best, most suitable ones to definite educational situations. Both the development of new teaching methods based on ICT or Artificial Intelligence is the prime concern of Universities. Their task is to raise the quality criteria and supply schools with well-prepared representatives of

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the teachers' staff, thus providing long-term benefits for education in the field of FLT and improving its efficiency and quality.

Application of Methods in the Course Design

When designing a language course, we consider the educational objectives on the curriculum, the expected outcomes, the language grade level, the degree of proficiency demanded, and the linguistic knowledge, skills, fluency, and competence prescribed to be acquired at the defined by the CEFR (The Common European Framework of Reference) level. Building up communicative skills, harmonious development of the four language skills, and accuracy are also important objectives. The different stages of educational abilities and empirical knowledge vary for the respective ages, as well as the individual student's characteristics – mainly what the learners' cognitive, mental, linguistic, social, and emotional development allows for the respective age group are to be distinguished and related to the objectives of the course. “ Human cognition develops rapidly throughout the first 16 years of life and less rapidly after adulthood. Jean Piaget outlines the course of intellectual development in a child through various stages: the sensorimotor from 0-2; the preoperational from 2 to 7, the operational stage from ages 7-16, with crucial change from the concrete operational stage to the formal operational stage around the age of 11. At puberty, a person becomes capable of abstractions; it is the most critical stage for a consideration of first and second language acquisition” [4]. Young children may not be aware of acquiring a foreign language, they are not aware of acquiring their mother tongue, they do not understand social standards and relation, but a language learner who is “ too consciously aware of what he./she is doing will have difficulty in learning the second language.” [5] Children may lack cognitive knowledge, which they need to study a foreign language. Still, their emotional, psychological, and social development at the primary school age allows them to learn better than adults as they cope better with errors, do not suffer stress and anxiety to such a great extent, and show better indexes of affective consideration. The psycho-evolutive development of students in Primary Education has the following characteristics: “General features of development 1. Progressive. Development continues throughout life. 2. Sequential. is an ordered sequence of change. For example, the child learns before reason and thinks about specific aspects of the abstract. 3. Integral. Some forms of behavior are dependent on others. 4. Differential. Although the development is similar in all individuals, each subject has some distinguishing characteristics. 5. Variable. a child may be perfect at one discipline and less competent in another. 6. Diversified. Individuals first develop general skills and, later, non-specific ones. [5]

Course Design and Applying it into the Classroom

“Learning is creation, not consumption, knowledge is not something a learner absorbs, but something a learner creates” [6]. The citation emphasized the usage of creativity in the educational process. Sharing a similar perspective is important to improving motivation, to create learning skills based on imagination for primary school learners. The following research, carried out by Leffert, N., Benson, P., & Roehlkepartain, J. [7]. offers some insight into the modern psychological, affective, motivational, cognitive, social, and linguistic theories, which are of prime significance to FL course design and its application into both the traditional and virtual classroom. Cognitive aspects for level 1- 6-8 year-olds include observation abilities; they are easy to manipulation by the teacher and well influenced by positive teaching tools. The children at that age have great intellectual curiosity, they can perceive reality holistically, but they can neither analyze parts nor draw general conclusions. They more often than not relate their thinking with the actual reality surrounding them. They can understand and prioritize causal progressive thought. The second level of 8-10 year-olds can integrate different information, reason, analyze and draw conclusions about certain issues, associate ideas, and practice conversations. They develop attitudes of intellectual curiosity, including the comprehension of the cause/effect relationship. The third level of 10-12 year-olds can reason about remote aspects of their own experience, develop a more objective observation. They are curious about the distant world and understand abstract relations on a relatively low level. Linguistic aspects for level 1 for 6-8 year-olds include correctly utterance of all sounds, recognition of graphs. Their oral skills are still better developed if compared to written skills. They start expressing themselves and practice active communication. They frequently discern coordinated sentences and subordinate clauses. They cope with gender and number, pronouns, the present tenses, the progressive aspect, indicative and imperative moods. Students on Level 2: 8 to 10 year-olds can expand their vocabulary, which allows the development of oral and written comprehension and expression. Still, further expansion of vocabulary, the usage of simple sentences, and abundance of adjectives Level 3 -from 10 to 12 year-olds can write better and faster, their writing is improved, and their oral language gets more elaborate with the usage of complex sentences. Affective and social aspects Level 1-from 6 to 8 year-olds experience a change in selfishness to positive acceptance of others. There is a process of socialization available; they integrate. They take an

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interest in games. Teachers and parents should control their emotional expression. For level 2, from 8 to 10 years, children develop team spirit and friendship, seeking appreciation by their peers. Level 3-from 10 to 12 years of experience, a process of assertiveness and character formation, they are more independent and improve their social skills. They find relationships with peers critical and disregard regulations. They develop stronger empathy and work co-operatively.

Certain changes depending on a student's age, interests, needs, and personal life situation can influence the educational process. Still, nevertheless, teachers and course designers should take into consideration the latter analysis of aspects. The final aim is to reach the achievement of the objectives, appointed by the national curriculum, FL progress, and competence for the definite age group, to be able to cope and make use of the wide variety of daily situations at school, applying individualization and differentiation in FL education, according to the learners' needs.

Pre- and in-service foreign language teachers are encouraged to contribute with new ideas, remodel the existing teaching practices, try to go a step further, and give special individuality to their lessons. Course designers are receptive to new ideas, welcome feedback from creative teachers, and are always ready to collaborate with them.

Methods in Foreign Language Teaching

Firstly we should define the term method. Though there are many definitions, we will use the one offered by Taurus, which reads: "A system of ways of doing, teaching or studying something. [8] Modern FLT has come up with the idea that teaching a foreign language involves many different methods for convenient professional usage. Save for using various methods; the teacher should be creative, flexible, good-natured to learners, and able to apply the adequate method in a definite context. Though there are no recommended methods for foreign language learning, some prove to be practically more appropriate and efficient than the others. In the Bulgarian context, in primary education, we take into consideration the specific features of the development of the age group and the cross-cultural studies, comparing the Bulgarian and the British culture, we adapt all available methods to the different situations, according to the learning goals, the requirements of the curriculum, the necessity for teaching the four language skills successfully, aiming at reaching the educational objectives, defined by the curriculum and last but not least satisfying the learners' needs and interest.

The Grammar Translation Method in Primary education can be introduced both for translating words, phrases, even idioms and for studying more difficult text at level 3 (the three or four graders), to facilitate understanding, to teach learners simple translation skills, and to reinforce grammar. Its too "theoretical" nature, its accentuation on grammar skills and repetition, its lack of dynamics, action make it boring for students. As it does not allow collaborative work, developing creativity, focuses on individual presentation, makes the learner a passive recipient of grammar knowledge, the progress in the 4 basic skills and functional communication is neglected, range it among the least practiced methods in FLT, since it is not appropriate for the psycho-evolutive development of the primary learner. The Direct Method is not very suitable for teaching English in Primary as students are supposed to learn a foreign language. In the same way, they learned their mother tongue, translation into Bulgarian should be avoided. It focuses on functional communication mainly, while writing and reading skills are overlooked. Learners find it difficult to understand the messages the teacher conveys. Nevertheless, it is in some cases appropriate for the third and fourth graders to be taught culture successfully by creating an environment similar to the target culture, thus going outside the limited frontiers of the classroom. It can also prove convenient if there is a native speaker teaching. The Audio-lingual Method might be used carefully if well-tailored. As it requires repetition, children can get disinterested and bored if it is over-used. It is expected to improve students' listening and pronunciation skills. Communication is enhanced by the dialogues practice, through repetition and memorization derive the learners from dynamic activities, imagination. If used in the wrong way If the student is a passive recipient of knowledge, he/she is to be bored and discouraged, which sometimes leads to decreasing motivation. However, it is successfully used to provide guidelines on speaking activities, such as how to make greetings in English and other essential structures. And is handy for the first graders. Similarly, the Total Physical Response is appropriate for that age group as it requires a physical response., making a good introduction to the language and communication in English, if used as games, based on movement, role-playing; they can be beautiful language activities. Unfortunately, the method does not aid the development of writing and reading skills much. Learners at the age of 7-8 are well-taught Kinesthetically. Teachers should dose its usage well as it demands lengthy presentation. Hence it can get repetitive and boring. Teachers should take care of no learners with disabilities in the classroom, as that method is grounded on motor movement. The teacher must be devoted, creative, and know how to manage the class of young learners. The key method used in modern FL teaching is related to the communicative approach, which is both demanding and rewarding. Communicative Language Teaching can successfully achieve FL

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progress with the fourth graders, as their cognitive, linguistic, and emotional development for that particular age group allows it. According to their specific learning style and interests, the introversion and extroversion disposition, they can learn to speak English in a variety of contexts, using terms and complex phrases. Some barriers to practicing the communicative approach might be that the educational environment, confined to the classroom, does not allow enough possibilities for communication oral activities, so it has to be enriched by the teacher. I believe Task-based Language Learning is a wonderful FLT approach that can improve the learning progress and satisfy the students' needs if appropriately used. In modern student-centered education. It can promote the improvement of the communicative function of language by activities related to group tasks, which require collaboration and cooperation. It can be directed towards acquiring the 4 language skills and enriching vocabulary. All activities are to be consolidated in the successive FL sessions. As some learners in a group always contribute more than others, the teacher as a good psychologist should explore the reasons for both the learners' reduced participation and their hyperactive presentation; neither to allow the rest of the inhibited learners to develop inferiority complex nor to experience stress or anxiety or lose motivation. The teacher can rely on the learners' desire to work and use the situation to socialize the learners who are verbally inhibited. The tasks, assignments, homework set for that age group demand autonomy, time management, and cooperation. Due to the specific features of the age group, adequate and understandable feedback to students must be well provided. One of the disadvantages of task-based learning is that FL learning relies heavily on the participation and motivation of the students; order and discipline are difficult to be maintained in the classroom as communication activities are noisy. In summary, with task-based learning, students learn the language through communicative and intentional interaction; activities and tasks are sequenced according to their difficulty level. Other methods and approaches should enrich its usage. Suggestopedia is a method created in Bulgaria in the 1980s by Georgi Lozanov, Ph.D. After introducing it to UNESCO, they issued a report of its advantages and areas for improvement; the corrections were published by one of Lozanov's ex-students and colleagues in 2005. . Lozanov's method is derived from "Suggestology." The approach was based on the notion that positive suggestions would make the learner more receptive and, in turn, stimulate learning immensely. Lozanov tries to create a special, comfortable learning environment- a relaxed but focused state is considered the best state for a learning process. However, the student's choice is emphasized.[9]Physical surroundings and atmosphere in the classroom are necessary factors to ensure "the students feel comfortable and confident," and various techniques, including art, baroque or classical music, are made use of. The lesson of Suggestopedia consists of three phases: deciphering, concert session (memorization séance), and elaboration, including dramas, songs, and games. The relationship between the teacher and the student is close paternalistic, friendly. Linguistic theory in suggestopedia is not outlined. The order of the foreign language items taught is presented unconventionally. The translation has used an approach. The learning environment plays a central role; its important elements include the classroom's appearance (bright and cheery), visualization is a must- pictures, posters, photos are hung on the wall or projected.[10] The furniture consists of cozy armchairs arranged in a circle; just sitting on the floor is common, music is used both in the background or as a central activity. The environment is relaxing but motivating, brings positive emotions. Attention to factors such as décor, lighting, and furniture is important. The teacher teaches the material in "a playful manner" instead of analyzing the lexis and grammar of the text in a directive manner; dialogues are widely practiced. Resources that match the children's characteristics are to be picked. Lessons for children are more incidental and short. [11] Children are allowed to communicate with peers and be creative. Parents could influence children both negatively and positively, depending on how they support the kids. The learning environment creates conditions in which learners are alert and receptive, evoking positive effects on motivation. [12]. Though criticized by scientist to lay emphasis on memorizing words [13], suggestopedia has proved to be an interesting method involving special learning, teaching, and memory. Suggestopedia is arguably now outdated; elements of the approach still survive and are successfully practiced in FL classrooms.

Using Digital Tools and Bright Ideas in FLT

The use of Information and Communication Technologies (ICT) in primary schools enhances the effectiveness of foreign language teaching. Thus, young FL learners acquire initiative and confidence to study. Educational software is intended for a specific target audience, for the 4 graders, aged between 7 and 12 years. For the 7-8-year-olds, it accentuates listening and speaking. For ages 9-10, it aims at developing activities to learn writing, identify and recognize letters, words, phrases, numbers, and colors. For the 11-12- year olds the educational resource covers activities aiming to acquire the 4 skills, uses adapted texts, and encompasses several knowledge fields, as described in the topics on the curriculum.

Different media tools support it: video, audio, images, and text. Each unit has a game and quizzes in which the learner is to reply to questions, where the degree of difficulty increases. Knowledge acquisition is

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achieved through voice recognition, pictures, speech, and handwriting. The multimedia contents are displayed with videos and sound. Self-assessment is encouraged, or the teacher can assess the learners' knowledge and skills acquired and registered the grades simultaneously by clicking on "enter."

The use of Artificial Intelligence in FL learning helps to intensify and personalize the pace and depth of learning, aids in avoiding subjective assessment, promotes interest and creativity, contributes to overcoming barriers like communication in the target language, shyness or lack of confidence, gives everyone equal opportunities, motivates and facilitates socialization for young learners, in contrast to conventional learning, raises empathy.

Thus, we effectively use the following digital resources in foreign language lessons: PowerPoint presentation (PPT), tests, e-training programs, stimulators, generators of foreign language tasks, online tutorials, educational Internet resources, games, quizzes. In our opinion, multimedia presentations, e-learning software, and educational Internet resources have great teaching potential. Here we should emphasize that each teacher applying ICT to foreign language lessons,

should bear in mind that any educational technology should meet the specific requirements of the applied methodology, strive after achievement of the educational objectives set by the curriculum and integrity. Original teaching materials of presentations captivate, motivate, and direct students to bringing out their creativity and facilitate the foreign language acquisition. Multimedia presentation (MMP) is widely used to convey visual support in FLL. It allows interactivity, complex effects for information representation such as text, sound, graphics, animation, video, hyperlinks, etc., making comprehension easy. It allows the teacher to make high-quality learning materials for specific learning tasks, which the face-to-face learning fails to do.

Conclusion

In conclusion, the Methods used must be adapted to the variety of situations in the FL classroom. It is related to what is sometimes referred to as the break with the concept of method [14]. or "The post-methods era." [15]. The best methods are those applied according to the needs and objectives in the FL session. The idea that each teacher creates his/her own method means taking those parts of the different approaches that are not meaningful when separated but prove to be fruitful and productive if put together, chosen based on the characteristics of our students. It usually involves applying detailed specifications of content, teaching procedures and techniques, by the varied and individual interpretations of the teacher, which are to make learning inspiring and rewarding. The teacher should be allowed to use his/her own initiative or style. Moreover, students have to participate dynamically and perform the exercises and activities proposed matching their different learning styles. Teachers should incorporate new ICT, cultural studies, and interdisciplinary approaches into the learning process. A combination of methods and flexible approaches interwoven in the course design in primary education is one of the goals of FLT. It is subordinated to the overall objective of efficiency in education and facilitating the learning process. Motivators and destructors/inhibitors are keywords in this relation. Raising the learners' motivation and actively involving all of the learners to participate is as important as considering one's individual learning style, interests, and pace of learning. Though autonomous learning is not yet applicable for that age group, it is essential to aid learners in forming habits and knacks for FLL. The teacher can raise motivation by influencing, modeling, and persuasion. A teacher can inspire students to do their best for their performance, achieve progress and feel confident during the learning process, give them energy and enthusiasm. Inhibitors as stress, anxiety, fear, lack of ability to speak in public, speech disorders, lack of confidence, inferiority complex should be studied, diagnosed to be overcome so as not to leave durable traces in a child's consciousness, leading to repulsion and denial of FLL. A teacher must not be restricted to using a single method or approach but feel free to give vent to his/her imagination and contribute with his/her devotion, love, professionalism, teaching knowledge, and skills to the progress of the learners.

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