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"Big Eyes" Feedback in Language Teaching the Teacher with A Magic Stick

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Abstract
In this day and age techniques and tips for how to draw learners' attention and have them get focused on the lesson, as well as, get the learners to master the knowledge taught in the classroom and grow love towards the language learning is the burning point in methodology. If I said there is a magic "stick" that can create miracles in teaching-learning process, would you believe me?
Various ways and approach methods have been elaborated in the article to achieve the desired aim. Central heating point - "I am not ready!"- is not an excuse any more. We present psychological, humanistic, linguistic, methodological and pedagogical enlightening ways to teacher-student mutual relations. We will correlate our new strategies in education with outstanding writer Brian Tracy's (1989) strategy of life psychology.
However hard we can try to encourage our students to have a gleam of light about learning, wherever we go to guide them in the right direction in the final conclusion we encounter a methodological obstacle called "where and how to start?!" Prior to introducing novel linguistic methods in language learning and teaching I am starting with the philosophy of being a teacher-the task that is considered the basic root and the fertile source of all human relations ever. (In my previous articles I raised this question and hereafter I will proceed with it).

Keywords: teacher-developer, power of influence, intention, being a teacher, to do teaching.

INTRODUCTION
General principles on teacher's self-awareness

From the moment of birth, each person begins to form a collection of self-perceived truths. "Self-concept" is the term we use to describe it. It is exactly the same system that controls your thoughts, feelings, words, and actions. Analyzing the intricacies of the system, we notice that altering your self-concept casts crucial importance before making changes about your external circle of existence. Consequently, we will deal with our most important task: how and where should we begin?
I believe that parents shoulder a lot of responsibility in this area. They must develop the "cells" of self-confidence in order for us to develop strong personalities capable of illuminating an effective

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educational system. It entails viewing the world through the perspective of our children. Unfortunately, in most cases we happen to place as much restriction as we can during the early stages of their physical and mental growth. Let's imagine for a moment that we are on a strange planet, this is our first test, and there are many individuals all around us. Every time we attempt to take a step on our own, a "hand" holds of us and refuses to let go, nonstop complaining, shouting, and frowning about what we know nothing. What will transpire to us? Complete confusion... dismal fear... NO COMMUNICATION...NOTHING AT ALL!

This is the most typical situation allowed in the relationship between the teacher and the student. It always occurs when we criticize learners in front of their peers, dislike their behavior, and downplay their intense desire to learn. As a result, they get to dislike studying and begin to think less highly of themselves. This way we lose a "brain" that is not discovered yet.

Whereas doing our best and utmost, expressing affection, and attempting to comprehend and perceive the best in our students, as well as having a positive estimation by signaling to them "I love you and I value you" and winning their hearts may work wonders.

Every teacher should be aware of the fact that when we win someone's heart and make them happy, the energy of joy changes into a cloud of energy and builds an unseen shield around us. It allows us to be safe from any dangers. Furthermore, it (the wave of joy) does not remain stationary. And it comes back to you as a wave of light and luck.

Question naturally arises: "How does it relate to the teaching process? The main point here is that by allowing our students to express themselves freely, creating chance for them to utter what they have inside their brains and consequently, by transferring the energy of joy to education process, we happen to create a supportive learning atmosphere where both students and teacher are joyful and happy. It goes without saying that, when we care for someone, we often go above and beyond to ensure their happiness. This fact is valid for our relationships with our students as well. The source of light in the universe is love. [Cuceloglu 2018, p.151-154].

METHODS
Instruments for research

As the current article directly deals with the principles of pedagogy in learning and teaching process we have referred the following methods to get the fruitful results: 1) method of conversation; 2) Observation method; 3) Test, survey method; 4) Method of working with literature; 5) Study of school documents; 6) Experiment, test method; 7) Research results and methods of their implementation;

All the methods applied in this article aim to contribute to teacher-student interaction and to minimize psychological-emotional blocking during the teaching process.

The method of humanistic approach: Let's put the problem this way: 1. Do you have the HUMANITY to be a teacher? We have underlined and capitalized the word "HUMANITY" in order to emphasize the importance of it. Because being able to teach is the real issue here. Hz. Ali provides the succinct response to the query: "The work you do is the reflection of you." I adore this quotation, because it provides a comprehensive account of our life. Yes, we all serve as mirrors for one another, not just in the classroom but also in everyday situations: anywhere and at any time. We create our future, we design our destinies, and we are the masterminds behind our fate. Of course, you will ask: how can a single person choose his own life? The answer is concealed under three "stones": 1. Person's deeds, 2. Person's thoughts, and 3. Person's words [Abdulbaki Golpinarli 2012, p. 100]. You might be shocked to learn why I use the word "stone." Of course, I used metaphor to explain my thoughts. Because exerting control over these three factors is like to lifting something huge off the ground. These three criteria may seem simple at first glance. But let's think for a moment, to what extent are our thoughts subject to our command? When we get down to the nitty-gritty of the matter, we realize that there is nothing in our control. Innovation, revolution takes time and effort. A person who has control over his acts, words, and ideas is the master of his fate. It's like a chain reaction: a person who can manage himself gradually improves and becomes a real person. A person who succeeds in being a real person aspires to be a good teacher. That is, the development of one causes

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the development of the other. Only those who are capable of being human can save society and the globe as a whole. A person sees what is in front of him through the eyes of a person, addresses his problem through the eyes of a person, recognizes the responsibility of his role because he has a spark of humanity in him, and eventually becomes a savior for the world and humanity. That savior's name is a teacher.

So, if we want to be a productive teacher, we must first adjust our attitude toward life and people. It is my life motto, and I repeat it often, that education begins with the teacher. The acquisition of knowledge occurs within the confines of the classroom. Teachers shoulder societal responsibilities. Teachers shape the lives of future generations. Teachers instill in us a love of school, books, and reading. We learn about life from teachers. So, before deciding to become a teacher, take a deep look inside, explore your inner self, and place your touch on your conscience. Are you ready to shake the world with your teaching zeal, your teaching enthusiasm? Are you ready to complete your life with love? If you can really do it, congratulations to you and to your students!!! How happy you are!

Dear teachers, when you leave your classroom, close the door, and leave your students behind, just ask yourselves, "Did I teach anything today?", "Was there anyone I could help?" I assure you, if everyone had asked herself such a question, the school system would be on a completely different level today [Banner, James M.Jr.,Harold C.Cannon 1997, p. 68-70]
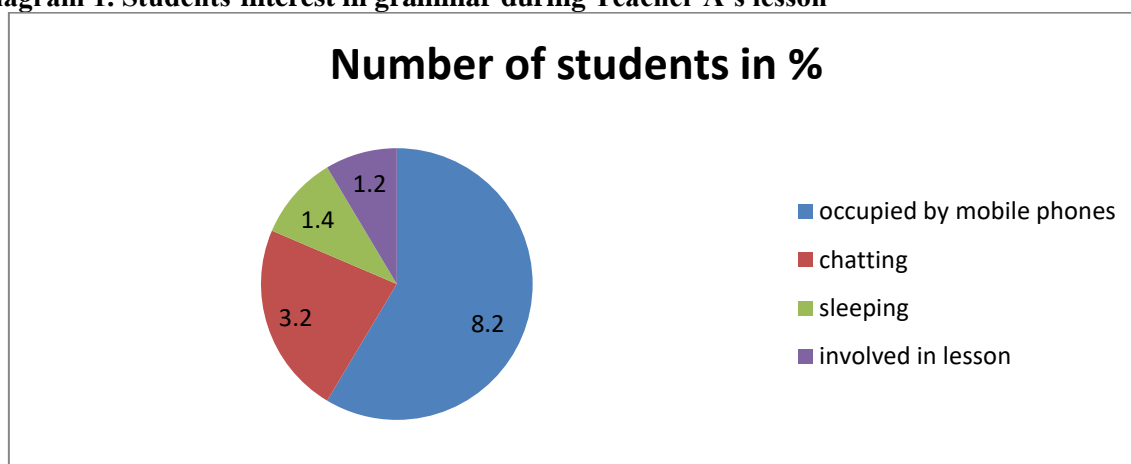
The method of *"Big eyes"* feedback.

My own terminology (big eyes feedback) is used here. I've provided some advice on language teaching methodology in this section. What does "big eyes" therefore mean? What does it represent? Again, a teacher is the central character. Actually, it's the teacher's behavior in the classroom that makes the pupils' eyes enlarge in anticipation of her lesson or her approach to teaching language. It is evident that most students do not always enjoy learning grammatical principles since they occasionally find them monotonous or challenging. But...but...the instructor still has the power to make a difference and improve the situation by adding her lesson some flavor, some spice, and some salt and pepper to help the students to master the grammar.

HOW? Considering all linguistic and psychological theories cited by authors mentioned in this article I recommend being as selective as possible when selecting examples relevant to a specific grammar rule you are going to teach. Key point here is to mix grammar with the children's sphere of interest, their emotions, moods, and relevant age properties. Examples should reflect the circle of their interests. What do they care about? What are they hoping to hear? You should make an impression on their hearts. For example, assume you're going to teach the pattern "the more...the more" today. You can't revive your classroom making up sentences like "*the more I read, the more I get tired*" or "*the more I write, the more mistakes I make.*" There are several arguments against this strategy. First, these sentences lack emotional color. The psychological curiosity of the student is not satisfied by these sentences. The learner is not emotionally stimulated by this template method. And furthermore, student perceives the learning process as an ordinary lesson, and thus problematic traditional distractions begin. Let's look at the issue from a different angle. The teacher writes on the board: *"The more I see you, the more I fall in love with you"*, *"the more I think of you, the more I miss you".* So, what happens next? -They immediately raise their heads and look at you all with big, surprised eyes: "The teacher is talking about love"-they think. We all know that at their age, (students between 15-21 age groups) all children are eager about love matters. Moreover, it is one of the effective strategies for separating learners from their mobile phones, which are an integral part of their lives.

Then I ask them to follow the pattern on the board and write similar examples on their own. You simply cannot imagine how joyful and enthusiastic the students and the lesson become. Everyone seems to be writing something on their copybooks. Who knows, what wishes and desires, what memories they grow in their young hearts... Alongside with all that written above, I allow my students to use their beloved mobiles for looking up the translation of any word in translating software programs and it gives them double pleasure. So, both sides are satisfied. Teacher is satisfied because this way she gets her students to learn the rules, master the knowledge taught at the lesson, the students are satisfied because they show initiative and it is appreciated by their teacher [Ciaccio, Joseph 2004, p. 24].

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How helpful is this method in teaching grammar? We could find a valid answer after having an experiment with first year English faculty students. 15 learners were involved in this experiment. They were to participate two different grammar lessons conducted by two different teachers. The theme of grammar topics were "The category of Verb: Mood"-the topic that is considered the most difficult part of English grammar by most language learners. Teachers are conditionally marked as Teacher A and Teacher B in our diagram. We mainly concentrated on choosing examples appropriate to grammar rule and teacher's technique to create dynamics in order to evolve students and have them assimilate the lesson. Teacher A represents standard teaching methods, Teacher B puts forward a considerate (humanistic, caring, loving) attitude to the learner and holds strong belief that every student has a personality.

Diagram 1. Students'interest in grammar during Teacher A's lesson

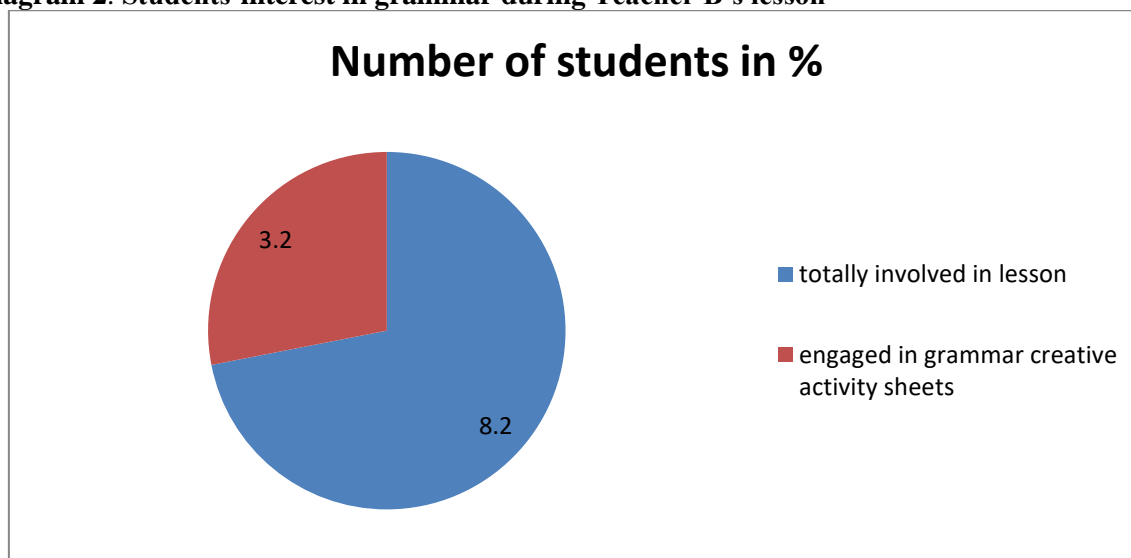

Samples chosen by Teacher A on a given grammar topic:
a. *They insist that enemy free the captives*
b. *I wish I could find a better job*
c. *You'd better consult the doctor, etc*

We should indicate that it is a general tendency in grammar lessons. In the above illustrated diagram students who are involved in lesson are A students and always show progress, no matter who the teacher and what the lesson is.

Diagram 2. **Students'interest in grammar during Teacher B's lesson**

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Samples chosen by Teacher A on a given grammar topic: (examples that provide "big eyes feedback")
a. *I wish you felt one day what my heart feels for you now*
b. *You insist that I should forget everything and leave you*
c. *If only words could describe how I suffer from your absence*
d**.** *I fear lest I should lose you, etc*

The method of linguistic approach: How to learn speaking?

I'll touch upon the linguistic components of language learning in this part of the article. In fact, the reason why I am bringing up this issue is because I'm learning German right now. My self-study experience gave me a chance to observe the language learning process from afar and made me aware of the ways in which students become stuck. My aim is to find out the novel ways of language learning to help students in the world to overcome linguistic barriers and get unstuck.

Unfortunately, a lot of people all across the world learn how to speak through reading aloud, learning new vocabulary, or other similar activities. These principles might appear helpful at first. But as the process continues, students realize they cannot get anywhere this way. They become stuck at a certain stage of the learning process, as I indicated earlier. So what occurs? They conclude that studying is futile by claiming that it doesn't work for them. We all frequently encounter situations like these. Students might have excellent English in their heads, but when they start to speak it is not the same. "When I have thoughts in English, it's like driving a Ferrari in my head"- a student once told me. "I love it. However, when I start to speak it is just like a car crash". [Csikszentmihalyi, Mihaly 2018, p. 30-31].

I'll therefore demonstrate some alternatives so as to avoid a "collision":

"How do I learn to speak?" When this question is addressed, I give my instant respond with "LEARN SPEAKING BY LISTENING". Here we introduce the results of an experiment which we conducted in a classroom the requirements of which was to deliver any information in two different types. We gave the first student just the text format of the information, but the second student got listening track of the same text. Both students had to orally cover the information given in the task. What occurred? The student who learned the text by listening was more precise and accurate in his speech, made no mistakes in his pronunciation, followed the same rhythm, rhyme, and melody that were in the track. He was talking with a natural Englishlike accent as he imitated what he heard. Moreover, the most important factor for a language teacher was that we could notice a sparkle of self-confidence, pride and gleam of light in his eyes. "Teacher, I am just like a Ferrari specified 835 hp at 17,800 rpm"- said my student with the feeling of childish joy.

As to the second student, we could see the typical coherence mistakes that are observed in all language learners: grammar mistakes, unclear sentence structure, wrong pronunciation of some words, etc.

As we all know, English is not what we read in school. Conversational language is very different. When we limit our pupils' ability to acquire the language through books, we limit their ability to grasp it in native people's speech [Palmer, J.P. 1998, p. 187].

The method of systematicity: How to increase fluency?

"How can I improve my fluency?"- is a common question among students. "Focus on chunks!"- is my response. (Chunks are fragments of language that consist of 2-4 words). It could be colloquialisms, such as "heavy rain". There is no phrase like "big rain." These two words go together. It could be idiomatic language such as "kick the bucket" or a filler such as "on top of that". We can't make a modification here like "at the top of the page". As a result of it, we learn the language without having to worry about all of the words and grammar. I frequently teach such idiomatic expressions to my students in my classes, and they all enjoy it. Especially, when they want to talk to each other with hints and jokes, this method is very useful and adds color to the lesson. Only when teacher looks through the eyes of her student, can her lesson be warmed by the fire of knowledge. Only when a teacher feels the world through the soul of her student, can she become the sultan of their innocent world. [Siegel, Daniel 2012, p. 206].

Word collocations can also be helpful. What does it stand for? It means, for example, if I teach the topic "family," I have also to teach certain common collocations such as "direct family", "extended family", "nuclear family", "family resemblance", "family bonds", "family reunion", etc. Collocations improve linguistic fluency. Consider a builder who is constructing a house. He stacks the bricks one after the other. Building a house is slow and time-consuming. But imagine someone has a new innovation and gives him four or five glued-together bricks. All he has to do now is stack the layers on top of each other. It is considerably faster, and the house will be better because it will be more precisely aligned. The same is true for language. We grow more fluent by using these layers or pieces [Wootan, Fredrick C., Catherine H.Mulligan 2007, p. 84-85].

The method of psychological approach: Push your comfort zone
Everything starts in the brain. The more the student is psychologically relaxed, the more sophisticated sentences he makes and the more successful he becomes. The comfort zone is the place in which we feel most at ease. Perhaps you learn English by watching movies, but for the sake of your improvement when we suggest recording your voice, you quickly respond, "Oh...no...I am not very comfortable." –"Why don't you find a Facebook speaking partner?"- "Oh no...that does not work for me." There is apprehension about stepping outside of your comfort zone.
When you usenEnglish in the real world, you will need to engage with other people. Thus, speak to strangers, be scared, make errors, and even have others laugh at you at times. You should engage with other people to maintain your confidence. Immerse yourself in conversational English. It's all well and good to have a course book, a teacher, and practice with English for pupils. However, it is critical not to lose sight of the real world, where the language is utilized by everyday people. What is the significance of this? Because course books typically restrict the language. They speak too slowly, correct us, are courteous, and encourage us. It's like an artificial bubble where students can gain confidence. That is fantastic, in fact. But the reality is a little different. Real people are not as polite; they may not correct you, they speak too rapidly, and expect you to comprehend them. As a result, there appears pressure [Roy T. Bennett 2020, p. 41-44].
 There are so many options nowadays; films, podcasts that you may obtain on the internet, on your TV, or through the radio (It might sound a little out of date, but it really works), look at news broadcasts, current affairs shows, chat shows, interviews with people, TED presentations, films, and so on.
Of course, all of this takes time and requires daily practice. So, BE PATIENT BUT PERSISTENT!

RESULTS
The student's growth into an honorable person is the reflection of teacher' endless love and care. Every pupil is born deserving of respect. Teachers should never forget this fact. The foundation of the educational process is love. Let's consider the following letter from a learner:
"I am a 28-year-old mother. Throughout my academic career, I have consistently achieved academic excellence. After starting primary school, my family and I chose to change schools when I was in the fourth grade. That was unexpectedly confusing for me at the time, and I had a hard time adjusting to the classroom and the teacher. Every day I cried to return to my previous school. When some time had gone, we had to take year's first exam from Math class. I always received 90 and 100 grades in mathematics at my former school. Yet things were very different now. I was unable to figure out any puzzles, and I also had trouble understanding its cause.
The transition to a new school is difficult for any youngster, regardless of age. Parents need to be aware of this. The child is impacted by a change in teachers, and he is also significantly impacted by a change in peers. Uncertainty is brought on by the unfamiliar surroundings. It gradually leads into anxiety, and anxiety changes into stress, especially if the student is introverted and sensitive. Moreover, anxiety interferes with memory and positive thinking.
"When the teacher entered the classroom on the day the results were to be read, she read everyone's exam results but mine wasn't. I almost fell to the floor. I was ashamed of getting a "0," so I remained silent. When the break bell rang, my teacher called me over. I was so scared. I thought he could get mad. But the shock I got from her answer changed my whole life: –"I didn't read your score in front

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of the audience, since I already know you are a clever girl and that your score is a result of your tardiness to school. You shouldn't be concerned; how you're feeling right now is quite normal. All will be well in due course"- said my teacher.

She cared not only about my grade, but also how I felt, and she understood the true reason behind my problem. It may have been a minor thing, but it didn't make me feel uncomfortable in this new classroom atmosphere I was trying to get involved in.

That is what teaching is! [Cuceloglu Doğan 2018, p. 64-65].

DISCUSSION
1. Conceptual Debate

Language is one of the most complex notions on the planet. Language, as a tool of communication, can express an endless number of structures. Boundaries can never be established. In this regard, we can see that various ideas and methodologies for language learning and acquisition, as well as hypotheses concerning the origins of language, have been produced.

Stephen Krashen, who has produced significant selections on language acquisition and practice, has some theories titled "Second Language Acquisition and Second Language Learning" (California, 1981). Language acquisition, according to Krashen, is a lengthy process. Acquisition occurs as a result of the learner's focus on the content message that the native or target language learner includes without being aware of it and without being in any "defense position" against the language. Grammar rules and rigorous language rules are not essential for language learning.

According to Krashen, even if the conditions are ideal for language learning, those who do not listen and are not exposed to important messages will not talk and thus will not acquire the language. The "silent period" is a period of "incubation" for language learners. During the incubation period, the person should be exposed to "meaningful messages" in his surroundings.

The primary distinction between Acquisition and Learning is whether the processes are "conscious" or not. Language acquisition refers to a "subconscious" process, whereas learning refers to a "conscious" and "desired" process.

Language learning is the process of conscious acquisition of the target language. When a child just begins to speak he realizes that the suffix "+er" makes the names of the professions, like "baker" for a person who bakes bread, "teacher" for a person who teaches. Since the child is exposed to meaningful definitions/messages such as milkman, florist..." in the natural language environment, he acquires this grammar rule in accordance with the "language logic". However, in learning, this is a conscious process. It can be expressed as "grabbing the tongue". A person who goes to Germany and stays there for a long time starts to speak German after a certain incubation period. This is also the example of acquisition. The individual must be exposed to meaningful messages in a natural language context, and by integrating the structures amassed by the subconscious, they come to a synthesis. The development of speaking ability follows this point.

1.1 Language Acquisition Theories by Krashen

Krashen focuses on Monitor Theory. According to this view, when a person speaks his or her mother tongue, which has been acquired subconsciously, the mind acts as an editor and steers the language. If the person has mastered the second language sufficiently, the monitor is triggered in his utterances. The monitor intervenes in terms of phrases, grammar rules, and voice control. The monitor works swiftly and makes the appropriate interventions, especially during a grammar test or a composition study. Foreign language learners' fluency of speech deteriorates as the monitor works. The monitor warns the person to continually edit and avoid making mistakes.

The monitor has a detrimental influence on the development of speaking abilities but a good effect on the development of writing skills in this setting.

Another theory that Krashen focuses on is known as the Effective Filter Theory. According to this strategy, the language learner's drive, self-confidence, or anxiety influences the persistence of significant signals received. The impact of received messages is directly proportional to the state of readiness. Language acquisition is directly affected by psychological conditions. According to Krashen, acquiring a language is far more important than knowing it. He does, however, believe that

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in order for acquisition to occur, one must either be exposed to enough meaningful messages or reside in the target language setting.

1.2 Debate between Krashen and Chomsky on the Language Acquisition Device (LAD)

The "language acquisition device" is the innate human ability to communicate. This linguistic capacity represents a mental potential with systematic language codes. According to Chomsky, the youngster must be exposed to enough language for the device to operate.

According to Chomsky, language operates as a "skeleton" in this system, and the child dresses the skeleton with the colors and patterns of the language into which he was born. This skeleton's first dress is the child's mother tongue. According to Chomsky, the language acquisition mechanism is active until a particular age and then becomes dysfunctional.

On the language learning apparatus and skeleton, Krashen totally shares the same opinion with Chomsky. They do, however, have differing perspectives on children's language learning. Adults, according to Chomsky, cannot profit from the language acquisition device, although Krashen claims that the LAD has been active throughout the life. It is sufficient, according to Krashen, to create an adequate atmosphere for LAD to work. According to Chomsky, adults cannot acquire language but can learn it.

According to Chomsky and Krashen, grammar is an ineffective tool for second language learners. As to them grammar is one of the elements that interfere with LAD's operation. It slows down language development and impairs learners' speaking skills, as they continually attempt to control it.

Chomsky says that the human mind is capable of creating everything that knowledge is based on with its own power. The intelligence, which has the ability to acquire knowledge with its own internal resources, has the ability to produce new ideas and to express them in different ways that go beyond all kinds of education and experience.

Sentence generation is a "word" problem, not a "language" problem. As a result, it is outside the purview of linguistics and is a process of spontaneous creation. Except for the laws controlling word forms and sound mechanics, it is not constrained by language norms. A person who understands a specific language is dominant in a grammar that generates an infinite set of possible deep structures, matches those deep structures with surface structures, and determines the semantic and phonetic interpretations of these abstract objects (Chomsky 2014, p. 48, 63). Anyone who knows the language is unaware of how to use its rules.

Linguists recently claimed that language learning occurs through the intentional effort of the individual. They believe that a child does not acquire language, but rather learns it. On language acquisition and learning, constructivists such as Piaget, Vygotsky, and Bruner disagree with Chomsky. While Chomsky claims that language is acquired in early childhood, linguists emphasize the individual's conscious effort and learning process. (Gunesh 2014, p. 15)

CONCLUSION

Internalization of the language and acquisition of its systems and rules is the fundamental principle in foreign language learning. If a person internalizes the language, he will learn in a manner similar to that of their native tongue.

Language, as a tool of communication, can express an endless number of structures. Boundaries can never be established. In this regard, we can observe that there are numerous ideas and methods for learning and acquiring language, as well as theories about the origins of language. Linguists such as Krashen and Chomsky's theories should be thoroughly investigated in the context of language learning. According to all of these concepts, the instructor's position and the method utilized should be re-selected based on the objective, target audience, and learning environment.

Chomsky contends that a person who understands a certain language also understands the grammar that generates the infinite set of possible deep structures, matches those deep structures with surface structures, and determines the semantic and phonetic interpretations of abstract things. Then, grammar-focused language instruction is out of date. Instead, it should be observed that it is more rational to provide language knowledge at the level of sentence creation. Rather than tightly dividing

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language teaching approaches and keeping to a single method, it should be remembered that it is a more correct method to employ whatever is necessary as it is needed.

By the teacher-author: SHINE WITH YOUR TEACHING ENTHUSIASM AND CONTRIBUTE TO THE WORLD EDUCATION!

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