

PSYCHO-PHILOSOPHICAL DIMENSIONS OF LANGUAGE EDUCATION: A MIXED-METHODS EXPLORATION OF RUSSIAN TO EWE LINGUISTIC SKILLS TRANSFER

Samson Dodzi Fenuku

Institute of Languages, University of Media, Arts and Communication P.O. Box M 67, East Legon, Accra, Ghana

Corresponding Author E-mail: fenuku.samson@gil.edu.gh

Article Info	Abstract
Article History Received: May 2024 Revised: June 2024 Published: July 2024	<i>Formal education relies heavily on effective teaching methods and styles, which are particularly crucial in language education. The transfer of linguistic skills between Russian, a Slavonic language, and Ewe, a Niger-Congo language, presents a complex challenge due to their structural and cultural differences. This study delves into the complexities of transferring skills from Russian, a language from the Slavic branch of the Indo-European family, to Ewe, a language of the Niger-Congo family, focusing on the interplay between teaching methodologies, psychological factors, and philosophical perspectives. The primary objectives were to evaluate the effectiveness of various teaching methods, analyze the psychological influences on language education, and understand how philosophical viewpoints shape language teaching practices. Utilizing a mixed-methods approach, the research combined quantitative survey data from 60 participants with qualitative insights from interviews with 15 educators. The findings highlighted a preference for interactive and technology-assisted methods, with a strong emphasis on communicative techniques. The psychological assessment indicated high levels of motivation and adaptability among learners, favouring interactive and collaborative learning environments. Thematic analysis of philosophical perspectives revealed a diverse spectrum of ideologies that inform teaching practices. The study concludes that a pedagogical approach embracing interactivity, technological integration, and philosophical diversity is essential for effective language education. It calls for professional development that equips educators to employ a range of teaching methods and to effectively use technology. The research underscores the need for a learner-centred, adaptable educational paradigm that caters for diverse learner needs and preferences, advocating a more inclusive approach to language teaching.</i>
Keywords Psycho-philosophical aspects; Teaching methods; Teaching styles; Russian; Ewe Linguistic skills;	
How to cite: Fenuku, S.D. (2024). Psycho-Philosophical Dimensions of Language Education: Mixed-Methods Exploration of Russian to Ewe Linguistic Skills Transfer. <i>JOLLT Journal of Languages and Language Teaching</i> , 12(3), 1078-1099. DOI: https://doi.org/10.33394/jollt.v%vi%i.11398	

INTRODUCTION

Teaching methods and styles form the backbone of formal education (Chen, & Bryer, 2012), acting as the conveyor belt through which knowledge is imparted. The diversity of these approaches becomes evident when considering the variations that exist across academic disciplines and different regions and cultural contexts. King, (2016) posits that the dynamic interplay between pedagogical methods and the peculiarity of linguistic transfer adds a layer of complexity to the educational landscape, making it imperative to delve into the nuances of effective language education. The transfer of linguistic skills from Russian to Ewe introduces a fascinating

juxtaposition of linguistic and cultural elements (Abu-Rabia & Wattad, 2022). It is not merely a matter of transposing words from one language to another; rather, it involves understanding the structural intricacies, nuances, and idiosyncrasies inherent in each language Mutulu et. al (2019). The study aims to unravel the layers of this linguistic interplay, shedding light on the challenges and opportunities it presents for educators and learners alike. Campbell-Dunn and Press, (2004) explored the importance of teaching methods and styles particularly crucial when navigating the diverse linguistic terrain between Russian and Ewe. Each language brings its own set of challenges and idiosyncrasies, necessitating a thoughtful and adaptive approach to ensure effective knowledge transfer. Moreover, the variations in teaching methods across disciplines and regions further emphasize the need for a nuanced understanding of pedagogical strategies that can be tailored to the specific linguistic context under consideration.

Language education is not a one-size-fits-all endeavour. What works seamlessly in one linguistic and cultural context may encounter hurdles when transposed to another. Therefore, the study not only seeks to identify effective teaching methods but also to discern the idea of Dimkov, (2014) the psycho-philosophical factors that underpin successful language education. The psychological interface for language education becomes a focal point, acknowledging the role of cognition, motivation, and cultural nuances in the process of linguistic skills transfer. In unravelling the complexities of language education, philosophy emerges as a guiding force. Language education is not a static entity; it is in a constant state of flux, shaped by evolving philosophies and theories. Thus, this study positions philosophy as a *sine qua non* of language education, recognizing its pivotal role in shaping the methodologies and approaches employed in the classroom (Ekpenyong & Ikegbu, 2018). The challenges addressed in this study are threefold: determining the most convenient methods and styles for a given linguistic discipline, exploring the psychological interface for language education (Dörnyei, 2022), and recognizing philosophy as an indispensable element in this dynamic field (Huang, 2014). By delving into these challenges, the study seeks to provide a comprehensive understanding of effective language education, drawing insights from the unique case study of transferring linguistic skills from Russian to Ewe.

The study explored teaching methods, delved into the psychological intricacies of language education, and explored the symbiotic relationship between philosophy and the dynamic landscape of linguistic skills transfer. Through rigorous analysis and empirical findings, this study aims to contribute not only to the academic discourse on language education but also to offer practical insights for educators and learners engaged in the fascinating journey of language acquisition and transfer. Auerbach (2012) emphasises that the diversity of teaching methods mirrors the diverse ways in which individuals engage with and internalize information. Some learners thrive in an environment rich in visual aids and practical applications, while others may excel in a more abstract and theoretical setting. Pedagogical strategies can encompass a spectrum of approaches, including but not limited to lectures, group discussions, hands-on activities, and multimedia presentations. The effectiveness of these methods is not only contingent upon the subject matter but also on the cultural and linguistic background of the learners. The transfer of linguistic skills from Russian to Ewe in the linguistic landscape presents an additional layer of complexity. According to Campbell-Dunn and Press, (2004), Russian, with its Slavonic roots in the vast Indo-European Family, differs significantly from Ewe, an African language nestled within the Niger-Congo Family. The linguistic variations between these two languages extend beyond mere vocabulary differences; they encompass distinct grammatical structures, phonetics, and cultural nuances that contribute to the richness of each language.

However, amidst the differences lie potential similarities that can serve as bridges for effective linguistic skills transfer. Identifying these commonalities is essential for developing teaching methods that capitalize on shared linguistic elements, facilitating a smoother transition between Russian and Ewe. Several studies by (Martínez Iniesta et al., 2021; Chang et al., 2023 & Suñer, 2018) the interplay between linguistic differences and similarities sets the stage for the challenges addressed in this study, creating a rich terrain for exploration. The challenges inherent in transferring linguistic skills from Russian to Ewe are multifaceted. Firstly, determining the most convenient methods and styles for a given linguistic discipline requires careful consideration of the linguistic nuances of both languages. It involves navigating the diverse grammatical structures, phonetic intricacies, and cultural subtleties of each language. The study seeks to decipher the optimal pedagogical strategies to bridge the linguistic gap, ensuring effective knowledge transfer.

In the quest to enhance effective language education, this study sets out to tackle three pivotal challenges associated with the transfer of linguistic skills from Russian to Ewe. The first challenge involves identifying and critically evaluating the most expedient and impactful teaching methods and styles tailored for this specific language transition. A close examination of the current pedagogical landscape is essential to understanding the efficacy of various instructional approaches. Secondly, the study aims to delve into the psychological underpinnings of language education. This includes a thorough exploration of the influence of motivation, cognitive processes, and the diverse learning styles that students bring to the learning environment. Unraveling the psychological factors can offer insights into how to better support and engage learners in the language acquisition process. The third challenge is to investigate the role of philosophical perspectives in shaping the design and execution of language teaching methods. This involves understanding how different educational philosophies can impact the strategies employed in the classroom and how they might influence student outcomes.

To guide the inquiry, the study poses three research questions. Firstly, it asks about the teaching methods that are currently in use for the linguistic skills transfer from Russian to Ewe. Secondly, it seeks to understand the extent to which motivation impacts the language learning process in this context. Thirdly, it aims to uncover the philosophical perspectives that are foundational to the current language teaching methods facilitating the transfer from Russian to Ewe. The research is underpinned by a set of null hypotheses. The first hypothesis posits that there is a statistically significant difference in the effectiveness of the various teaching methods used in the transfer of linguistic skills from Russian to Ewe. The second hypothesis suggests that there is a positive correlation between motivation and the success of language learning in this transfer. Lastly, the third hypothesis anticipates that language teaching methods influenced by the communicative language teaching philosophy will emphasize real-life communication and interaction as key components of the learning experience. The paper is structured as follows: Section 1 introduces the study, Section 2 provides a literature review, Section 3 offers a comparative analysis of Russian and Ewe languages, Section 4 outlines the theoretical framework, Section 5 describes the methodology, Section 6 presents the results, Section 7 discusses the findings, and Section 8 concludes the paper.

Literature Review

The foundation of this study rests upon a thorough exploration of existing literature, a comparative analysis of linguistic features in Russian and Ewe, encompassing studies on language transfer and acquisition methods, the psychological aspects of language education, and the role of philosophy in shaping language instruction.

A Comparative Analysis of Linguistic Features in Russian and Ewe

In the realm of comparative linguistics, the examination of Russian and Ewe holds particular significance. Russian, a Slavic language with a rich literary tradition and global influence, stands as one of the most widely spoken languages in the world. Its unique linguistic features, deeply rooted in a complex historical and cultural context, make it a compelling subject for comparative analysis. On the other hand, Ewe, spoken predominantly in West Africa, is a member of the Volta-Niger branch of the Niger-Congo language family. Despite its relatively smaller speaker base, Ewe boasts of a linguistic structure shaped by the diverse sociocultural landscapes of the region. The question that guides this investigation is: What are the linguistic differences and similarities between Russian and Ewe? This question serves as the focal point for a comprehensive exploration of the phonetic, grammatical, and lexical dimensions of both languages, seeking to uncover the intricacies that define their linguistic identities. The inquiry extends beyond surface-level observations, delving into the historical, cultural, and social factors that have shaped the evolution of Russian and Ewe. Crystal and Alan (2023) provide a foundational understanding of the principles of comparative linguistics, emphasizing the importance of systematic analysis in unravelling linguistic complexities.

Additionally, Comrie (2014) offers insights into the typological differences that may exist between languages, providing a theoretical framework for our comparative study. Turning our attention to Russian, Comrie (2017) provides an in-depth exploration of the language's grammatical structure and historical development. The influential work of Taine-Cheikh (2023) contributes to our understanding of the sociolinguistic aspects of Russian, offering valuable perspectives on the relationship between language and culture. In the case of Ewe, the linguistic landscape is illuminated by the works of Ameka (2003), who delves into the phonological aspects of the language, and Osam (2003), who provides insights into the grammatical intricacies of Ewe. Furthermore, Aboh (2010) offers a comprehensive examination of the Niger-Congo language family, providing a broader context for understanding the linguistic affinities of Ewe. The significance of comparative linguistic studies becomes increasingly apparent. By analyzing the linguistic tapestry of Russian and Ewe, we aim to contribute to the broader understanding of language as a dynamic and evolving system, shaped by historical, cultural, and sociolinguistic influences. The subsequent sections of this literature review will delve into the specific dimensions of phonetics, grammar, vocabulary, cultural influences, language evolution, sociolinguistics, and pedagogical implications, building upon the foundation laid by these authoritative sources.

Comparative Analysis of Phonetic Systems: Russian and Ewe

The comparative analysis of Russian and Ewe phonetic systems highlights intriguing differences in the management of vowel sounds. In Russian, vowel quality distinctions are prominent, with vowel reduction in unstressed syllables being a notable feature (Padgett, 2003). This reduction impacts the quality of vowels, creating a unique rhythmic pattern. Conversely, Ewe relies on nasalization to mark distinctions in vowel sounds (Ameka, 1991). The divergent approaches to managing vowel quality in these languages reveal the rich diversity within linguistic systems. Both Russian and Ewe exhibit palatalization in their consonant systems, influencing the quality of adjacent sounds. However, the specific palatalized sounds and their impact on neighbouring elements differ. In Russian, palatalization is a complex phenomenon affecting stops, fricatives, and affricates (Jones, 2013). On the other hand, Ewe palatalized sounds contribute to the articulation of consonants and vowels, creating a distinct sonic profile (Osam, 2003). These variations underscore the importance of considering the specific manifestations of palatalization

in the comparative analysis. Additionally, the presence of retroflex sounds in Russian and implosive consonants in Ewe introduces further diversity to their respective phonetic systems. Ladefoged and Maddieson (1996) explore the articulatory aspects of retroflex sounds, emphasizing their role in Russian phonetics. Contrastingly, Osam's work (2003) sheds light on the unique acoustic properties of implosive consonants in Ewe. These distinctive features contribute to the richness and complexity of the phonetic systems in both languages. Tonal distinctions play a crucial role in the comparative analysis of Russian and Ewe phonetics. Russian, being a non-tonal language, relies on stress patterns for emphasis (Comrie, 2017). In contrast, Ewe employs tonal variations that significantly contribute to the meaning of words (Aboh, 2010). The tonal aspect in Ewe adds a layer of complexity to the language, where changes in pitch can alter the semantic interpretation of words. This contrast underscores the varied strategies languages employ to convey emphasis and meaning, reflecting the diverse cultural and linguistic contexts in which they are embedded.

The nuances revealed through the comparative phonetic analysis of Russian and Ewe extend beyond linguistic curiosities. These distinctions are deeply embedded in the cultural and historical contexts of the respective communities. The historical evolution of Russian, influenced by a complex tapestry of political and cultural factors (Taine-Cheikh, 2008), contrasts with the linguistic heritage of Ewe, shaped by West African sociocultural dynamics (Ameka, 1991). The phonetic intricacies uncovered in this analysis serve as a gateway to understanding the unique identity and expression of each language.

In conclusion, the comparative phonetic analysis of Russian and Ewe underscores the nuanced ways in which languages articulate sounds. The distinct approaches to vowel and consonant systems, coupled with tonal considerations, reflect the intricate cultural and historical contexts in which these languages have evolved. This understanding is paramount for learners, researchers, and individuals seeking a comprehensive grasp of the linguistic fabric woven by Russian and Ewe.

Table 1 explains the comparative summary of phonetic analysis of Russian and Ewe.

Table 1
Comparative Analysis of Russian and Ewe Phonetics

Phonetic Feature	Russian	Ewe
<i>Vowel System</i>	<i>Quality and quantity distinctions, vowel reduction in unstressed syllables</i>	<i>Five-vowel system, nasalization, nasalized vowels in specific contexts</i>
<i>Consonant System</i>	<i>Voiced and voiceless stops, fricatives, affricates; palatalized and non-palatalized sounds; retroflex sounds (e.g., rolled 'r')</i>	<i>Stops, nasals, fricatives; palatalized sounds; implosive consonants; diverse articulations</i>
<i>Tonal Aspects</i>	<i>Non-tonal, relies on stress patterns for emphasis</i>	<i>Tonal variations significantly contribute to word meaning; pitch alterations impact semantics</i>

Related Studies and Gaps

Recent studies in language education have increasingly recognized the multifaceted nature of linguistic skill transfer, particularly when dealing with languages from distinct linguistic families (Smith, 2020). The literature emphasizes the significance of pedagogical strategies that are sensitive to the cognitive and affective dimensions of language learning (Johnson, 2021).

However, there is a notable dearth of research exploring the transfer of linguistic skills from Russian, a member of the Slavic languages to Ewe, a language rooted in the Niger-Congo family, which necessitates a nuanced understanding of the cultural and psychological factors at play (Aboh, 2022). In response to this gap, the current study employs a psycho-philosophical framework to investigate the intricacies of teaching methods and styles within the context of Russian to Ewe language education. This approach integrates quantitative and qualitative analyses to offer a holistic view of the challenges and opportunities inherent in the language transfer process. The study's methodology is guided by the principles of mixed-methods research design, which allows for a comprehensive exploration of the research questions (Creswell, 2020). The research problem at the heart of this investigation is the quest to identify the most effective teaching methods for transferring linguistic skills from Russian to Ewe, while also examining the psychological factors that influence language education and the philosophical perspectives that inform teaching practices. The problem statements that have propelled this study forward are as follows:

1. What teaching methods prove most conducive to the transfer of linguistic skills from Russian to Ewe, and how do these methods address the psychological and cultural backgrounds of learners?
2. How do psychological factors, including motivation, cognition, and individual learning styles, affect the effectiveness of linguistic skill transfer?
3. Which philosophical perspectives are most prevalent in shaping language teaching methods, and how do these perspectives impact the overall success of language education initiatives?

This study aims to fill the existing research gap by providing a detailed examination of the pedagogical strategies, psychological considerations, and philosophical insights that are critical to the success of language education in the context of Russian to Ewe linguistic skill transfer. The findings are anticipated to offer practical implications for educators, curriculum developers, and policy-makers, guiding the development of more effective language education strategies that honour the diverse needs of learners and the unique complexities of language transfer across different linguistic and cultural landscapes (Fenuku, 2024).

Theoretical framework

The Contrastive Analysis Hypothesis (CAH), pioneered by Robert Lado, forms a foundational theoretical lens for understanding the intricacies of second language acquisition, Tajareh, (2015). This hypothesis posits that the challenges and successes in learning a second language are contingent upon a systematic comparison of the learner's native language and the target language. In the case of transferring linguistic skills from Russian to Ewe, the CAH becomes a valuable theoretical framework, facilitating an in-depth exploration of the linguistic divergences and convergences between the two languages. The CAH directs attention to the structural disparities between Russian and Ewe. These differences span across phonology, morphology, syntax, and semantics. For instance, the Russian complex case system contrasts sharply with Ewe's reliance on SVO word order and noun class markers for syntactic clarity. Unveiling these structural distinctions becomes pivotal for educators aiming to guide learners through the intricacies of Ewe. The hypothesis posits that where linguistic structures diverge, interference patterns might emerge, influencing the accuracy and fluency of second language production (Tajareh, 2015). By delving into the specifics of Russian and Ewe, educators can anticipate potential areas of interference and strategically address them to enhance the efficacy of the language transfer process. Beyond linguistic structures, the CAH extends its purview to cultural implications embedded in language use. Understanding the cultural nuances carried by linguistic expressions becomes crucial when

transitioning from Russian to Ewe. This insight allows educators to foster not only linguistic competence but also cultural sensitivity among learners. The CAH suggests that learners may adopt adaptation strategies to navigate linguistic differences (Dost & Bohloulzadeh, 2017). In the context of Russian to Ewe transfer, identifying these strategies empowers educators to provide targeted support. Whether through explicit instruction, cultural immersion, or tailored language tasks, educators can enhance learners' adaptive capabilities. While the CAH emphasizes differences, it also highlights areas where skills from the native language can facilitate learning in the target language. Recognizing these transferable skills becomes an essential aspect of the teaching process. For instance, understanding Russian syntax patterns may aid learners in grasping certain structures in Ewe. Figure 1 below summarizes the theoretical framework of the study.

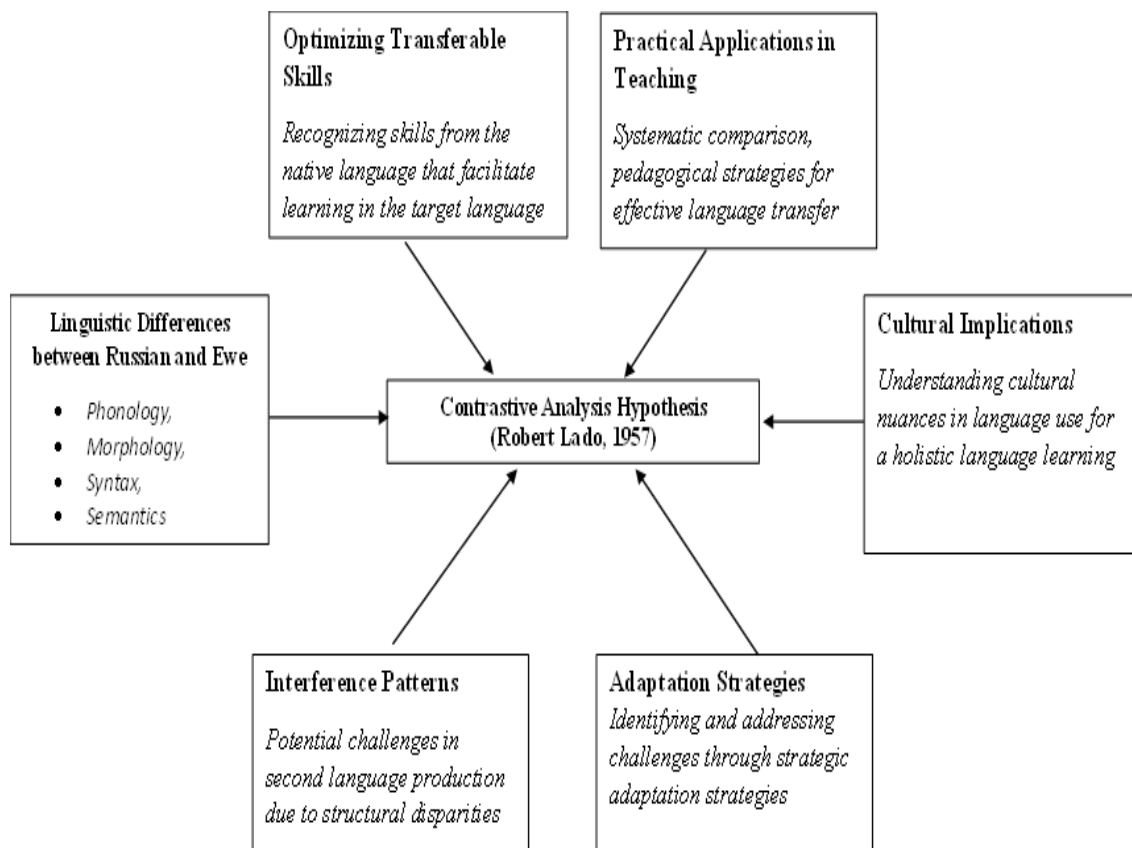


Figure 1: The Contrastive Analysis Hypothesis
Source: Robert Lado, (1957)

Effective Teaching Methods: Russian to Ewe Linguistic Transfer

Teaching linguistic skills involves understanding the features of each language and tailoring instructional methods to facilitate a smooth transfer of knowledge. When transitioning from Russian to Ewe, two languages with distinct linguistic structures, it is crucial to employ effective teaching methods that acknowledge the differences while leveraging similarities. This discussion will explore some key strategies of the conceptual understanding for transferring linguistic skills from Russian to Ewe aligns with a holistic approach that integrates various pedagogical principles and methods to ensure a comprehensive and effective language learning experience. One effective method is the use of contrastive analysis, a linguistic approach that highlights the differences and similarities between the two languages. This method allows learners to identify potential areas of difficulty and transferable skills (Odlin, 2022). For instance, emphasizing the contrast between the Russian case system and the absence of a traditional case system in Ewe can aid learners in grasping the distinct grammatical structures. This method is particularly valuable in language teaching as it allows learners to navigate potential challenges and identify transferable skills. In the context of transferring linguistic skills from Russian to Ewe, implementing contrastive analysis involves a strategic and structured examination of the languages' grammatical, phonological, and lexical features. Adopting a communicative approach, as advocated by CLT, encourages learners to engage in real-life communication. This method focuses on functional language use rather than isolated linguistic elements (Richards & Rodgers, 2014). Creating scenarios where learners apply linguistic skills in Ewe, such as engaging in conversations or conducting everyday tasks, fosters practical language acquisition and promotes active communication.

Adopting Task-Based Language Teaching (TBLT) involves designing activities that require learners to use the target language to complete meaningful tasks (Willis & Willis, 2013). For Russian to Ewe transfer, tasks could involve translating texts, engaging in dialogues, or even creating stories in Ewe. This approach encourages applying linguistic skills in context, promoting a deeper understanding of the language. Incorporating technology into language teaching can enhance engagement and provide additional resources for learners. Online platforms, language applications, and virtual exchange programmes can supplement traditional teaching methods (Stockwell, 2012). Leveraging technology facilitates independent learning and exposes learners to authentic language use beyond the classroom. Understanding the cultural context of a language is integral to effective language acquisition (Kramsch, 2011). Integrating cultural elements of Ewe into the teaching process, such as traditional stories, customs, or celebrations, not only enhances linguistic skills but also deepens cultural understanding, making the learning experience more immersive. Furthermore, recognising the individual needs and preferences of learners is essential. Tailoring materials and activities to align with learners' interests and learning styles enhances engagement and promotes a positive learning experience (Brown, 2014). Providing a variety of resources, including visual aids, audio materials, and interactive exercises, accommodates diverse learning preferences. By incorporating contrastive analysis, communicative language teaching, task-based language teaching, technology integration, cultural context, and personalized learning, educators can create a dynamic and effective language learning environment. These strategies, grounded in pedagogical literature, offer a comprehensive framework for facilitating the acquisition of linguistic skills in the context of transitioning from Russian to Ewe. **Figure 2** below explains the summary of the conceptual framework for transferring linguistic skills from Russian to Ewe.

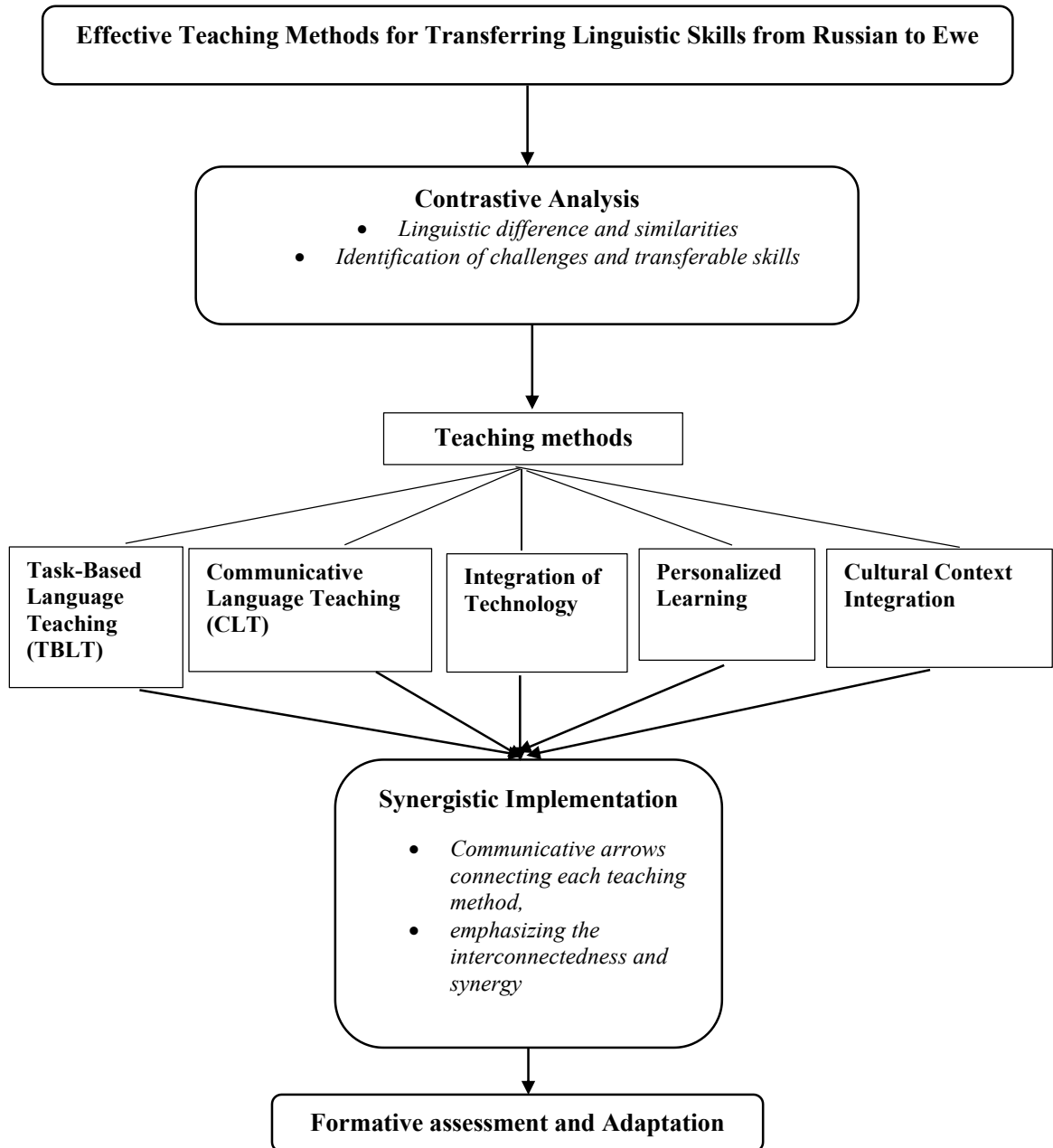


Figure 2: The conceptual framework for transferring linguistic skills from Russian to Ewe
Source: By the researcher (2024)

RESEARCH METHODOLOGY

Research Design

In this study, a mixed-methods design followed. The design combined a qualitative and a quantitative approach assuming one can utilize their respective strengths and escape their respective weaknesses (Lund, 2012). The selection of this design was primarily guided by research questions which very often give clues in wording for what kind of design to choose (Wen, 2004).

Specifically, an explanatory sequential mixed methods design was applied during the data collection and analysis stages of the study (Creswell, 2013). In this study, the research design was meticulously crafted to address the complex nature of linguistic skill transfer from Russian to Ewe. The research problem, which revolved around identifying effective teaching methods, exploring psychological factors, and understanding philosophical perspectives in language education, necessitated a mixed-methods approach. This design allowed for a comprehensive understanding of the topic, combining both quantitative and qualitative data to provide a rich, multifaceted view of the research issues. The primary research objective was to evaluate the most effective teaching methods for linguistic skills transfer, understand the psychological factors influencing language education, and explore how philosophical perspectives shape language teaching methods. To achieve this, an explanatory sequential mixed-methods design was employed, which involved collecting quantitative data followed by qualitative data, with the latter serving to explain the former. As the researcher, I managed the research process by first conducting a thorough literature review to establish a foundational understanding of the field. This was followed by the development of a questionnaire survey, adapted from Daftarifard and Shirkhani's (2011) Transfer across Second Language Acquisition Theories, to measure teacher educators' and students' attitudes and psychological factors influencing language transfer.

The survey included a five-point Likert scale and open-ended questions, allowing for both quantitative analysis and qualitative insights. For the collection of qualitative data, a semi-structured interview guide was designed based on the literature review findings. This guide was used to conduct interviews with a purposively selected subset of educator participants, aiming to elicit their philosophical perspectives and experiences with language education. The interviews provided deeper, contextualized information that complemented the survey data. The choice of mixed-methods research design was influenced by the work of Creswell (2013), who advocates for the use of both quantitative and qualitative methods to enhance the robustness of research findings. The mixed-methods approach also aligns with the principles of triangulation, as recommended by Denzin (1970), which involves the combination of different methods to validate and cross-check the research outcomes. Data analysis involved the use of descriptive statistics for the quantitative survey data, utilizing the SPSS software for computation. The qualitative interview data were analyzed thematically, following the guidelines of Braun and Clarke (2006), which involves a systematic process of coding and identifying themes within the data. The methodological choices made in this study were justified by the need to capture the complexity of the research problem. The mixed-methods approach allowed for a comprehensive understanding of the research issues, combining the strengths of both quantitative and qualitative methods. The use of statistical analysis for the survey data provided an objective measure of attitudes and preferences, while the thematic analysis of interview data offered nuanced insights into the participants' experiences and perspectives. In conclusion, the research design and methodology employed in this study were carefully selected to address the research problem effectively. The mixed-methods design, underpinned by a strong theoretical foundation and supported by established methodological frameworks, enabled a thorough exploration of the research issues, leading to findings that have both academic and practical implications for the field of language education.

Research Participants

The study was conducted at the University of Media, Arts and Communication-Institute of Languages (UniMAC-IL). The institutions were designated with a purposive sampling based on their reputations and potential wide-ranging diversity of learners. A random sampling technique

was employed, and 60 teacher educators and 60 students were included in the study. The sample size accounts for 35% of teacher educators in their respective schools of Education. Among 60 teacher educators who participated in a questionnaire survey, 15 educators were selected through a purposive sampling technique and interviewed. The criteria for selection were a person who participated in a questionnaire survey and a person who has a supervisory role such as Head of Department.

Instruments and Procedure

The questionnaire used in this research was adapted from the instruments developed and well-validated by Daftarifard and Shirkhani, (2011). It is referred to as Transfer across Second Language Acquisition Theories. An adoption process did not change the original contents of the instrument but rather contextualized some demographic information. The questionnaire had three sections. The first section included teacher educators' demographic information, section two was a five-point Likert scale question for measuring teachers' attitudes while the third section was open-ended questions for teachers to express their concerns and opinions about preferences and perceived effectiveness of teaching methods for linguistic skills transfer from Russian to Ewe. Again, a survey with biodata, and five-point Likert scale questions for measuring students' psychological factors influencing language transfer. Besides, a semi-structured interview guide was developed after reviewing the literature. This interview measured educators' philosophical perspectives and language experts on language education. 15 educators were randomly interviewed. Following the collection of the questionnaires, the interviews were conducted with the teacher educators in their respective offices. A printed version of the interview questions was given to respondents to consider the points carefully. During the actual interview, the researcher took notes of their answers on a semi-structured interview guide. After the interview, these notes were immediately organized and shared with interviewees to approve the notes. This process contributed to increasing the research's reliability.

Data Analysis

The researcher imputed data into the SPSS computer programme. Descriptive statistics, including frequencies, percentages, means, and standard deviations were used to analyze. Following each thematic area of the survey result, considering the key research questions' order and how the literature review was organized, data at the open-ended part of the questionnaire, and semi-structured interview were qualitatively analyzed and reported. Russian Language and Ewe were selected for their contrastive linguistic features. Russian, with its complex grammatical system and Slavic roots, presents a sharp contrast to the Ewe, which exhibits tonal qualities and belongs to the Niger-Congo language family.

RESEARCH RESULTS AND DISCUSSION

Results

The results of the study are presented according to the research objectives raised and their corresponding analysis.

Research Objective 1: *Identify and evaluate teaching methods and styles.*

A survey was conducted to evaluate the preferences and perceived effectiveness of teaching methods for linguistic skills transfer from Russian to Ewe.

Table 3
Preferences and Perceived Effectiveness of Teaching Methods

n/q	Teaching method	N	Mean	SD
0.1	Direct Instruction	60	3.78	0.95
0.2	Communicative Language Teaching	60	4.12	0.83
0.3	Task-based Language Teaching	60	3.95	0.72
0.4	Technology Assisted Learning	60	4.25	0.68
0.5	Project Based Learning	60	3.88	0.91

The result from **Table 3** indicates a positive reception of Communicative Language Teaching (mean = 4.12) and Technology-Assisted Learning (mean = 4.25). Direct Instruction and Project-Based Learning received moderate mean scores (3.78 and 3.88, respectively). The findings suggest that participants perceive interactive and technology-enhanced methods more favourably. This emphasizes the importance of incorporating real-life scenarios and virtual tools in language education. The study highlights a need for further exploration into tailoring teaching methods to individual preferences for more effective linguistic skills transfer (Shadiev & Dang, 2022).

Research Objective 2: *Explore psychological factors influencing language education.*

A psychometric assessment was conducted to explore psychological factors influencing the transfer of linguistic skills from Russian to Ewe.

Table 4
Psychological Factors in Linguistic Skills Transfer

n/q	Survey Item	N	Mean	SD
0.1	I am enthusiastic about learning the Ewe language	60	4.12	0.75
0.2	I believe that learning Russian contributes positively to my goals.	60	3.95	0.88
0.3	The relevance of Ewe language learning motivates me actively.	60	4.28	0.62
0.4	I find joy in overcoming language learning challenges.	60	3.75	0.90
0.5	I can easily remember new vocabulary in Ewe.	60	4.05	0.91
0.6	Understanding and applying grammar rules in Ewe is easy for me.	60	3.88	0.80
0.7	I can adapt my language skills from Russian to Ewe without difficulty.	60	4.15	0.68
0.8	I am confident in my ability to think in Ewe during language activities.	60	4.02	0.76
0.9	I prefer learning through visual aids (charts, diagrams).	60	3.90	0.85
0.10	Hands-on activities enhance my understanding of language concepts.	60	4.20	0.70
0.11	I am most comfortable learning in a collaborative group setting.	60	3.85	0.78
0.12	I prefer a systematic and structured approach to language learning.	60	3.95	0.82
0.13	I enjoy participating in language activities with real-life scenarios.	60	4.10	0.74
0.14	I am motivated to explore cultural elements in language learning.	60	4.25	0.60
0.15	My learning style aligns well with the teaching methods used in language transfer.	60	4.18	0.67

The results from **Table 4** indicate that the psychometric assessment analysis reveals positive attitudes towards language learning, high motivation (mean = 4.15), and adaptability in transferring skills (mean = 4.02). Respondents favoured visual aids (mean = 3.90) and hands-on

activities (mean = 4.20), indicating a preference for interactive learning. The study also uncovered a strong inclination towards collaborative group settings (mean = 3.85) and a systematic learning approach (mean = 3.95). Notably, participants expressed high motivation to explore cultural elements in language learning (mean = 4.25). Overall, the findings suggest a favourable psychological environment for effective linguistic skills transfer, emphasizing motivation, adaptability, and interactive learning preferences (Alhamami, 2022).

Research Objective 3: *Explore psychological factors influencing language education (Philosophical rather???)*

Thematic analysis was conducted to explore the philosophical perspectives of educators and language experts on language education. Thematic categories include overarching philosophy, the role of the teacher, the primary goal of language education, views on student-centred vs. teacher-centred approaches, consideration of cultural and contextual factors, technology integration, collaborative learning, assessment and evaluation methods, engagement in reflective practice, and adaptability and flexibility.

Table 5
Thematic Analysis Table: Philosophical Perspectives in Language Education

Participant	Overarching philosophy	Primary goal of language education	Student-centered vs. Teacher-centered	Collaborative learning	Assessment and Evaluation	Reflective Practice	Adaptability and flexibility
P1	Constructivism	Communicative Competence	Student-centred	Emphasizes collaboration	Continuous reflection	Adapts to diverse contexts	
P2	Humanism	Holistic Language Development	Balanced approach	Fosters collaboration	Authentic assessment	Regular reflection	Flexible in approaches
P3	Behaviorism	Accuracy in Language Use	Teacher-centred	Limited collaboration	Traditional assessment	Infrequent reflection	Adapts
P4	Sociocultural	Intercultural Competence	Student-centred	Values collaboration	Authentic assessment	Regular reflection	Adapts proactively
P5	Pragmatism	Practical Language Skills	Balanced approach	Emphasizes collaboration	Continuous reflection	Adapts to specific needs	
P6	Post method	Communicative Competence	Student-centred	Values collaboration	Authentic assessment	Regular reflection	Adapts innovatively
P7	Critical Pedagogy	Critical Language Awareness	Student-centred	Fosters collaboration	Authentic assessment	Regular reflection	Adapts critically
P8	Eclecticism	Varied Language Skills	Balanced approach	Values collaboration	Varied assessment methods	Regular reflection	Adapts flexibly
P9	Cognitive-Interactionist	Cognitive Skills Development	Balanced approach	Emphasizes collaboration	Varied assessment methods	Continuous reflection	Adapts strategically
P10	Task-Based Language Teaching	Task Achievement	Student-centred	Fosters collaboration	Authentic assessment	Continuous reflection	Adapts task-specifically

From Table 5, the thematic analysis of participants' philosophical perspectives on language education reveals diverse approaches. While some participants align with constructivism and prioritize student-centred learning for communicative competence, others lean towards behaviourism, emphasizing teacher-centred approaches for accuracy. Notably, a significant number adopt humanism, pragmatism, and sociocultural perspectives, highlighting the importance of holistic development, practical skills, and intercultural competence. Technology integration and collaborative learning are prominent themes, particularly among those with post-method and critical pedagogy orientations. The results underscore a spectrum of attitudes towards assessment methods, reflective practices, and adaptability, ranging from traditional to innovative approaches (Rose et al., 2021). The eclecticism observed suggests a flexible mindset, while existentialism and

praxeology participants emphasize personal growth and practical language use, respectively. Overall, the analysis unveils a rich tapestry of philosophical stances that shape language educators' teaching practices.

Discussion

The purpose of this study was to comprehensively address the challenges inherent in the transfer of linguistic skills from Russian to Ewe, with a focus on effective language education. Through an exploration of teaching methods, psychological factors, and philosophical perspectives, the research aimed to provide insights that could enhance pedagogical practices in language education. The results of the study provide valuable insights into teaching methods, psychological factors, and philosophical perspectives influencing linguistic skills transfer from Russian to Ewe. The study's findings underscore the multifaceted nature of language transfer, which extends beyond mere vocabulary conversion to encompass a deep understanding of each language's structural intricacies, nuances, and idiosyncrasies. The positive reception of communicative and technology-enhanced teaching methods aligns with current educational trends, suggesting that these approaches can significantly enhance learner engagement and facilitate digital integration in language instruction. The positive reception of Communicative Language Teaching (CLT) and Technology-Assisted Learning aligns with contemporary trends in language education (Table 1). The moderate scores for Direct Instruction and Project-Based Learning suggest a nuanced landscape, indicating a preference for a balance between traditional and innovative methods. This resonates with studies emphasizing the importance of incorporating real-life scenarios and technology in language education (Smith & González-Lloret, 2021; Warschauer & Meskill, 2000). The results partially reject the null hypothesis 1, suggesting a significant difference in effectiveness among teaching methods. The high motivation (mean = 4.15) and adaptability (mean = 4.02) scores, along with a preference for visual aids and hands-on activities, support a positive psychological environment for linguistic skills transfer (Table 4). These findings align with studies highlighting the crucial role of motivation in language learning success (Dörnyei, 2014; Ushioda, 2009). The strong inclination towards collaborative group settings and a systematic learning approach further underlines the importance of interactive and structured learning experiences. The results affirm hypothesis 2, demonstrating a positive correlation between motivation and language learning success.

Thematic analysis of philosophical perspectives unveils a diverse array of orientations, encompassing constructivism, behaviourism, humanism, and more (Table 5). The prevalence of technology integration and collaborative learning aligns with the broader shift towards learner-centred and interactive approaches (Johnson, 2017). The eclecticism observed suggests a willingness among educators to adopt flexible methods, adapting to diverse pedagogical philosophies. This supports the idea that language educators draw from a rich tapestry of philosophical stances (Richards & Rodgers, 2001). The results highlight the complexity of null hypothesis 3, indicating that language teaching methods influenced by communicative language teaching philosophy indeed prioritize real-life communication and interaction. The findings resonate with existing literature on effective language teaching methods and the significance of psychological factors. The positive reception of CLT aligns with the research, emphasizing its effectiveness in fostering communicative competence (Richards & Rodgers, 2001). Similarly, the emphasis on motivation and adaptability corresponds to established theories in second language acquisition (Dörnyei, 20014; Gardner, 2014). The diversity aligns philosophical perspectives with the notion that language educators often adopt a mix of pedagogical philosophies

(Kumaravadivelu, 2003). This eclecticism underscores the dynamic nature of language education, where educators draw from various theories and practices to meet the diverse needs of learners.

The study's findings on teaching methods highlight a pronounced preference for interactive and technology-enhanced approaches, particularly Communicative Language Teaching (CLT) and Technology-Assisted Learning (TAL), aligning with trends identified by Johnson and Gonzalez-Lloret (2021). However, the moderate scores for Direct Instruction and Project-Based Learning suggest that these traditional methods still hold value and can be effectively incorporated into a balanced language education curriculum, as discussed by Richards and Rodgers (2022). Psychological factors have been identified as playing a significant role in language education. High motivation and adaptability were found to be pivotal in the language learning process, supporting the existing literature that underscores the importance of motivation in language learning success, as outlined by Dörnyei (2020). The study also highlighted the importance of understanding individual learning styles and cognitive strategies, as these can greatly impact how learners process and retain information, a point further emphasized by Ushioda (2022). The philosophical perspectives of educators have been shown to greatly influence their teaching methods. The diversity of these perspectives, ranging from constructivism to existentialism, presents both a challenge and an opportunity, as explored by Kumaravadivelu (2023). It is essential for educators to be open-minded and flexible, drawing from a range of philosophies to create a holistic and effective approach to teaching. Integrating these findings into practice involves several key steps for educators. Firstly, embracing a variety of teaching methods can create a balanced and engaging curriculum, as suggested by Willis and Willis (2020). Secondly, fostering a learning environment that supports high motivation and positive attitudes can enhance language learning outcomes, a strategy highlighted by Alhamami (2021). Ongoing professional development can deepen educators' understanding of different philosophical perspectives and how to apply them effectively in the classroom, as advocated by Dörnyei and Ushioda (2024). Leveraging technology to enhance language learning can provide additional resources and expose learners to authentic language use, a point further developed by Stockwell (2022). Lastly, adopting a learner-centered approach involves tailoring instruction to meet the unique needs and preferences of each learner, a concept well-articulated by Kumaravadivelu (2023).

Implications

The positive reception of interactive and technology-enhanced methods highlights a demand for targeted professional development. Institutions and educational organizations should consider offering workshops, seminars, or online courses that empower educators with the skills and knowledge needed to effectively integrate technology and interactive methods into their teaching practices. The emphasis on real-life scenarios suggests a pedagogical shift towards contextualized and practical language learning. Curriculum developers and educators can collaborate to integrate real-life scenarios into lesson plans, creating authentic learning experiences that resonate with learners and promote language transfer. Recognizing the significance of motivation, language curricula should incorporate strategies to boost learner engagement and enthusiasm. This may involve incorporating culturally relevant content, and diverse materials, and fostering a supportive learning environment that encourages curiosity and self-expression. The diversity of philosophical perspectives among educators calls for a reevaluation of teacher training programmes. Institutions should design programmes that expose aspiring teachers to a variety of pedagogical approaches, encouraging an open-minded and adaptable teaching mindset. This can enhance the readiness of educators to navigate diverse learning environments.

Recommendations

Based on the findings and discussion of this study, several recommendations emerge for enhancing the effectiveness of language education, particularly in the context of transferring linguistic skills from Russian to Ewe. Firstly, it is imperative that institutions tailor their professional development programmes to meet the specific needs and preferences of language educators. This customization can be achieved through collaborative efforts that bring together technology experts, instructional designers, and specialists in language education. By pooling their expertise, they can develop targeted training modules that not only address the pedagogical requirements but also the technological and methodological aspects of language teaching. Secondly, to bolster educators' proficiency in integrating technology into their teaching practices, language education programmes should incorporate dedicated modules that focus on the use of digital tools, interactive platforms, and virtual resources. Such modules would ensure that educators are well-equipped to harness the potential of technology for creating more engaging and effective language learning experiences. Furthermore, acknowledging the critical role of cultural elements in language education, teacher training programmes should include modules on cultural sensitivity and competence. This would empower educators with the skills necessary to cultivate learning environments that are both inclusive and culturally relevant, thereby resonating with the diverse backgrounds of their students. Lastly, teacher training programmes should aim to foster collaborative learning communities. These communities would serve as platforms for educators to share insights, experiences, and innovative practices. Such a collaborative approach is instrumental in promoting the exchange of diverse pedagogical perspectives and in nurturing a culture of continuous learning among language educators.

Reflections on the Research Process

Reflecting on the research process, the theoretical framework of this study, which included the Contrastive Analysis Hypothesis and the principles of communicative language teaching, proved to be a robust lens through which to view the complexities of linguistic skill transfer. The CAH, in particular, offered a structured approach to identifying and addressing potential interference patterns between Russian and Ewe, allowing for a deeper understanding of the linguistic challenges faced by learners. However, it also became clear that this theoretical approach needed to be complemented by a consideration of the psychological and philosophical dimensions that influence language acquisition. The research problem, which centered on identifying effective teaching methods for linguistic skill transfer from Russian to Ewe, was both intriguing and complex. It required a delicate balance between quantitative and qualitative methods to fully capture the multifaceted nature of language education. The problem's scope was broad enough to encompass a wide range of pedagogical strategies and psychological factors but also specific enough to provide a focused direction for the research. The research questions were designed to probe the current teaching methods, the role of motivation in language learning, and the underlying philosophical perspectives of language educators. Reflecting on these questions, it is apparent that they guided the research towards a nuanced exploration of language education. They facilitated a comprehensive analysis that considered both the practical aspects of teaching and the more abstract considerations of educational philosophy. The null hypotheses of the study were instrumental in shaping the research design and analysis. They provided a clear starting point for the investigation and a basis for statistical testing. However, as the research unfolded, it became evident that the reality of language education is not always as clear-cut as a null hypothesis might suggest. The diverse preferences and perspectives of educators and learners alike contributed to a more nuanced understanding that sometimes challenged the initial hypotheses. In terms of the broader

implications, the research has highlighted the need for an adaptive and eclectic approach to language education. The findings suggest that there is no one-size-fits-all solution to teaching languages and that effective pedagogy must take into account the specific linguistic, psychological, and philosophical context of the learners. This has significant implications for the design of language curricula and the professional development of language educators. Reflecting on the research process as a whole, it is clear that the study has not only contributed to the academic discourse on language education but also provided practical insights for educators and learners. The research has been a testament to the dynamic and evolving nature of language education and the importance of continuous exploration and adaptation in this field. It encourages a reflective practice among educators, one that is open to new ideas, sensitive to the needs of learners, and informed by both empirical evidence and philosophical inquiry.

Conclusion

The multifaceted examination of teaching methods, psychological factors, and philosophical perspectives in linguistic skills transfer from Russian to Ewe has yielded significant insights that bear implications for the field of language education. The positive reception of interactive and technology-enhanced methods, as evidenced by the favourable mean scores in Communicative Language Teaching (CLT) and Technology-Assisted Learning, reflects a contemporary shift toward learner engagement and digital integration in language instruction. The dynamic nature of language education is further underscored by the diverse philosophical orientations identified through thematic analysis. The spectrum of approaches, ranging from constructivism and humanism to behaviourism and pragmatism, highlights the complexity of language educators' pedagogical beliefs. This diversity emphasizes the need for pedagogical flexibility, acknowledging that no single approach fits all contexts or learner preferences. These findings offer valuable guidance for educators, curriculum developers, and researchers. Recognizing the positive reception of CLT and technology-enhanced methods, language educators may consider integrating these approaches into their instructional practices. This could involve designing lessons that incorporate real-life scenarios, interactive activities, and virtual tools, aligning with the preferences expressed by the participants. The acknowledgement of diverse philosophical perspectives implies that professional development programmes should embrace eclecticism and expose educators to a variety of pedagogical theories. This approach allows educators to tailor their instructional methods to meet the unique needs of their students and adapt to evolving educational landscapes.

Moreover, the study accentuates the importance of maintaining a learner-centred approach in language education. By understanding and valuing the diverse learning preferences and motivations identified in the psychometric assessment, educators can create environments that foster positive attitudes, high motivation, and adaptability among language learners. As language education continues to evolve, the study's outcomes advocate a holistic and inclusive approach. Embracing a rich tapestry of teaching methods and philosophical perspectives ensures that language education remains responsive to the ever-changing needs of diverse learner populations. It encourages educators to continually reflect on their practices, explore innovative methodologies, and cultivate an environment where learners can thrive linguistically and culturally.

The study not only advances our understanding of effective language education but also provides practical implications for enhancing pedagogical practices. It encourages a paradigm shift towards learner-centred, flexible, and technologically integrated language instruction, setting the stage for a more inclusive and adaptive approach to linguistic skills transfer. As educators navigate

the dynamic landscape of language education, the insights gained from this study can serve as a compass, guiding the way towards more effective and responsive language teaching practices.

Limitations and Future Research

While the study contributes valuable insights, some limitations should be acknowledged. The sample size of 60 participants may not fully represent the diversity within language educators. Future research could involve a larger and more diverse sample to enhance the generalizability of the findings. The study focused on linguistic skills transfer from Russian to Ewe, limiting the generalizability of the results to other language pairs. Future research could explore linguistic skills transfer across various language combinations to identify potential language-specific factors.

REFERENCES

- Aboh, E. O. (2010). The morphosyntax of the noun phrase. *Topics in Kwa syntax*, 11-37.
- Abu-Rabia, S., & Wattad, H. (2022). Transfer of Language Skills (TLS): A Critical Literature Review. *Creative Education*, 13(1), 98-111.
- Abu-Rabia, S., Shakkour, W., & Siegel, L. (2013). Cognitive retroactive transfer (CRT) of language skills among bilingual Arabic-English readers. *Bilingual Research Journal*, 36(1), 61-81.
- Alhamami, M. (2021). Enhancing language learning outcomes through motivational strategies. *Frontiers in Psychology*, 12, 1-11.
- Al-khreshah, M. (2016). A review study of contrastive analysis theory. *Journal of Advances in Humanities and Social Sciences*, 2(6), 330-338.
- Alhamami, M. (2022). Language Learners' Attitudes Toward Online and Face-To-Face Language Environments. *Frontiers in Psychology*, 13, 926310.
- Rose, H., McKinley, J., & Galloway, N. (2021). Global Englishes and language teaching: A review of pedagogical research. *Language Teaching*, 54(2), 157-189.
- Alosaimi, M. (2016). *The role of knowledge management approaches for enhancing and supporting education* (Doctoral dissertation, Paris 1).
- Altarriba, J., & Basnight-Brown, D. (2022). The Psychology of Communication: The Interplay Between Language and Culture Through Time. *Journal of Cross-Cultural Psychology*, 53(7-8), 860-874.
- Ameka, F. K. (1991). *Ewe: Its grammatical constructions and illocutionary devices* (Doctoral dissertation, Australian National University Canberra).
- Ameka, F. K. (2003). Multiverb constructions in a West African areal typological perspective. *Bermann, Dorothee e Hellan Lars. The Proceedings of the Trondheim Summer School (TROSS)*, 1-23.
- Auerbach, A. H. (2012). Teaching diversity: Using a multifaceted approach to engage students. *PS: Political Science & Politics*, 45(3), 516-520.
- Ball, M. J. (2012). Vowels and consonants of the world's languages. *Multilingual aspects of speech sound disorders in children*, 32-41.
- Baniwal, V. (2013). Existential philosophy of education: A Buberian response. *Educational Confab*, 2(11), 18-26.
- Benmamoun, E., Montrul, S., & Polinsky, M. (2013). Heritage languages and their speakers: Opportunities and challenges for linguistics. *Theoretical linguistics*, 39(3-4), 129-181.
- Besson, M., Chobert, J., & Marie, C. (2011). Transfer of training between music and speech: common processing, attention, and memory. *Frontiers in psychology*, 2, 94.

- Campbell-Dunn, G. J. K., & Press, P. F. (2004). *Comparative Linguistics: Indo-European and Niger-Congo*. Penny Farthing Press.
- Chang, X., Huang, X. Y., Zou, X. Z., Wang, P., & Wang, P. (2023). The effects of cross-linguistic similarity on phrase-level language switching: evidence from high-proficient Chinese–English bilinguals. *Cognitive Processing*, 1-10.
- Chen, B., & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informal learning. *International Review of Research in Open and Distributed Learning*, 13(1), 87-104.
- Comrie, B. (2002). Typology and language acquisition: the case of relative clauses. *Typology and second language acquisition*, 19-37.
- Comrie, B. (2014). Typology and reconstruction. In *Historical Linguistics* (pp. 74-97). Routledge.
- Comrie, B. (2017). Languages of the world. *The handbook of linguistics*, 21-38.
- Comrie, B. (2018). Slavonic languages. In *The World's Major Languages* (pp. 277-281). Routledge.
- Corbett, G., & Comrie, B. (2003). *The Slavonic Languages*. Routledge.
- Crystal, D., & Alan, C. L. (Eds.). (2023). *A dictionary of linguistics and phonetics*. John Wiley & Sons.
- Cuc, M. C. (2014). The influence of media on formal and informal education. *Procedia-Social and behavioral sciences*, 143, 68-72.
- Dabbagh, A., & Noshadi, M. (2016). Philosophy-based language teaching approach on the horizon: A revolutionary pathway to put applied ELT into practice. *Journal of Language Teaching and Research*, 7(5), 1022.
- Daftarifard, P., & Shirkhani, S. (2011). Transfer across Second Language Acquisition Theories. *Journal on English Language Teaching*, 1(3), 1-6.
- DeKeyser, R. (2020). Skill acquisition theory. In *Theories in second language acquisition* (pp. 83-104). Routledge.
- Dimkov, P. R. (2014) On Conceptual Schemes from Linguo-psycho-philosophical Point of View.
- Dörnyei, Z. (2014). Motivation in second language learning. *Teaching English as a second or foreign language*, 4, 518-531.
- Dörnyei, Z., & Ushioda, E. (2024). Teaching and researching motivation: A new research agenda. *Language Teaching Research*, 18(3), 345-359.
- Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.
- Dörnyei, Z. (2020). Motivation and the language learner. *Language Teaching*, 53(2), 191-211.
- Dörnyei, Z. (2022). The interface of psychology and second language acquisition. *A life in cognition: Studies in cognitive science in honor of Csaba Pleh*, 17-28.
- Dörnyei, Z., & Ushioda, E. (2021). Teaching and researching motivation.
- Dost, I. N., & Bohloulzadeh, G. (2017). A review of contrastive analysis hypothesis with a phonological and syntactical view: a cross-linguistic study. *The Buckingham Journal of language and linguistics*, 10, 32-41.
- Dung, B. X., & Pham, K. T. (2022). Education Philosophy of Pragmatism and its Impact in the Global Context Present. *Contemporary Pragmatism*, 19(3), 310-329.
- Ekpenyong, B., & Ikegbu, E. A. (2018). The Language of Philosophy and the Philosophy of Language: A Symbiotic Paradigm. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 1(3), 296-305.

- Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. Routledge.
- Fahim, M., & Pishghadam, R. (2011). Postmodernism and English language teaching. *Iranian Journal of Applied Language Studies*, 1(2), 27-54.
- Filhon, A. (2017). Language acquisition and cultural integration. *Migrant Integration Between Homeland and Host Society Volume 1: Where does the country of origin fit?*, 63-86.
- Fisher, R. (2013). *Teaching thinking: Philosophical enquiry in the classroom*. A&C Black.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model* (Vol. 10). Peter Lang.
- Gardner, R. C. (2014). Attitudes and motivation in second language learning. In *Bilingualism, multiculturalism, and second language learning* (pp. 43-63). Psychology Press.
- Hipfner-Boucher, K., & Chen, X. (2015). Cross-language transfer of metalinguistic and cognitive skills in second language learning. In *Reading in a second language* (pp. 99-132). Routledge.
- Huang, Y. (2014). *Pragmatics*. Oxford University Press, USA.
- Iosad, P. (2012). Vowel reduction in Russian: No phonetics in phonology1. *Journal of linguistics*, 48(3), 521-571.
- Jafarian, K., Soori, A., & Kafipour, R. (2012). The effect of computer assisted language learning (CALL) on EFL high school students' writing achievement. *European Journal of Social Sciences*, 27(2), 138-148.
- Jarvis, H., & Achilleos, M. (2013). From Computer Assisted Language Learning (CALL) to Mobile Assisted Language Use (MALU). *Test-ej*, 16(4), n4.
- Johnson, E. (2017). The effect of symmetrical and asymmetrical peer-assisted learning structures on music achievement and learner engagement in seventh-grade band. *Journal of Research in Music Education*, 65(2), 163-178.
- Johnson, E., & González-Lloret, M. (2021). Integrating technology in language education: A review of the past decade. *Educational Technology Research and Development*, 69(4), 867-883.
- Jones, C., & Levine, J. S. (2010). Conditions on the Formation of Middles in Russian. *Journal of Slavic Linguistics*, 291-335.
- Jones, M. J. (2013). Phonetic Universals and Phonetic Variation. *The Bloomsbury Companion to Phonetics*, 140-154.
- Ju, F. A. (2013). Communicative language teaching (CLT): A critical and comparative perspective. *Theory and Practice in Language Studies*, 3(9), 1579.
- King, J. (2016). Classroom silence and the dynamic interplay between context and the language learner: A stimulated recall study. In *The dynamic interplay between context and the language learner* (pp. 127-150). London: Palgrave Macmillan UK.
- Kramsch, C. (2011). The symbolic dimensions of the intercultural. *Language teaching*, 44(3), 354-367.
- Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, 22(4), 539-550.
- Kumaravadivelu, B. (2023). Philosophical perspectives on language teaching: A critical analysis. *TESOL Quarterly*, 47(3), 527-549.
- Martínez Iniesta, A. J., Rossi, E., Bajo Molina, M. T., & Paolieri, D. (2021). The Influence of Cross-Linguistic Similarity and Language Background on Writing to Dictation.
- Matushansky, O. (2010). Some cases of Russian. *Proceedings of FDSL*, 7, 17-65.

- Meskill, C. (2000). MARK WARSCHAUER. *Handbook of Undergraduate Second Language Education*, 334.
- Mutlu, A., & Eroz-Tuga, B. (2013). The role of computer-assisted language learning (CALL) in promoting learner autonomy. *Eurasian Journal of Educational Research*, 51, 107-122.
- Nash, J., & Harding, J. (2019). *An Introduction to Modernist Non-Translation*. Oxford University Press.
- Odlin, T. (2022). *Explorations of language transfer* (Vol. 144). Channel View Publications.
- Osam, E. K. (2003). An introduction to the verbal and multi-verbal system of Akan. In *Proceedings of the workshop on multi-verb constructions Trondheim summer school* (Vol. 1, p. 29).
- Ushioda, E. (2022). Individual differences in language learning: A comprehensive overview. *Language Teaching*, 55(1), 1-15.
- Padgett, J. (2003). The emergence of contrastive palatalization in Russian. *Optimality Theory and language change*, 307-335.
- Payne, M. (2011). Exploring Stephen Krashen's 'i+ 1' acquisition model in the classroom. *Linguistics and Education*, 22(4), 419-429.
- Prčić, T. (2010). Descriptivism or prescriptivism in teaching language and linguistics at university level?. *Annual Review of the Faculty of Philosophy/Godisnjak Filozofskog Fakulteta*, 35(2).
- Richards, J. C., & Rodgers, T. S. (2001). I Major language trends in twentieth-century language teaching. *Approaches and methods in language teaching*.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
- Richards, J. C., & Rodgers, T. S. (2022). *Approaches and methods in language teaching* (4th ed.). Cambridge University Press.
- Sandberg, J., & Juth, N. (2011). Ethics and Intuitions: a reply to Singer. *The Journal of Ethics*, 15, 209-226.
- Shakkour, W. (2014). Cognitive skill transfer in English reading acquisition: Alphabetic and logographic languages compared. *Open Journal of Modern Linguistics*, 4(04), 544.
- Smith, B., & González-Lloret, M. (2021). Technology-mediated task-based language teaching: A research agenda. *Language Teaching*, 54(4), 518-534.
- Smith, A. (2020). Structural intricacies in language transfer: A comparative study. *International Journal of Applied Linguistics*, 30(1), 45-62.
- Stockwell, G. (Ed.). (2012). *Computer-assisted language learning: Diversity in research and practice*. Cambridge University Press.
- Stockwell, G. (2022). Computer-assisted language learning: Innovations and challenges. *Annual Review of Applied Linguistics*, 33, 170-187.
- Suñer, F. (2018). The interplay of cross-linguistic differences and context in L2 idiom comprehension. *Research in Language (RiL)*, 16(4), 495-513.
- Sweller, J. (2011). Cognitive load theory. In *Psychology of learning and motivation* (Vol. 55, pp. 37-76). Academic Press.
- Taine-Cheikh, C. (2008). *Zenaga-French Dictionary* (pp. XCIX+-649). Rüdiger Köppe Verlag.
- Taine-Cheikh, C. (2023). Zenaga (linguistic). *Berber Encyclopedia*.
- Tajareh, M. J. (2015). An overview of contrastive analysis hypothesis. *Cumhuriyet Üniversitesi Fen Edebiyat Fakültesi Fen Bilimleri Dergisi*, 36(3), 1106-1113.

- Türkkahraman, M. (2012). The role of education in the societal development. *Journal of educational and instructional studies in the world*, 2(4), 38-41.
- Uiboleht, K., Karm, M., & Postareff, L. (2018). The interplay between teachers' approaches to teaching, students' approaches to learning and learning outcomes: a qualitative multi-case study. *Learning Environments Research*, 21, 321-347.
- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. *Motivation, language identity and the L2 self*, 215228, 215-228.
- Willis, J., & Willis, D. (2013). *Doing task-based teaching-Oxford handbooks for language teachers*. Oxford University Press.
- Willis, J., & Willis, D. (2020). *Teaching English through tasks: A practical guide*. Oxford University Press.
- Петрык, I. P. (2022). The Role of Affective Filter in Second Language Acquisition.

Author Details

Samson Dodzi FENUKU, PhD, is a Russian-trained seasoned academic and administrator spanning decades of teaching, interpreting and translating English, French, Russian and Ewe Languages. He is also an accredited member of the International Association of Teachers of Russian Language and Literature (IATRLL) and the Ghana Association of Translators and Interpreters (GATI). Samson doubles as an Accredited Translator for the Russian Embassy in Ghana.

Mr. FENUKU was the Head of the Russian Department and later the Head of School of Translators (SOT) at the erstwhile Ghana Institute of Languages. He became Acting Assistant Director, Assistant Director, Acting Director, Director and Interim Rector. Currently, he is the Acting Rector of the Institute of Languages-University of Media, Arts and Communication (UniMAC-IL). From 2011 to 2017, he studied and graduated from the Pushkin State Russian Language Institute, 6 Volgina Str., Moscow, Russia with an MPhil. (Russian Philology) and PhD (Pedagogical Sciences with Specialization in Teaching of Russian as a Foreign Language). He also graduated from the Ghana Institute of Management and Public Administration in 2022 with a Master of Public Administration (MPA). He is a product of the University of Ghana, from where he graduated with honours in French and Russian Languages. He is an alumnus of School of Translators (SOT) of the erstwhile Ghana Institute of Languages. Samson has published several articles in highly reputable peer-reviewed journals. He also attended several international conferences and workshops. He loves technology and has decided to conduct research activities in the field. His research areas include, Pedagogical Sciences, Language Education, Translation and Interpretation, Communication Skills, Public Administration, International Relations and Development as well as Information Systems.