

THE IMPORTANCE OF LANGUAGE LEARNING STRATEGIES IN TEACHING ENGLISH TO TEENAGERS

*Tashkent city , Teacher of the academic
lyceum of Tashkent Transport university
Abdurakhmanova Mokhina*

ANNOTATION. Topicality of the course paper: In this coursework we should explain the importance of language learning strategies in teaching english to teenagers. So firstly we must know what is the importance of language learning strategies and how we can teach english to teenagers perfectly with this strategies. We should find out are there teenafers' some abilities or not to learn english. We should make clear how we can teach them in a simple way, how we can encourage and how we can motivate them.

LANGUAGE LEARNING STRATEGIES IN TEACHING ENGLISH

The importance of Language Learning Strategies Instruction. The literature on LLS shows that the issue of whether or not LLS should be included in the curriculum of regular EAL classes is beyond dispute. Students who share the characteristics of the participants in the research reported in this article may face problems when starting to study an additional language, due to the fact that they may lack strategic ability and thus may not know how to study – that is, they may not take actions that can help them learn about grammar, vocabulary and pronunciation, or develop their listening, speaking and reading skills, and thus take the most out of the AL classes. In an educational system surrounded by school failure and numerous classrooms, these students would hardly ever cope with their difficulties by themselves. Considering the fact that guidance and support from teachers “ can do much to foster strategic use and strategy development’ ’ by explicitly teaching, modeling, and helping learners acquire “ relevant strategies, and by creating situations to promote strategy use to bring about their value and reward, that LLS instruction and use help students learn and also provide them with more opportunities to take responsibility over their own learning (LESSARD-CLOUSTON, 1998), and the results of the present study, a possible solution to minimize this problem is the insertion of the teaching of LLS in the curriculum of EAL regular classes of schools which belong to the Brazilian Educational System. The LLS instruction advised here may lead students to becoming more autonomous, motivated, and interested in their own process of learning. In other words, LLS instruction may help them see themselves not as a knowledge recipient, but as a “ knowledge seeker” and producer.¹

Researchers have found that children and adolescents with learning disabilities have high rates of mental health and behavioral problems. Because, learning difficulties often

¹.

result in low self-esteem, which is a root cause of depression, substance abuse, and other mental health issues.

Here are some of the main reasons why learning disabilities can lead to low self-esteem and other teenage challenges.

Lack of a learning disability diagnosis

Unfortunately, if a doctor does not recognize an LD in a child or teen, they fail to receive the support they need to succeed. Consequently, they will continue to fail at school. Additionally, teachers and parents may scold or punish them for their behavior because they don't understand what's causing it. Students with disabilities are more than twice as likely to be suspended as students without disabilities.

Want to speak English naturally?

4 Ways to Ensure That Your Lessons Don't Fall Flat

I remember the first time I stood in front of a classroom full of teenage ESL students. They were apathetic, tired and clearly didn't want to be there. Every day, my students would come to class with the same listless attitude. It wasn't until I changed the way I taught them that they became more receptive to the learning process. It's no secret that teaching English to teenagers comes with its own unique set of challenges. The way to successfully teach English as a second language in any classroom is to make the students want to learn. Unfortunately, this is often the most difficult part of teaching ESL to teens.² Considering the constraints on early language teaching, the extremely restricted time available, limited opportunities for pre-service. Teachers' consequent lack of awareness of motivating resources such as high-quality picturebooks, the goals of ambitious TEYL curricula are currently decidedly difficult to realize. TEYL research acknowledges that the teacher's role is vital and hugely challenging. Practising teachers of YLs need the support of CPD in order to extend their pedagogical content knowledge and craft repertoire, but the low status of TEYL is impeding the necessary opportunities. Frequently, there is also a shortage of expertise for TEYL among university teacher educators and school mentors. Teachers have an important role as an intercultural and language awareness model, they model as reader and learner themselves, and model the language the children are learning.