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IMPROVEMENT OF NATIVE LANGUAGE TEACHING METHODS BASED ON INTERNATIONAL ASSESSMENT PROGRAM

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Abstract. Given the diversity of cultural backgrounds in our schools today, helping students maintain their mother tongue should be part of lessons in every classroom. By doing so we can help students feel a sense of pride in where they come from and their cultural heritage. It is also helpful for parents who are trying to encourage their children to maintain the use of their native tongue at home, as it will help their child see the value in this. Incorporating the use of a child's mother tongue in your classroom doesn't require extensive extra planning, in fact many ideas can be incorporated easily into your day-to-day lessons. In addition to asking students to read books to the class in English, have students bring books to share in their mother tongue and translate. The Program for International Student Assessment (PISA) is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every 3 years. First conducted in 2000, the major domain of study rotates between reading, mathematics, and science in each cycle. PISA also includes measures of general or cross-curricular competencies, such as collaborative problem solving. By design, PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling. PISA is coordinated by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries, and is conducted in the United States by NCES.

Key words: native language, mother tongue, assessment, education projects, classroom management, education system, learning program, subject.

Introduction. Determining what language will be used to teach children is one of the most important decisions that ministries of education make. The language(s) used in the classroom dramatically affects children's opportunity and ability to learn. Yet, this decision is often made without a careful consideration of implications for learning outcomes. Furthermore, education improvement efforts rarely consider the impact that the language of instruction will have when designing education projects. Instead, the use of mother tongue or familiar languages is dismissed as a "political" or national issue; considered a problem too complicated to tackle within the scope of a project or overlooked due to a lack of understanding of the central role that language plays in facilitating access to schooling and academic achievement. The use of mother tongue at foreign language lessons can be useful in particular cases. Willis considered that unless teachers teach multi-lingual classes, they may not speak English all the time, and sometimes it might be more economical to use mother tongue instead of English. This can be done for example when:

• Explaining the meaning or use of new words would be time-consuming.

• Introducing the aims of the lesson or the next activity to make sure pupils know

what they are learning.

• When checking of pupils' understanding after the presentation stage.

• Discussing the main ideas of a reading passage, but only when the aim is to improve

the reading skills.

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• Pupils got teacher's permission to use their mother tongue, but it is important to

make clear when pupils must stop using the mother tongue and return to English and other possibilities:

• Classroom management.

• Language analysis.

• Presenting grammar rules.

• Discussing cross-cultural issues.

• Giving instructions and prompts.

• Explaining errors.

As stated above, the reasonable use of mother tongue can play its role in some cases, but the target language should remain the main language. There is several functions of mother tongue at foreign language lessons. Motivational function. The native language is often used in the formulation of the goal of the lesson in the teacher's presentation before introducing new material. Many teachers use the native language of students summarizing the material at the end of the lesson. It is a very important moment of the lesson; teacher should say what students have learned at the lesson in order to provide a sense of progress. Educational function. The native language is used to explain the peculiarities of the articulation of individual sounds at the stage of formation of sound-producing skills (usually at the elementary level). This concerns, first of all, those sounds that are absent in the students' native language (for example, sounds [θ] and [ð], nasal [ŋ]) or sounds that are partially coincide with similar sounds of the native language, ([s], [t], [h], [r]). Many teachers use native language of students presenting new grammatical material. Teachers try to explain more accurately the meaning of the new grammatical construction, pay attention to its features and forms, demonstrate use in speech; thus, examples in Russian can be visual material for comparison. Mother tongue is used by teachers in the process of explanation of material of linguistic and cultural nature, when comparison of cultural realities of different countries makes it possible to remove difficulties in understanding the features of life and the world view of representatives of another culture.

Organizational function. Communicative approach in teaching foreign languages involves the use of different game technologies, which are effective means of increasing cognitive and linguistic activity of students and contributing to better learning of lexical and grammatical material, the formation of speech skills. It is more reasonable to explain the rules of new games in student' native language, it will ensure the accuracy of understanding the instructions by all students and will save time for the game. Semantic function. As a rule, teachers use students' mother tongue when other methods of explaining of foreign words such as direct demonstration (demonstration or illustrative visibility), synonyms-antonyms, and conjecture on word-building elements (suffixes, prefixes, wordbuilding, conversion), foreign interpretation of the meaning of words (definition) cannot be implemented. In this case, the translation is used for one or two words.

Some argue that just changing the language of teaching will not solve all the problems of an education system. However, a change in the medium of instruction also brings about other changes: It makes the home culture visible, it allows learners to talk about their prior knowledge and experience and link them to new information, it brings the home and the school closer together, it opens up communication between families and teachers, it facilitates

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communication and participation in the classroom, it helps learners gain self-esteem and a stronger sense of identity in sum, using the learner's language goes a long way toward resolving many of the access and quality issues that would lead us closer to reaching Education for All goals. To make appropriate decisions about educational languages in multilingual societies, we need to reach some common understandings of the principles of first and second language acquisition. Once these are fully integrated into our thinking about teaching and learning, we can apply different bi- or multilingual approaches as needed in different linguistic, social, cultural and logistical situations. Our goal should be for every learner-whether young or old, poor or rich, female or male-to gain access to a quality education that helps her/him reach her/his full potential and live a good life. That education must be understandable and useful, and that is the basis for this discussion of languages and learning. As a final note, we must remember that different situations require different amounts of exposure to both the first and the second language. Many of the time periods discussed here were established through research in well resourced education programs with well trained teachers, functioning in societies where learners are often exposed to the L2 outside the learning program. The reports in this publication are organized by country, and represent an exciting collection of finding on the use of mother tongues (and often additional languages) in literacy and learning. While the authors were guided by the same set of questions sent by UNESCO prior to the workshop, and the articles were edited to keep the same basic structure, different kinds of information are presented, ranging from descriptions of single projects at different phases of implementation to overviews of countrywide efforts to use people's languages in educational programs. Many of them deal with tricky issues such as trying to influence educational language policy where support is limited, or determining how to extend a successful pilot project to a wider scale of implementation. Some present detailed methodological considerations in mother tongue-based teaching and learning, while others focus on solving logistical problems for sustainability purposes. Taken together, they provide a rich diversity of approaches, ideas and advice for each other and for all of us. This section discusses some of the major themes (highlighted in bold) that arise in the reports from the Asia-Pacific region, which are then related to contributions from African and South American contexts. These themes indicate general directions taken by mother tongue-based educational projects as well as some lessons learned, with references to the relevant country reports so that readers can look for particular information as needed. Control function. At the stage of improving or controlling the formation of lexical and grammatical skills, so-called "reverse translation" is effective, when students are presented with isolated words, phrases (including idioms), individual sentences (there may be proverbs or sayings) or statements in their native language. Students translate them into a foreign language on their own or in pairs. Many of the projects described here depend on the linguistic and cultural communities of the learners for input on the proposed educational interventions. For example, in the Philippines project, committees composed of local educators, handicraft experts and concerned individuals give advice and feedback in the planning, implementation and evaluation of the project, and encourage appropriate community members to be trained as facilitators. Improving the quality of mathematics instruction is always possible. Innovative ways should be provided for the growth and development of pupils in mathematical education. Mother tongue instruction leads to more effective teaching in Mathematics subject as official language of instruction in teaching the subject. It promotes national identity and greater understanding among learners to the subject taught by their teachers.

Conclusion. The study used a quasi-experimental research design in which allow the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment. Two heterogeneous groups from Class Two of Elementary School

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pupils were formed. Section A was exposed to Mother Tongue-Based language instruction while section B was exposed to Non-Mother Tongue instructions. It should be remembered that investment in training people from the target communities is not only worthwhile in the short term—it is likely to have significant benefits within a generation. As learners graduate from mother tongue-based primary and basic education and literacy programs, they will have developed the bilingual and biliteracy skills needed to become teachers, tutors and role models in their linguistic and cultural communities, facilitating development in the years to come. This concludes the discussion of relevant themes from the country reports.

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