

STRATEGIES FOR TEACHING IN SECOND LANGUAGE ACQUISITION

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Abstract

In light of the nature of primary linguistic data, linguists are also concerned about how to teach a second language. How to acquire a second language is a very important question for language teachers and learners. This paper proposes the following teaching methods, beginning with Stephen Krashen's theory and the stage of second language mastery development: setting language goals, integrating theory and practice, analyzing learner characteristics, signing class contracts, creating learner-centered classrooms and establishing goal learner motivation.

Key words: Teaching strategies, second language acquisition

INTRODUCTION

A set of strategies that people use to take control of their own learning process is known as a learning strategy (Muliyah et al., 2020), (Sasalia & Sari, 2020). One of today's roles for teachers in second or foreign language classrooms is to improve strategies (Aminatun & Oktaviani, 2019) because their mission is to help students learn and make their thinking process visible (E. Putri & Sari, 2020), (Mandasari, n.d.). According to (Mandasari & Aminatun, 2020) In order for educators to effectively teach a second language (L2), they must take into account the requirements and personal histories of each student. As a result, they are able to employ methodologies that direct students to employ strategies that enhance their L2 learning process (Sinaga & Oktaviani, 2020), (Sari & Wahyudin, 2019b), (Puspita & Pranoto, 2021). By presenting a number of the definitions of the concept that have been proposed by various authors, this paper aids readers in comprehending the concept of such strategies as well as their significance in terms of accelerating and facilitating English learning. Then, the three distinct approaches to L2 instruction grammar, communicative, and cognitive are discussed in order to determine which of these promote useful classroom learning strategies. Finally, this paper examines the application of four learning strategies in English as a Foreign Language (EFL) settings using the Biography Driven Instruction (BDI) model.

An understanding of second language acquisition can enhance the ability of mainstream teachers (Febriantini et al., 2021) to serve the culturally and linguistically diverse and diverse students in their classrooms (N. Putri & Aminatun, 2021), (Sari, n.d.). while significant professional development is required to gain a full understanding of second language acquisition theory (Sartika & Pranoto, 2021), several key stages, theories and teaching strategies can be quickly understood and applied in the classroom (Puspita, 2021), (Qodriani & Kardiansyah, 2018). One concept supported by most theorists today is the learning continuum (Wahyudin & Sari, 2018) that is the predictable and sequential stages of second language development (Aminatun et al., 2019) (Yudha & Mandasari, 2021), in which the learner progresses from having no knowledge of the new language to a level of

competence very similar to that of the native language speaker (Suprayogi, Samanik, & Chaniago, 2021), (Erri et al., 2016). These theories have resulted in the identification of several distinct stages of second language development. These stages are most often identified as follows:

1. Stage one: Receptive or preproduction stage

This stage can last from ten hours to six months. Students often have up to 500 "receptive" words (words they can understand, but may not be comfortable using) and can understand new words that are made comprehensible to them (Purwaningsih & Gulö, 2021). This stage often involves "periods of silence" during which students may not speak, but can respond using a variety of strategies including pointing to an object, picture, or person; perform an action (Arpiansah et al., 2021), such as standing up or closing a door; gesturing or nodding; or respond with a simple "yes" or "no". Teachers should not force students to speak until they are ready to do so (Choirunnisa & Sari, 2021).

2. Stage two: Initial production stage

The initial production stage can last an additional six months after the initial stage. Students typically have developed nearly 1,000 receptive/active words (that is, they are able to understand and use words). During this stage students can usually speak in one-word or two-word phrases, and can demonstrate and understanding of new material by providing short answers to simple yes/no, one or, or who/what/where questions (Amelia, 2021), (Nindyarini Wirawan, 2018).

3. Stage three: Stage of emergence of speech

This stage can last up to another year. Students typically have developed around 3,000 words and can use short phrases and simple sentences to communicate (Suprayogi, Samanik, Novanti, et al., 2021). Students begin to use dialogue and can ask simple questions (Kardiansyah & Salam, 2020), such as "Can I go to the restroom?" and also able to answer simple questions. Students can produce longer sentences, but often with grammatical errors that can interfere with their communication (Oktavia & Suprayogi, 2021), (Gulö et al., 2021).

4. Stage four: Intermediate language proficiency stage

Intermediate proficiency can take up to another year after the appearance of speech (Nuraziza et al., 2021). Students typically have developed nearly 6,000 words and are beginning to make complex statements, express opinions, ask for clarification, share thoughts, and speak at length (Sari & Wahyudin, 2019a).

5. Stage five: Advanced language proficiency stage

Gaining advanced proficiency in a second language can usually take from five to seven years (Pranoto & Suprayogi, 2020). At this stage students have developed some content area specific vocabulary and can participate fully in grade level classroom activities if given the occasional extra support (Septiyana & Aminatun, 2021), (Qodriani & Wijana, 2021). Students can speak English using a grammar and vocabulary comparable to native speakers of the same age (Kuswoyo et al., 2020). Understanding students through a predictable and sequential set of developmental stages helps teachers predict and accept a

student's current stage, while modifying their instructions to encourage progress to the next stage.

LITERATURE REVIEW

In applying strategies in second language acquisition there are some factors that influenced students in learning second language acquisition, namely:

- **Motivation**

Students with higher motivation tended to employ a greater number of strategies than students with lower motivation (Amelia & Daud, 2020), and the particular reason for studying the language (motivational orientation, particularly in relation to career field) played a significant role in the selection of strategies (Nurmalasari & Samanik, 2018).

- **Gender**

In many studies, women used more strategies overall than men did (though men sometimes used more strategies than women did).

- **Cultural Background**

Some Asian students were more likely than students from other cultural backgrounds to rote memorization and other forms of memorization (Novanti & Suprayogi, 2021). It appeared that students from other cultures were also encouraged to use this strategy.

- **Attitudes and Beliefs**

It was reported that students' attitudes and beliefs had a significant impact on the strategies they chose, with negative attitudes and beliefs frequently leading to poor strategy use or a lack of strategy orchestration.

- **Type of Task**

The strategies that were naturally used to complete the task were influenced by the nature of the task.

- **Age and Level of L2 Stage**

Learning Students of varying ages and levels of L2 learning employed various strategies, with certain tactics frequently being utilized by students who were older or more advanced (Aminatun et al., 2021).

- **Learning Style**

The choice of L2 learning strategies is frequently influenced by the learner's learning style, or general approach to language learning (Ambarwati & Mandasari, 2020). For instance, global students used strategies to find meaning (guessing, scanning, predicting) and converse without knowing all the words (paraphrasing, gesturing), whereas analytic-style students preferred strategies like contrastive analysis, rule-learning, and dissecting words and phrases.

- Tolerance of Ambiguity

Students who were less tolerant of ambiguity utilized significantly different learning strategies in some instances.

METHOD

In this study, the writers utilized library research techniques and subjective depiction. This study utilized a subjective methodology zeroing in on story understanding. Subjective means examination dependent principally upon a constructivist viewpoint with respect to a singular's encounter that has been by and large or socially built. The information hotspot for this study was a strategies for teaching in second language acquisition. Information assortment strategies were performed by exploring or perusing sources in books, the web, as well as in past exploration reports, and others. Most understudies can find their assets in the library, information on the main libraries, experience with the chapter by chapter guide and other reference works, about complex is surely a fundamental apparatus for pretty much every understudy of writing. The information examination procedure utilized in this study is clear investigation. To help this information, the specialists looked for important information from different sources. Information investigation is the methodical course of considering and orchestrating information from meetings, perceptions, and records by coordinating the information and concluding what is significant and which should be contemplated. also, make determinations that are straightforward.

RESULTS AND DISCUSSION

After obtained all the data and informations related to teaching strategies in second language acquisition, the writers have already chose some strategies for students who are still learning in second language acquisition. The tyeaching strategies in second language acquisition are namely:

Strategy 1: Analyze the characteristics of second language learners

In general, there are more effective and less effective students in the class for learning a second language. Teachers should educate learners of different languages according to their particular characteristics and offer individual quality education or modify different teaching methods to meet the special needs of second language learners. Many researchers found a large number of learner characteristics to identify various strategic techniques associated with different second language learners. Hosenfeld refined the characteristics by using verbal reports or thinking aloud protocols to investigate students' mental processes as they worked on language assignments. These studies were followed by the work of Stern and Todesco, who further pursued the idea that second language learning ability resides at least in part in the teaching strategies used by different teachers. Some of the characteristics of more successful and less successful students are identified as follows:

- Whether the learner is active or passive;
- Can or cannot monitor language production;
- Can or cannot practice communicating in the language;
- Can or cannot use previous linguistic knowledge;

- Can or cannot use various memorization techniques;
- Can or cannot ask for clarification;
- The presence or absence of language anxiety that occurs when a learner is expected to appear in learning a second language;
- May or may not be affected by self-esteem, shyness, stage fright, shyness, exam anxiety, social evaluative anxiety and communication fear;
- Are worried about making mistakes in learning a second language or not;
- Worried or not about the consequences of failing a second language class;
- Worried about being nervous and confused in language class or not;
- Do you feel self-conscious about speaking a second language in front of classmates; Do I feel my heart pounding or not when I will be called in language class;
- Whether or not to think about things that have nothing to do with the course; Whether or not to worry about feeling confident while learning a second language.

Strategy 2: Sign class contracts to build language learners' expectations for independence

Traditionally, teachers have assumed a lot of responsibility for learning in the classroom. However, in a language classroom the teacher and students must share responsibilities. Teachers take on the roles of models and facilitators, and students enhance their roles as active participants who are ultimately responsible for their own learning.

A class contract consists of an agreement between the teacher and the language learner or student on how each will contribute to and behave in the classroom. Contracts are most successful if students provide input to the agreement with guidance from the teacher.

Language learners in different classes may come up with different characteristics, which is fine, because the point is that a sense of trust and shared responsibility has been built between the teacher and the language learner. Hang posters in class as a reminder of the contract and for future reference. For example, if the characteristic of a good learner is to finish homework on time, then the teacher can refer to the contract if there is a problem with the student's attitude towards homework. The responsibility for the student's actions has shifted entirely to the language learner because he or she has agreed to behave in a certain way.

Strategy 3: Create learner-centered classes to assign student learning responsibilities

Learning a language is like playing on a soccer team. Teachers are coaches who present different types of play, provide advice and opportunities for practice, and provide feedback

and support when it comes time to play the game. Students are team players who actually play and have to make decisions and evaluate themselves during the game. In the learning process, teachers can guide, facilitate, present material clearly and answer questions, but teachers cannot learn language for students or even make students learn language. Students must decide for themselves that they want to learn, and they need to take the initiative to seek out opportunities to learn. Chinese proverb “Give a man a fish and feed him for a day; teach someone to fish and feed him for life”, which can also describe how a classroom should operate. Teachers provide students with learning tools that they will always be able to use to learn languages.

A learner-centred classroom is an environment that creates and nurtures independent students who are aware of their learning process and who, through this awareness, are able to take control of their learning. A learner-centred classroom must be initially created by the teacher and then accepted by the students. It doesn't happen automatically, but it must be done so that all participants support the environment and are supported by the environment. Students whose learning abilities and strategies are recognized and encouraged will receive strategy instruction as a way to advance their own independence as active thinkers. However, the stage needs to be set for strategy instruction to occur successfully. The following are examples of activities shared by teachers who have succeeded in creating learner-centred classes.

Strategy 4: Build second language learner motivation including values, self-efficacy and attribution

Learner motivation, through complex and diverse, is essential for any type of learning. Motivation affects how hard students are willing to work on a task, how much they will persist when they are challenged, and how much satisfaction they feel when they complete a learning task. A good teaching strategy can increase students' motivation for the task of learning a second language. Values, self-efficacy, and attributions are some of the important components that play a big role in the motivation of second language learners.

(1) Values: Second language learners are more motivated on tasks they value. They may value a task because they find it intrinsically interesting, or because they find it applicable in their lives. Teachers try many ways to gain students' intrinsic interest in academic tasks, including using authentic literature, selecting activities that students may find enjoyable, and focusing on content that has cultural relevance.

(2) Self-efficacy: Self-efficacy is a specific belief that a person is capable of successfully completing a particular task. Students with self-efficacy have confidence that they can solve a problem. They believe that the more they learn and practice, the more their abilities will improve, and they understand that mistakes are only part of learning. On the other hand, students with low self-efficacy think that they have low abilities. They believe that effort will reveal their own incompetence and they choose easy tasks to try to avoid mistakes. In second language learning research, building students' self-efficacy can help them understand that they are capable of solving problems when they use the right tools.

(3) Attribution: Students' approach to schoolwork may depend on the factors they attribute to their success or failure. Language learners often attribute performance to natural ability,

luck, and outside influences such as good or bad teachers. These are factors that are mostly regarded as beyond the control of the learner. Less often, students can attribute school success to effort or, more accurately, to effective strategies. Student attributions to success or failure develop over time and are difficult to change. On the way to second language learning, teachers must ensure that students experience meaningful success with teaching strategies by providing authentic and challenging assignments appropriately and with explicit teaching strategies so students know how to apply them. Teaching strategies can be very powerful in building student motivation for second language mastery.

CONCLUSION

In order to effectively teach language classes, teachers should be familiar with Stephen Krashen's developmental stages and theories on second language acquisition. They are able to examine students' reactions to their approach to learning a second language and identify strategies that best meet the immediate needs of their language learners. They can also use classroom research to demonstrate to language learners that teaching methods for learning a second language actually work.

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