

# Teaching Experience Of Developed Countries' English Self Study Teaching And Learning

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**ABSTRACT:** This paper work aims to demonstrate the importance of English self-study learning system in highly developed countries. In an era characterized by advancement in education system and shifting social norms. The most crucial educational process is started at school age. As English language is regarded as an international language all over the world, self-study process in English language also explained via acute examples in developed countries namely, Japan, South Korea and the USA.

**Key words:** developed countries, self-study, independently, education system, self -improvement, school age, English, acquisition.

## INTRODUCTION.

In developed countries, English self-study in schools combines new teaching methods, the use of technology, and a big emphasis on learning the language. Many schools in these countries promote studying by yourself to help students become more independent and understand better. Here's a simple summary of how this is usually done through different ways. Schools in advanced countries usually focus on personalized learning, giving students the freedom to choose how they learn English. This includes learning at your own pace, where students can study as fast or slow as they want, using different materials to help them learn.

Combining technology with regular classroom teaching is a common approach. Students can use websites, apps, and online tools to practice English when they are not in class. This model helps improve talking and writing skills with fun activities. Schools often use task-based learning, where students do real-life activities that need them to use English. This method helps students learn by themselves since they work on projects or research tasks.

## HODOLOMETOGY

In Japan, the teaching experience of English self-study learning in schools reflects a blend of

traditional classroom instruction and modern technology, with a strong emphasis on examination preparation, self-directed learning, and cultural context. Schools in Japan encourage students to use digital tools like apps (e.g., Duolingo, Quizlet) and online platforms to practice English independently. These resources help students improve their vocabulary, listening, and grammar skills outside the classroom, complementing traditional textbook-based learning (Cheng & Chang, 2014). Similar to other developed countries, Japanese schools integrate e-books and online resources. English language learning apps and websites offer interactive exercises, quizzes, and vocabulary games, making learning more dynamic and self-paced (Nishino & Watanabe, 2013). Japanese students frequently engage with self-assessment tools, such as quizzes and practice tests, to track their progress. These assessments help students pinpoint areas of weakness and focus on improving specific language skills. Teachers provide personalized feedback, often through digital platforms, to guide students in their self-study (Nakatani, 2010).

In South Korea, the teaching experience of English self-study learning reflects a blend of strong educational traditions, a competitive academic environment, and the strategic use of modern

technology. South Korea is known for its rigorous education system and highly motivated students, with a significant focus on English proficiency due to its importance in global communication, business, and academia. The approach to English self-study learning in South Korea is multifaceted, incorporating both traditional methods and digital tools to foster independent learning. English is a crucial subject in South Korean schools, with students often starting formal English education in elementary school. English proficiency is considered a gateway to success in higher education and future careers, which drives the emphasis on self-study outside the classroom. The country's educational culture is heavily exam-driven, with students often pursuing English learning independently to improve their scores on standardized tests such as the TOEIC (Test of English for International Communication), TOEFL (Test of English as a Foreign Language), and the Suneung (College Scholastic Ability Test), which includes an English section (Lee & Lee, 2012).

**Language Learning Apps:** South Korean students widely use mobile apps like Memrise, Duolingo, Busuu, and V-Learn for self-study. These apps offer personalized learning experiences and provide practice with vocabulary, grammar, and pronunciation. Students use these apps to improve their language skills at their own pace, outside the formal classroom setting.

**Online English Education Platforms:** Online platforms like KakaoTalk (for study groups), Lang-8 (for language exchange), and i-Scream English (focused on video-based lessons) are popular tools for learners. These platforms help students practice their language skills, receive feedback, and participate in interactive lessons that fit their schedules (Choi & Lee, 2016).

Self-study routines frequently include platforms like Duolingo, Memorise, and Babbel, which

provide students with planned courses and immediate feedback. These portals are frequently used as extra resources for individual practice or assignments.

E-books, podcasts, and videos are frequently integrated into English learning, offering students the ability to enhance their listening skills and expand their vocabulary. This multimedia approach provides both auditory and visual exposure to the language, which is critical for comprehensive language acquisition. Students typically use these resources at home to practice English, complementing in-class instruction (Stockwell, 2012).

Many schools encourage students to join online forums or social media groups dedicated to English language learning. These communities provide peer support, where learners can practice English informally with others around the world. Social interaction via platforms like Facebook, Discord, or language learning apps like HelloTalk has been shown to enhance language skills through authentic communication (Thorne, 2003).

To track progress, students engage with regular quizzes, online assignments, and self-assessment tools. These formative assessments allow students to evaluate their own learning, providing immediate feedback. The results of these assessments guide students in identifying areas that need improvement, which is consistent with principles of formative assessment in language learning (Black & Wiliam, 1998).

Teachers often provide personalized feedback on assignments, helping guide students in their self-study. This feedback can be delivered through digital tools or during one-on-one meetings, offering tailored support to address individual learning needs. This personalized attention fosters

greater engagement and motivation in students (Hattie & Timperley, 2007).

Students may be encouraged to maintain learning journals to reflect on their progress, set goals, and document their study activities. Keeping such journals helps students stay motivated and develop a sense of autonomy in their learning, which is a crucial aspect of language acquisition (Zimmerman, 2002).

Many schools have digital or physical libraries filled with grammar books, vocabulary lists, practice tests, and literature suited to various levels of English proficiency. These resources allow students to engage in self-directed learning, practicing specific skills at their own pace (Tschannen-Moran & Barr, 2004).

Self-study often extends to immersive language experiences. Students are encouraged to consume media in English—such as movies, TV shows, books, or music—in order to reinforce learning in a more natural and enjoyable manner. Research supports the effectiveness of immersion as a method for improving language skills, especially for listening comprehension (Vandergrift, 2007).

In many developed countries, teachers act as facilitators rather than being the primary source of knowledge. They guide students in setting learning goals, selecting resources, and developing effective study strategies. This student-centered approach is foundational to modern educational practices (Pritchard, 2017).

Teachers also play a crucial role in motivating students to engage in self-study. They monitor progress, provide encouragement, and hold students accountable for their learning. Regular check-ins ensure that students stay on track and seek help when needed, fostering a growth mindset and a sense of responsibility in learners (Dweck, 2006).

## CONCLUSION

The instructing encounter of English self-study learning in created nations speaks to an energetic mix of conventional instructive hones, innovative integration, and a center on independent learning. In nations like Japan, South Korea, and others, the accentuation on English capability is driven by its worldwide importance in communication, commerce, and the scholarly community. The self-study approach is built around enabling understudies to require charge of their learning, whether through computerized apparatuses, self-assessment, or collaborative situations. Taking all into consideration, the most beneficial part of education system of developed countries like South Korea and Japan are given as vital examples above about school. That all should be accounted as an important for English self-study learning.

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