

Linguistic-Methodological Challenges in Second Language Acquisition

Guliyeva Lyudmila ¹

Abstract

The article elaborates linguistic-methodological problems encountered in second language acquisition. The study underlines the subtle distinction between a method and a technique. It is noted that a method is the theoretical understanding of learning something while techniques are the practical implementation of this theory. It turned out that the students' levels, interests and needs should be taken into consideration while teaching them. Hence, school books should provide these criteria. Unfortunately, some lexical samples and listening tasks are inappropriate for the students' levels. Gamification technique and techniques based on competitions should be applied more in lesson process in order to get an effective result.

Keywords: method, technique, gamification, competence, interactive.

¹ Senior teacher of the chair "Russian and eastern languages", Nakhchivan State University, Azerbaijan

As it is obvious, traditional methods or techniques have been replaced by other cutting-edge techniques lately. The students, even sometimes their parents are not satisfied with old and outdated traditional methods or techniques which are applied by the teacher in the classroom [2]. It has become a requirement that using any methods or techniques, students' psychology should be taken into consideration which stimulates to get good results from the students. It has been identified that while applying the methods or techniques which are based on games and competitions, the students demonstrate better results. Sometimes the concepts of methods and techniques are understood as the same things. It is quite right that they seem identical in most cases. However, there is a minute distinction between method and technique. Method is the theoretical understanding of learning something while techniques are the practical implementation of this theory. Techniques can also be considered tricks which require tips.

The main goal is to teach students by rewarding or entertaining them. These criteria entice them to learn the language voluntarily. Rewarding the students at the end of the lesson motivates them considerably. If a teacher conducts a lesson like a competition and gives presents to winner students, they will be stimulated and learn the language more enthusiastically [5]. Acquisition in relation with a good event, the student is supposed to retain the learned words in their mind for a long-term period. Lessons had better be based on games mostly. In this case, the students find the lesson interesting and acquire the language passionately. The students can acquire a great deal of word stock by means of crossword or word

description. In this way, they are able to retain the words in their mind more easily and for a more long-term period. When they learn the words from secondary school books, they find the words very boring. It is essential to underline that the number and the level, as well as, relevance of the words illustrated in secondary school books do not conform with the ages, sphere of curiosity, in general, students' real needs and requirements. Some students are not satisfied with the number of words. They consider that the number of words is not sufficient so that they should be increased by the author of the book. The others argue that majority of the words given in the secondary school books are not relevant and necessary. They do not encompass all necessary and frequently used terms in academic and colloquial speech. Many words are trite and unnecessary and are not interesting for students. However, the students learn lots of necessary words from cue cards which are distributed by the teacher at the lesson. If the level, relevance of the words meet the students' needs, they will learn them more easily and quickly. For example, the students who study in the fifth grade would be curious about words related to games such as hopscotch, hide-and-seek, dodgeball, leapfrog. They are more interested in animals, birds and plants more profoundly. The students in this form can learn such kinds of words and retain the words in their memories more easily. If the words are unnecessary and irrelevant to their ages and interests, the students will hardly ever able to acquire them. They had better learn the words in relation to some events. In this case, they will easily recall the words. The teachers should play an important role in vocabulary teaching, however current and limited secondary school curriculum and lesson plan do not allow the students to enlarge their word stock considerably. The teachers' role in vocabulary acquisition is composed of right direction. Actually, it has become a serious problem both for secondary school students and free learners who have lessons online and offline [13].

The words form word stock and it plays an important role in all skills. To possess perfect language proficiency, grammar and phonetics are other basic aspects in mastering substantial language skills [12]. Grammar can be effectively taught by means of "spaced repetition technique" that uses intervals to repeat words in a given time frame. In this way, the students can learn any parts of speech. Infinitive, gerund and participle I can be effectively learned with this method [3].

Listening skill at secondary schools is still very restricted and slow. Entrants who take the entrance exams are given 7 listening questions. However, these listening tasks do not reflect their real knowledge and the topics given in secondary school books [11]. Most of the remote secondary schools situated in the mountainous villages have not been provided with listening equipment properly including speakers, internet and PCs. In spite of this, the students of those schools had to answer presented listening questions in the exam. Most parents, entrants and even teachers were not satisfied with the results of the entrance exams. Firstly, the words presented in listening test do not overlap with the words given in secondary school books [6]. Moreover, the words are too difficult and irrelevant to the program of secondary school. We are obliged to reconcile with current situation but it does not mean that we must not take drastic measures against it.

To choose the most effective method or technique, the teacher should have practice on students. He or she has to identify the best working method and use it in the classroom. Not only the most literate and sophisticated teachers may think about this, but also student teachers may also apply this method successfully. If they are aware of the practical value of the most effective techniques they can agitate it among the students and the expected outcomes can come out. The same thing may be referred to the best and the fastest-teaching dictionaries. If the teachers practice this experience on themselves in self-study, they can spread and apply this among their students as well and it will unconditionally have a great contribution to the students in mastering the basic language skills.

Competence-based approach in the education system implies to increase attention to the effective and technological formation of professional competences [1]. We understand professional competence as a personal education that defines the productivity of professional tasks and includes knowledge, skills and professionally significant personal qualities, experiences and value orientations. In this case, competence differs from such traditional concepts as "knowledge", "ability", "skills" and "experience" by its

integrative nature, determined by personal traits, such as practice-oriented focus, the ability to work in a wide variety of contexts, self-regulation and self-esteem. Such a definition of professional competence requires significant changes in the pedagogical support of the university curriculum, filling it with teaching methods which could provide the training of future specialists with the required comprehensive result [9]. The traditional methods of the university educational process including lecture, explanation, exercise, etc. are certainly important for professional development [4]. However, their limitations are felt even more acutely at present when a complex phenomenon such as competence is formed [15]. For this reason, we believe that innovative education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative, as well as flexible training programs where students can work in a comfortable situation [8]. The major objective of teaching foreign languages is forming and developing communicative culture of students, teaching practical mastering of foreign language. The teacher's task is in creating conditions of practical mastering the language for every student, to select such training methods which would allow every student to show his activity and creativity [7]. Interactive methods provide the mechanisms to enable group members to study, on a regular basis, the reasons why they are doing their work and why it is indispensable. They provide people with opportunities to consider and share the experiences, understandings, and commitments that brought them to the group. Being in touch with these fundamental elements is critically vital if group members are to be invested in the group's work and motivated to make hard decisions, solve disagreements, and apply energy and focus on their work [14]. Interactive techniques can be used to help a group determine its own dynamics and its own challenges, the first pace in moving through the issues and toward the group's purposes [10]. When tension between people, general stress, or individuals' personal issues or behaviors are hindering a group's functioning, these can be dealt with most effectively when the group itself, rather than the leader, articulates the problems.

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