

SECOND LANGUAGE TEACHING AND LEARNING STRATEGIES FOR UNIVERSITY STUDENTS

Usmonova Mukhlisa

Sodiqjonova Shakhlo

State University of World Languages

English philology students

Supervisor: Oripova Husnida

Abstract. Understanding the principles of second language acquisition is crucial for successful language learning. For teachers, creating a communicative environment, incorporating task-based learning, and differentiating instruction can enhance students' language skills. Language learners can accelerate their progress by practicing daily, engaging with native speakers, using multimedia resources, and setting goals to track their improvement. By implementing these strategies, teachers and learners can optimize the process of acquiring a second language and achieve fluency in a new language.

Key words: second language acquisition, linguistics, language skills, teaching methods, multimedia resources.

Introduction. Learning a second language is a valuable skill that opens up new opportunities for personal growth, cultural understanding, and professional advancement. Language acquisition is a complex process that involves social, cognitive, and emotional factors. Researchers in the field of linguistics have identified a range of key principles that influence how individuals learn a language. These include the importance of meaningful input, interaction with native speakers, and the role of motivation and attitude in language learning.

Language learning strategies are actions or behaviors that are used by students to understand, retain, retrieve and use information in language learning [Samperio, 2017]; additionally, strategies make language learning “easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” [Oxford,1990,8]. Much research conducted has reported that instruction in learning strategies aids students to increase their language learning ability and confidence [Ross & Rost, 1991; Thompson & Rubin, 1993].

According to the Social Identity Theory, learners used to choose second language based on a sense of connection to the community that language belongs. Gardner states that a desire to be a part of community or culture that a targeted language belongs can trigger individual to learn it [Gardner, 2010].

A number of studies were done in order to find out effective ways for acquiring one particular language and how influential the age of learner

is in this process. Snow and Hoefnagel-Hoelhe conducted a research which involves children and adults English speakers who study Dutch language in 1978. Scientists conclude that older learners are better than younger ones in terms of rate of acquisition in initial stage of second language learning [Snow and Hoefnagel-Hoelhe,1978, 1114-1128]. The study reveals that within three months, older learners outperform children in the test given and both groups have the same result after six months of the study.

A comprehensive study was conducted by Amirreza Vakilifard and published in January 2021. This research was carried out in Iran and involved 43 teachers from a range of Persian language centers affiliated with different universities. The aim of the study was to identify the most effective teaching strategies used by educators to teach Persian to non-native speakers as a second language. The researchers used a structured 22-item questionnaire, designed to evaluate the teachers' perspectives on various teaching methods. The findings revealed that the most commonly used and effective teaching methods included teacher-oriented strategies adapted to specific classroom conditions, the Communicative Language Teaching method, the Audiolingual method, Task-Based Language Teaching (TBLT), and the Natural Approach. These methods were favored for their ability to engage students in real-life communication and promote fluency through meaningful interaction. In contrast, methods like "teaching dogmatic language" and "learning by teaching" were considered less useful for general Persian language instruction. The study highlights the centrality of communicative competence and flexibility in method selection as crucial to effective Persian language instruction [Vakilifard, A. 2021].

Creating a supportive and engaging learning environment plays crucial role for teachers in order to help their students develop their language learning skills. These are some effective teaching strategies to consider:

Communicative Approach: Encouraging students to engage in meaningful conversations with peers, role-plays, and group activities that can promote using language daily makes learners proficient in this specific language. Krashen mentions that language acquisition is determined as the process of 'picking-up' a language [Krashen, 1981 in Wilson, 2000].

Task-Based Learning: Teachers may design activities that require students to use the language to complete specific goals or objectives. This approach aims to help students improve their language skills while focusing on real-world tasks. "It is generally agreed that pedagogy which is solely restricted to teaching grammatical rules and vocabulary lists does not give students the ability to use the language with accuracy and fluency. Rather, in order to become proficient in the second language, the learner should be given some opportunities to use it for communicative purposes" [Ellis, Rod, 1994].

Differentiated Instruction: They can adapt their teaching methods to meet the diverse needs of students, providing opportunities for individualized

learning and support by recognizing that students have different learning styles, abilities, and preferences.

As for language learners, building and following effective study techniques can accelerate the process of acquiring a second language. These strategies can be helpful to enhance language learning experience:

Regular practice: Consistent practice is the key to improving language skills. So that, students should set aside dedicated time every day to study as well as practice the target language. Noam Chomsky, a famous American linguist, believed that children not only acquire language by learning descriptive rules of grammar, but also they creatively play words as they learn language, creating meaning of these words as opposed to the mechanism of learning [Chomsky, 1964].

Engaging with native speakers: Seeking out language exchange partners, joining speaking clubs, or participating in language immersion programs are the ways in which learners have an opportunity to be master in that language. “Effective language learning involves meaningful interaction with native speakers” [Smith, 2018, 45].

Multimedia resources: Learners could utilize multimedia resources such as online courses, language apps, podcasts, and videos to improve learning, since these tools can provide additional exposure to the language and help reinforce their understanding.

Conclusion.

Mastering a second language requires dedication, persistence, and effective strategies for both teachers and learners. By incorporating communicative approaches, task - based learning, differentiated instructions, and regular practice into language learning routine, they can enhance their language skills and achieve fluency in a new language. Remember that language learning is a journey that requires patience and commitment, however the rewards of expanding your linguistic abilities are well worth the effort.

References:

1. Flege, J. E., Yeni-Komshian, G.H., & Liu, S. (1999). Constraints on Second-Language Acquisition. *Journal of Memory and Language*, 41, 78-104.
2. Gardner, D. (2010). *Teaching English as a second or foreign language* (3rd ed.). National Geographic Learning.
3. Hakuta, K., Bialystok, E., Wiley, E. (2003). Critical Evidence: A Test of the Critical Period Hypothesis for Second-Language Acquisition. *Psychological Science*, 14 (1), 31-38.
4. Loewen, Shawn; Reinders, Hayo (2011). *Key Concepts in Second Language Acquisition*.
5. Richards. J.C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.

6. Smith, J. (2018). Strategies for Second Language Acquisition. *Language Learning Journal*, 12(3) 45-58
7. Wilson, Reid. (2000). A Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition".