

## PRINCIPLES OF INSTRUCTED LANGUAGE LEARNING.

**Komiljonova Gulhayo Kmoliddinovna.**

A student of Foreign languages

faculty of Bukhara State University.

**Abstract:** This article provides a detailed information about the principals of instructed language learning and its importance. Firstly, instructed language learning plays an important role in learning second language acquisition in order to set up several principals for language pedagogy. These principals will be base form for second language learners (L2) relying on formulaic and rule based knowledge which focus on meaning, form and structure. Moreover, the importance of providing individuals' needs in learning can be supportive, free or in a controlled position and also, they should be able to assess a language learning. Obviously, there are several principals to ensure that learners focus on learning and teaching process.

**Key words:** L2, SLA (Second language acquisition), input, output, 7 principals, task-based structure, formulaic expressions, rule-based competence, meaning and form.

In recent years, instructed language learning has become one of the vital field and still progressing. Over the years, many scholars has been conducting various researches in understanding and contributing to more effective language learning. According to the studies of Norris and Ortega (published in 2000, identified 79 studies) pay more attention on L2 instruction which has been undertaken with language pedagogy. Likewise, Krashen's Monitor Model (Krashen, 1981), Dekeyser's skill learning theory (Dekeyser, 1998) and instructed language learning theory of Ellis in 1994, all address the significance of instruction in second language acquisition(SLA).

Despite of the experience of scientists and strict guidelines, there is no still specific program and is a considerable controversial issue. It is obvious that, there is no agreement about making this instruction should be based on formal focus-on-form approach which includes certain principals of teaching grammatical features or emphasizing features in the context of communicative aspects, derived from task-based structure. Basically, research on instructed SLA had focused on groups rather than individuals. Because teachers try to involve students in their language experiment classes. Typically, they test the results of different teaching techniques with different groups. Researches make an important contribution to the development of new insights of SLA. They focused on more social issues of personal identity and L2 socialization, by refusing the character of categories like gender, age, ethnicity (Belz and Kingenger, 2002,2003; Pavlenko 2002). They did not pay attention to the learners, acquisition process within the classroom walls compared to new language abilities in authentic interactions with the target language speakers.

Briefly, they concentrate on how can learner develops hi/her understanding of target language by participating in social life interactions and in general discussions (Belz, Kingenger, 2002) Rod Ellis identified and conducted a research on principals of instructed language learning. He established some of them and applied in different learner groups.

**Principal 1. Instructions needs to ensure that learners improve both a rich repertoire of formulaic expressions and rule-based competence.**

Proficiency in L2 requires students know both a rich repertoire of formulaic expressions, consisting of knowledge of specific grammatical rules, which caters accuracy (Skehan, 1998). In formulaic expressions, students use common phrases, collocations and fixed expressions in real-life communication. While in rule-based competence learners are provided with grammar rules and syntax structure. Besides, they utilize integrated practice in groups by using formulaic expressions with rule-

based construction and it encourages students to use both of them their responses to foster an integrated understanding.

**Principal 2. Instruction needs to ensure that learners focus on predominantly on meaning.**

The term '' meaning ''we should highlight the importance of meaning. It refers to the idea of semantic meaning ( meaning of lexical terms) and next stage is the connection with pragmatic meaning (contextual meaning). In this case, in order to provide students with relevant information pragmatic meaning (task-based approach) is an appropriate and more clear. Arguably, pragmatic meaning pivotal in language learning. It is a tool of communicating for learners.

**Principal 3. Instruction needs to ensure that learners also focus on form.**

In the theories of L2 acquisition , Schmidt (1994) mentioned that '' There is no learning without conscious attention to form'' . Celce-Murcia (2002) focused on basis for grammar teaching, while Loewan (2002) demonstrated learning from tests. There are some techniques to focus on forms:

- Through grammar lessons to teach grammatical features
- Through focused tasks. It involves tasks that demand learners to understand and produce structures in the performances of task. Harley (1989) gives some examples in intensive instruction and about SLA.

**Principal 4. Instruction needs to take into account the learners ''built-in syllabus''**

During L2 acquisition period, learners follow ''traditional '' order by learning different grammatical structures in fixed and universal order. Corder (1967) suggests that learners had their own '' built –in syllabus'' for learning grammar. Krashen (1981) mentioned that instruction played a significant role in the development of implicit knowledge or in acquisition . Ellis( 1989) established learners who achieved

high level of grammatical competence than naturalistic learners. In order to build learners' "built-in syllabus", they should ensure that they are ready to acquire.

**Principal 5. Successful instructed language learning requires extensive L2 input.** According to studies of Ellis and Wells (1980) illustrated the speed of SLA of children accounted by the quality they receive. If learners do not receive exposure, they can not learn target language. If more resources are available, schools need to create self-access centers to gain their knowledge.

**Principal 6. Successful instructed language learning requires opportunities for output.**

Researchers believe that both input and output knowledge plays an essential role. It creates better information base by using learner's feedback. It allows learners to do syntactic processing through paying attention to the grammar. It gives a chance students to observe target language grammar and help students to develop discourse skills by producing "long turns". These methods can be achieved by asking students to perform oral or written tasks.

**Principal 7. Instruction needs to take into account of individual differences in learners.**

There is a big difference in interests of various students. Ideally, many teachers design their lessons involving any kind of matching instruction employed in Wesche's (1981) study which used language aptitudes to clarify different learning styles. School-based students often have a desire to analytical approach. They may face problems in experimental approaches which is required in task-based language teaching. Teachers are also responsible for students to stay motivated.

In conclusion, promoting learners' knowledge and other essential parts of L2 sociocultural competence is crucial. If there is not reliable information and resources, it is challenging to acquire SLA. Good research into psychological and emotional is important for the development of good teaching practices. It would be beneficial to



formulate a set of principals based on broader conceptualization of SLA which is advocated by Block and others. The value of principals is to provide a basis for evaluating different approaches to language teaching and designing training programs.

### References.

1. Harley, B , Allen, '' *The development of L2 Proficiency*. Cambridge University Press. Block , D, 2003, ''The social turn in Second Language Acquisition. Edinburgh University Press.
2. Celce-Murcia, M , 2002. *What makes sense to teach grammar through context and discourse*.
3. DeKeyser, R, 1998. Beyond focus on form: cognitive perspectives on learning and practical second language grammar.
4. Ellis, R., 1993. Second Language Acquisition and pedagogy.
5. Ellis, R., 1994. *A theory of instructed SLA* . In Ellis, N. Implicit and Explicit learning of languages. Academic Press, London.