

Major Characteristics of Language Learning Techniques

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Abstract:

The article delineates the primary aspects of language learning strategies. These tactics encompass several strategies, activities, and resources employed by students to enhance their language skills, including vocabulary development, grammatical understanding, speaking fluency, listening comprehension, and writing ability. The study categorizes the techniques into several theoretical groups, including communicative techniques, interactive techniques, task-based techniques, multimedia and technology-based techniques, cultural and content-based techniques, scaffolding techniques, differentiated instruction techniques, and feedback and assessment techniques, as well as content creation techniques. The study also examined cooperative language learning strategies, which are essential in secondary school language instruction since they promote active involvement, collaboration, and meaningful interaction among students.

Keywords

multimedia, task-based techniques, collaboration, comprehension, content-based techniques

Introduction

The major characteristics of language learning techniques at secondary school involve structured curriculum, differentiated instruction, communicative approach, active learning, technology integration, assessment and feedback, collaboration, and cultivation of autonomy. Language learning techniques at the secondary school level also focus on fostering a positive and supportive learning environment where students feel encouraged to take risks, make mistakes, and learn from their experiences. Teachers often employ a variety of instructional strategies, such as cooperative learning, peer teaching, and task-based activities, to cater to the diverse needs and preferences of learners. Cultural competency and global awareness are integrated into language learning experiences, allowing students to appreciate the richness and diversity of language and culture around the world.

In the context of language learning at secondary school, a “technique” refers to a specific method, approach, or strategy employed by educators to facilitate language acquisition and proficiency among students. These techniques are designed to engage students actively in the learning process,

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promote effective communication in the target language, and reinforce language skills such as listening, speaking, reading, and writing (Babayev, 2023). Each technique may involve various activities, materials, and instructional approaches tailored to the needs and preferences of students, with the ultimate goal of enhancing their language proficiency and cultural competence.

Technique is the implementation process of a method. This carries an implementation character, meaning that a technique is a thing that happens in language teaching in the classroom. The term “language learning technique” refers to a specific method or approach used to acquire or improve proficiency in a language (Alisoy, 2025). These techniques encompass various strategies, activities, and resources employed by learners to enhance their language skills, including vocabulary acquisition, grammar comprehension, speaking fluency, listening comprehension, and writing proficiency. Language learning techniques can range from formal classroom instruction to informal self-study methods, and they often reflect individual learning styles, preferences, and goals.

Literature review

Assignment usually requires a set of techniques combined with communicative curriculum or related discussion programs, and thus techniques should have at least relevant objectives (Hasanova, 2024). This emphasizes the authentic use of language for external purposes beyond the language classroom.

Now it becomes important to emphasize the necessity of the word “activity”. This concept of “activity” is essentially related to techniques. Activity can refer to anything students engage during the lesson. We typically describe it as a reasonably independent student action set, predetermined by the teacher before instruction, with a specific objective over a certain period. Activity is an integral part of implementing a technique because techniques cannot be effective without activity. Sometimes, we can also refer to activities as techniques. They essentially carry the same meaning and sometimes serve the same purpose, albeit with different solutions. The game can be regarded as an activity. However, if students find out and study, then a new method of learning, “technique”, emerges (Babayev et al. 2024). While games occupy leisure time, in activities a more necessary goal is sought. The technique is intentionally implemented by the teacher. Thus, activities include role playing games, exercises, editing peers’ work, practicing information gaps in small groups, and so on.

As it appears from the definition, techniques are included in procedures. Therefore, it appears as an attractive term for Richards and Rodgers, as it encompasses many small elements or various items and serves as something for a group or description that does not highlight what is involved or not (Richards, 2014, p.21).

When discussing technical terms, generally, as an excellent reference, one refers to various activities implemented by technical educators or students during language instruction. They are mainly balanced and intentional, not accidental, and are carried out in a purposeful manner. They are the manifestation of the teacher’s chosen approach. In this way, they can effectively appeal to pedagogical sections or components of the classroom session for your language learning goals.

According to Diego Santos, education related to teaching methodologies has also been rapidly advancing in recent years, like other disciplines. Traditional techniques that involves both teacher explanations and students’ notes can still be imposed in both middle schools and universities, but

currently, education is more focused on fostering interest and enthusiasm for reading among students. Thanks to these changes in education, a variety of different learning techniques have emerged. The use of modern technology in the classroom during learning has not only revitalized education but also provided the opportunity to analyze old ideas with new methods for both teachers and learners.

Cooperative language learning techniques in secondary schools involve activities where students work together to improve their language skills. This learning technique encourages peer teaching and provides opportunities for students to learn from each other's strengths and perspectives. It fosters a supportive learning environment where students feel more comfortable taking risks and experimenting with the language. Additionally, it can enhance students' social and interpersonal skills while also promoting critical-thinking and problem-solving abilities. Overall, integrating cooperative language learning techniques can greatly enrich the language learning experience in secondary schools (Matthew, 2026, p.293).

Methodology

Participating in some language classes is not sufficient to speak fluently. Because learning a new language and mastering it requires patience and perseverance. However, by articulating our thoughts intelligently and making some adjustments, we can use our classroom time to progress in the language for our own benefit. There are some proven techniques to enhance language learning in the classroom. Firstly, utilize creativity in your vocabulary. You may think you can remember all the new words you learn in class. Unfortunately, you may not be able to do this due to the amount of information and words you learn. You should use writing to integrate everything you've learned, and keeping a list of new words is a great way to consolidate them in your mind. Better yet, utilize the words from the list. Try categorizing your word list to make it more useful and use new words by associating them with their meanings. This technique will allow you to work with all the words effectively.

Second, beware of speaking with friends in your native language. You can join a language learning program with one of your friends, or you may meet a new friend from the same country there. In this case, you should resist the need to sit together in class and during lessons. Why? Because when you mix people who speak your native language, the difficulty will decrease, and in challenging situations, you'll resort to speaking in your native language. On the contrary, get to know new and different people because with them, you can't rely on your native language, which will motivate you to work harder to be understood in the language you are learning by those around you. To effectively learn a language, it's crucial to engage in as much conversation as possible. There's no need to fear speaking or making mistakes, especially since grammatical errors are expected when it is not our native language. The crucial aspect is recognizing errors and gaining knowledge from them (Lightbrown et al.,2016, p.47-48)

Below are some examples of techniques for correcting errors like the following:

1. The teacher should neither praise nor criticize students during specialized lessons so that students believe in individualized learning. This is related to the Silent Way method.
2. The teacher always praises students during instruction, mainly relying on the Audio-Lingual method (Hasanova, 2023).

3. If a student makes a mistake in expression, the teacher simply repeats the correct one, which is related to Total Physical Response.

4. The teacher overlooks students' mistakes if they don't hinder communication, reflecting the Natural method.

In language learning at the secondary school level, various techniques are commonly used to simplify students' learning and mastery of the target language (Ismayilli et al. 2025). These techniques can be categorized into different types based on their focus and application. Here are some common techniques and their kinds:

1. Communicative Techniques:

- Role-play: Students act out scenarios or dialogues in realistic situations to practice language functions and communication skills.
- Information gap activities: Students work in pairs or groups to exchange information and solve tasks that require communication in the target language.
- Debate or discussion: *Engages students in structured debates or discussions on various topics, promoting critical thinking and language use* (Hadi, 2017, p.141).

2. Interactive Techniques:

- Pair work: Students work together in pairs to practice language skills, share ideas, and provide peer feedback.
- Group work: Students collaborate in small groups to complete tasks, solve problems, or create projects, fostering teamwork and communication.
- Games: Incorporates language learning into fun and interactive games such as vocabulary games, board games, or online quizzes.

3. Task-based Techniques:

- Task-based learning (TBL): Focuses on completing meaningful tasks or projects that require the use of language skills in authentic contexts.
- Project-based learning (PBL): Students work on long-term projects that involve research, collaboration, and presentation of findings in the target language.

4. Multimedia and technology-based techniques:

- Language learning apps: Utilizes mobile apps or online platforms for interactive language practice, vocabulary drills, and language games.
- Digital storytelling: Integrates digital tools and media to create and share stories, presentations or multimedia projects in the target language.

5. Cultural and content-based techniques:

- Content-based instruction (CBI): Integrates language learning with content from other subjects, such as history, science, or literature.
- Cultural Immersion activities: Exposes students to authentic cultural materials, traditions, and practices related to the target language.

6. Scaffolding techniques:

- Modeling: Teachers demonstrate language use and provide examples to guide students in understanding and producing language structures.
- Guided practice: Teachers provide structured exercises and activities with increasing levels of support to help students develop language skills independently.
- Gradual release of responsibility: *Teachers gradually shift the responsibility for learning from themselves to the students, empowering students to take ownership of their language learning process* (Sticher, 2010 p.4-7).

7. Differentiated instruction techniques:

- Tiered assignments: Teachers provide different levels of tasks or assignments to accommodate students' varying language proficiency levels.
- Flexible grouping: Students are grouped based on their language proficiency, interests, or learning styles to receive targeted instruction and support.

8. Feedback and assessment techniques:

- Formative assessment: Teachers use ongoing assessments, such as quizzes, exit tickets, and observations, to monitor student progress and adjust instruction accordingly.
- Peer feedback: Students provide feedback to their peers on language production, writing, or presentations, promoting peer learning and collaboration.
- Self-assessment: Students reflect on their language learning progress, set goals, and evaluate their own strengths and areas for improvement.

9. Content creation techniques:

- Writing journals: Students maintain personal journals or blogs in the target language to practice writing skills, reflect on their learning experiences, and express their thoughts and ideas.
- Podcasting or vlogging: Students create audio or video recordings in the target language to share stories, opinions, or interviews, developing speaking and presentation skills (Babayev, 2023).

Discussion

Each technique can be adapted and combined with others to create a dynamic and student-centered language learning environment (Gouda, 2022, p.63, 64).

Language learning techniques in language classrooms often emphasize the development of critical language awareness, encouraging students to analyze language structures, functions, and usage patterns (Babayev, 2023). This focus on metalinguistic awareness enhances students' ability to comprehend and produce language accurately and effectively. Language learning techniques may incorporate opportunities for students to explore contemporary issues, global challenges, and cultural phenomena through the lens of language, fostering critical thinking skills and promoting cross-cultural understanding (Babayev, 2023). Additionally, the integration of project-based learning and inquiry-based approaches encourages students to take ownership of their learning and pursue topics of personal interest, further enhancing their motivation and engagement in language study. Ongoing reflection and self-assessment are encouraged, empowering students to monitor their progress, set goals for improvement, and take responsibility for their language learning journey. Through these comprehensive and student-centered approaches, language learning at the secondary school level aims to equip students with the linguistic, cognitive, and socio-cultural competencies necessary for success in an increasingly interconnected and diverse world.

Secondary schools may incorporate project-based learning (PBL) techniques into language learning, where students work collaboratively on extended projects that require them to use language skills in authentic contexts. Examples include inquiry projects, and collaborative research projects, and multimedia presentations on cultural topics. Moreover, technology-enhanced learning tools such as language learning apps, online resources, and interactive multimedia materials are integrated into instruction to enhance student engagement and provide additional practice opportunities. Schools may organize cultural immersion experiences, such as study abroad programs or virtual exchanges, to provide students with firsthand exposure to the language and culture they are studying. *These diverse techniques cater to the varied needs and interests of secondary school students, fostering their language proficiency, cultural competence, and enthusiasm for language learning* (Ajbilan, 2013, p.3).

Cooperative language learning techniques play a pivotal role in secondary school language education by fostering active engagement, collaboration, and meaningful interaction among students. These techniques promote a learner-centered approach where students take ownership of their process. They also encourage the development of communication skills, cultural understanding, and empathy, which are essential for effective language acquisition. Cooperative learning enhances students' motivation and confidence, as they receive support and feedback from their peers. By creating a dynamic and interactive learning techniques help secondary school students build a solid foundation in the target language while also developing important 21st-century skills.

As a consequence of technology integration, various recognized teaching techniques have arisen as follows:

a) Inverted Classroom

In the inverted classroom model, the emphasis is primarily placed on motivating students to prepare for class activities beforehand. So the classroom transforms into a dynamic environment where students debate the details of what they have already studied. Students prepare topics so that the next day they can focus on answering questions based on the topic they organized the lesson around. This encourages students to delve into the topic and express their natural interests.

Considering this standpoint, online learning methodologies have the potential to be seamlessly integrated with the Inverted or Flipped Classroom instructional technique (Babayev, 2022). By utilizing CoCongr, we have the capability to easily share resources among members of our group. In addition, the online experience aids students in learning from home and preparing for the next lesson.

b) Case Method:

This technique aims to solve real-life conditions through brainstorming, novelty, and creative thoughts. While creative problem-solving is a systematic approach, its application can be quite complex because some situation may not have straightforward solutions. Even though, the Case Method effectively equips students for the real world while cultivating their curiosity, analytical aptitude, and creativity. This technique was frequently applied in master classes to examine real-world scenarios experienced by companies in earlier periods.

c) Self-study:

Curiosity is the primary driving force behind learning. As a fundamental principle of learning, it is meaningless to store large volumes of text in memory that students will either retain or forget in an instant. Providing students with the opportunity to explore and discover on their own is the solution to engaging their interest in learning.

A prime instance of an exemplary teaching technique that incorporates self-study learning was highlighted by Sugata Mitra during his TED talk. The researcher Sugata Mitra conducted a series of experiments in New Delhi, South Africa, and Italy, allowing students to have self-directed access to the internet. The results obtained revolutionized our thoughts about this technique. *Many students, who until then had little to no knowledge about the internet, unexpectedly managed to learn a variety of subjects with ease* (Mitra, 2006, p.8).

For investigating self-study learning, employing a basic technique such as Mind Maps is typical. Trainers can devise models using Mind Maps and grant students autonomy to enlarge and evolve ideas further. For example, if there are home materials in the attention center, some students can create Mind Maps on the items at home. Mind Maps can also be utilized to learn about foods, frequently used household items, and everyday agricultural terms.

d) Social media:

Using social media in the classroom is another way of learning. At present, students enjoy social media, and engaging them with social media in class requires minimal motivation. The ways of using teaching techniques are quite diverse because there are numerous social networks and resources available.

An example worth mentioning is the “Red Balloon” attempt introduced by the Brazilian Language Academy, which motivated students to rectify grammar mistakes found in messages from their beloved proficiency in the English language.

e) Free Online Learning Tools:

Free online learning tools are available for teachers to use to promote participation and enjoyment in class. Tutors have the opportunity to create a responsive and energetic classroom atmosphere

by incorporating online quizzes to assess students' comprehension. *There are various approaches to enhancing students' speaking ability* (Son, 2012, p.18).

Speaking stands out as one of the crucial skills students need to attain for both social and academic accomplishments. Students apply this skill throughout the day by following and delivering instructions, giving and receiving feedback, asking questions, acquiring new information, and communicating with peers. This method of teaching can offer support to students facing language challenges, such as dyslexia, allowing them to aid in the improvement of language abilities among their fellow classmates. Let's find out which one is most effective for students:

1. Promote conversation

Social interaction provides students with a new opportunity for language practice. Some students may require a little guidance from the teacher to engage in conversation, that is why feel free to initiate communication whenever you want. To achieve this, instructors should encourage students to ask questions, rephrase their responses, and provide prompts that foster further conversation.

2. Model syntax structure

The students can not utilize total syntactical structures in informal speech, therefore the teacher should encourage them to do so during the lesson. When students use partitioned syntax, the model of full syntactic structures returns to them. This skill enhances language proficiency and provides students with the experience necessary to master written language.

3. Make eye contact

Encourage students to establish eye contact with each other during class and promote mutual engagement. *Maintaining eye contact will help gauge students' thoroughness in the classroom and assist in regulating their language skills or articulation. This will help them to better estimate, establish clearer mutual connections, and successfully comment on topics* (Volmink, 2015, p.12).

4. Mention students to speak aloud and articulate their thoughts clearly.

Encourage students to be aware of muscle tension while speaking and to exactly evaluate their volume and articulation during speech. Remind them that speaking with a different and loud voice is important for capturing the peers' notice and efficiently communicating their ideas and information.

5. Emphasize the weakness in tone.

Students' voices become indistinct when they speak loudly in open air, creating misunderstandings. Teach your students about the concept of tone of voice, encompassing frequency, sound level, rate, and rhythm. The meaning of a speaker's words can be altered by their intonation and tone. What they said is insignificant. The crucial aspect is how it was conveyed, as it could lead to misinterpretations of intentions and attitudes. Motivate your students to pay attention to their tone when conveying a message and to adjust their sound level and tone accordingly.

6. Give questions to develop understanding.

Providing questions before a reading assignment not only aids in reaching the pinnacle but also helps students think about what they are reading and comprehending.

Modern teaching techniques comprise an amalgamation of methods and tools employed in education to enhance the achievement of learning goals through increased effectiveness and interactive engagement. These techniques are chosen to facilitate various innovative learning experiences that encourage active participation during instruction and promote the development of learners' creativity. Utilizing modern learning techniques offers numerous advantages:

- They encourage student participation in collaborative activities and captivates students' interest in learning.
- They go beyond traditional passive instruction methods by promoting active learning.
- They not only enrich students' educational experiences but also equip them with the skills and mindset necessary for lifelong learning and success in an ever- evolving global society.
- *They develop students' essential interpersonal skills such as teamwork, communication, and empathy, which are valuable not only in academic settings but also in their future careers and personal lives* (Nagaraj, 1996, p.98-101).
- These techniques prepare them for success in an increasingly digital and interconnected world by familiarizing students with digital tools and resources.
- Modern learning techniques facilitate a student-centered approach to education, where learners have greater autonomy and control over their learning journey.

Conclusion

Language acquisition at the secondary school level seeks to furnish students with the linguistic competencies, cultural awareness, and self-assurance necessary to operate in an increasingly interconnected and multilingual environment. Language learning techniques in secondary education include many pedagogical strategies designed to facilitate significant language acquisition and enhance student engagement and achievement in language studies.

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